TERM TWO BASIC SIX WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR BASIC SIX

Name of School.....

Week Endin	g		
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Ind	licator(s)	B6.1.6.3.3. B6.2.6.4.2. B6.3.5.1.2 B6.4.9.3.1	
		. B6.5.4.1.2 B6.6.1.1.1.	
Performance	e Indicator	A. Learners can ask a	nd answer questions about
		key details on topic	s under discussion.
		B. Learners can reco	gnise the playful use of
		words in spoken ar	nd written language (jokes,
		riddles, puns)	
		C. Learners can use	appropriate subject-verb
		agreement	(indefinite pronouns,
		Singular/plural and	
		D. Learners can revie	w, and revise the draft to
		produce a coherent piece by proposing	
		grammar and vocabulary for improvement.	
E. Learners can explore the use of the sim		re the use of the simple	
		past verb form and	participle form
		F. Learners can read a	nd critique a variety of age-
		and level appropria	te books and present a one-
		page critical comn	nentary based on a set of
		criteria, on each bo	ok read
Teaching/ Le	earning Resources	Word cards, sentence cards	s, letter cards, handwriting
		on a manila card and a clas	s library.
	•	novation Communication and	
Developmen	nt and Leadership Critical T	rship Critical Thinking and Problem Solving.	
		,	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		

	T	,	
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc. • Encourage learners to ask and answer questions for clarification about key details. Ensure appropriate vocabulary use by dropping hints and showing word cards	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners ask and answer questions about key details on topics under discussion	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Introduce these one at a time. • Provide and discuss examples. • Learners play games with the activity in pairs/groups Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
		use playful words in spoken and written language (jokes, riddles, puns)	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR Revise subject-verb agreement concept learners have learnt in B4 and B5 by writing examples of sentences on the board and discussing them with learners. • Have groups of learners discuss and exemplify the following: – A singular	What have we learnt today? Ask learners to summarize the main points in the lesson

		ala.'a.a.b. a.c	
		subject goes with a	
		singular verb. – A plural	
		subject goes with a plural	
		verb. – A collective subject	
		goes with singular or	
		plural verb.	
		 Present a text. Put the 	
		class into groups to	
		identify sentences	
		showing subject –verb	
		agreement involving	
		Indefinite pronouns as	
		subjects. Each group	
		presents its work.	
		 Conduct suitable drills 	
		for learners to have	
		practice. Learners sit in	
		groups to converse on a	
		topic. E.g. "What the	
		people in my family do	
		daily".	
		Assessment: let learners	
		use appropriate subject-	
		verb agreement	
		(indefinite pronouns,	
		Singular/plural and	
		Collective nouns in	
		sentences	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
	songs and recite familiar	Have learners review their	today?
	rhymes	first draft by reading it	
		slowly and critically	Ask learners to
		several times to identify	summarize the main
		words/expressions that	points in the lesson
		need to be cancelled.	
		 Guide learners with the 	
		questions below:	
		iv. Are your ideas in order	
		and easy to understand?	
Let	file heleful fenuesus seulu liie	dly donate to the MTN no. 024	250504 (No. 10 5")(" A 10 10 10 10 10 10 10 10 10 10 10 10 10

		v. Are all the sentences	
		talking about the main	
		idea of the paragraph?	
		vi. Are all the paragraphs	
		talking about the topic?	
		Have learners read their	
		partners' draft and offer	
		suggestions.	
		 Encourage learners to 	
		make as many changes as	
		are necessary to improve	
		their drafts.	
		• Have learners make a	
		clean draft for publishing	
		Assessment: let learners	
		review, and revise a draft	
		to produce a coherent	
		piece	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Let learners write a story.	
		E.g. about what happened	Ask learners to
		after school on Monday.	summarize the main
		 Discuss the essay topic 	points in the lesson
		with learners and use the	
		webbing strategy to help	
		them write on the chosen	
		topic. Learners write	
		individually.	
		 Learners exchange their 	
		work for editing as	
		teacher guides by focusing	
		on the past verb form and	
		participle form.	
		 Assist those whose 	
		essays are only in the	
		simple past to some in the	
		past participle tense.	

		Learners rewrite their	
		essays incorporating the	
		corrections.	
		Assessment: let learners	
		write on another topic	
		individually using the	
		simple past verb form as	
		well as the past participle	
		form	
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
,	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading	whole class
		widely.	
		Have learners read	
		books of their choice	
		independently during the	
		library period.	
		• Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		write a-two-paragraph	
		summary of the book	
		read.	
		Invite individuals to	
		present their work to the	
		class for feedback.	
		Encourage them to visit	
		the local library to read	
		and borrow books.	
		Encourage them to	
		share whatever they read	
		with their mates.	
		Assessment: let learners	
		read and critique a variety	
		of age- and level	
		appropriate books and	
	<u> </u>		

	present a one-page critical commentary based on a set of criteria, on each book read	
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Week Endir	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.1	
Performano	e Indicator	· · ·	World War II developments
		in the Gold Coast	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	9
Teaching/ L	earning Resources	Pictures	
·	•	ovation Communication and	
Developme	nt and Leadership Critical T	hinking and Problem Solving	5.
	I	I	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
Tuesday	For Learning)	Discuss the main	What have we learnt
Tuesday	Engage learners to sing songs and recite familiar	recommendation in the	today?
	rhymes	Coussey committee	today:
	Tilyines	report.	Ask learners to
	Why was the Coussey	report.	summarize the main
	Committee established?	Assessment: let learners	points in the lesson
	committee established.	identify the main	points in the lesson
		recommendation in the	
		Coussey committee	
		report.	
Thursday	Engage learners to sing	Discuss the main	What have we learnt
-	songs and recite familiar	recommendation in the	today?
	rhymes	Coussey committee	
		report.	Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		identify the main	
		recommendation in the	
		Coussey committee	
		report.	

Week Ending		
Class	six	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B6.4.1.1.1	
Performance Indicator	dicator Learners can compare renewable and non-renewable	
	sources of energy	
Strand	FORCES AND ENERGY	
Sub strand	SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Begin by asking the	What have we learnt
	songs and recite familiar	following questions: (1)	today?
	rhymes	what is energy? (2) Where	
		does energy come from?	Ask learners to
	Discuss the functions of	(answers to this question	summarize the important
	parts of plants with	may include the sun,	points of the lesson
	learners	batteries, food, firewood	
		and hydroelectric power	
		and thermal plants)	
		Show pictures and	
		videos of different sources	
		of energy such as the sun,	
		batteries, food and water.	
		Assessment: let 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,	
		(in cwood, batteries, rood,	

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

Week Endi	ng		
Class		six	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning In	dicator(s)	B6.2.4.1.1.	_
	ce Indicator	Learners can describe inter	nal migration in Ghana
0. 1			
Strand		ALL AROUND US	
Sub strand		Population and Settlement	
	Learning Resources	Pictures	
-	•	novation Communication an	
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.
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DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS (Droporing The Brain	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Tuesday	<u> </u>	Learners brainstorm and	What have we learnt
Tuesday	Engage learners to sing songs and recite familiar	come out with challenges	today?
	rhymes	associated with urban	today:
	Titytiics	settlements:	Ask learners to
		a) poor sanitation	summarize the main
		b) environmental	points in the lesson
		pollution	points in the lesson
		c) traffic congestion	
		e, traine congestion	
		Assessment: let learners	
		identify challenges	
		associated with urban	
		settlements	
Thursday	Engage learners to sing	In groups discuss	What have we learnt
,	songs and recite familiar	measures that can be	today?
	rhymes	taken to solve challenges	
		associated with rural and	Ask learners to
		urban settlements. E.g.	summarize the main
		provision of social	points in the lesson
		amenities in the rural	
		areas,	
		creation of job	
		opportunities for both	
		rural and urban areas.	

Assessment: let learners	
identify measures that	
can be taken to solve	
challenges associated with	
rural and urban	
settlements	

Week Ending		
Class	six	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B6.1.3.1.2 B6.1.3.1.3	
Performance Indicator	 A. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths) B. Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction 	
Strand	Number	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	To add or subtract	Review the lesson with
		improper fractions with	Learners
	I'm counting one, what	different denominators, (2	
	is one	1/3 and 32/5) we need	
	1 - One is one alone,	find the Lowest Common	Assessment: have
	alone it shall be.	Denominator (LCD) and	learners to practice with
	2 - Two pair, two pair	use this to express the	more examples
	come pair let us pair	equivalent fractions. The	
	3 - Turn around	LCD is 15 and the	
	4 - Follow me	equivalent fractions are 2	
	5 - Fire	5/15 and 3 6/15; their	
		sum is 2 1/3 + 32/5 =2	
		5/15+ 3 6/15 = 5	
		(5+6)/15 which is 5	
		11/15; and difference	
		32/5 -2 1/3 = 1 (65)/15	
		= 1 1/15	
Tuesday	Sing songs like:	To add or subtract	Review the lesson with
		improper fractions with	Learners
		different denominators, (2	

	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	1/3 and 32/5) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are 2 5/15 and 3 6/15; their sum is 2 1/3 + 32/5 =2 5/15+ 3 6/15 = 5 (5+6)/15 which is 5 11/15; and difference 32/5 -2 1/3 = 1 (65)/15 = 1 1/15	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. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To multiply a whole number by a mixed fraction (e.g. 3×2 2/3) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. 3×2 2/3 = $(3 \times 2) + 3 \times 2/3$) = $6 + 2/3 + 2/3 + 2/3 = 66/3 = 8$ or 3×2 2/3 = $2(3 + 2) + 2/3 = 6(2 + 2 + 2)/3 = 66/3 = 8$	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.	To multiply a whole number by a mixed fraction (e.g. 3 × 2 2/3) one can multiply the whole number by the whole number and then whole number by the	Review the lesson with Learners Assessment: have learners to practice with more examples

	2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. $3 \times 2 \ 2/3 = (3 \times 2) + 3 \times 2/3) = 6 + 2/3 + 2/3 + 2/3 = 66/3 = 8 \text{ or } 3 \times 2 \ 2/3 + 2 \ 2/3 + 2 \ 2/3 + 2 \ 2/3 = 6 \ (2 + 2 + 2)/3 = 66/3 = 8$	
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 come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To multiply a fraction by a whole number the multiplication is interpreted as "of"; e.g. 2/3 ×5 means shade 2/3 of 5; i.e. finding two-thirds of each of five objects; i.e. 2/3 ×5 is 2/3 of 5 quantities, which leads 10 thirds, i.e. 2/3 ×5 = 10(1/3) = 10/3 = 31/3	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending	
Class	six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B6 2.2.2.2
Performance Indicator	Learners can brainstorm and generate ideas for creating own performing artworks that reflect the physical and social environments of some communities in the world
Strand	Performing Arts
Sub strand	Planning, Making and Composing
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② study the ideas, forms	today?
	rhymes	and structures that	
		constitute the physical	Ask learners to
		and social environments	summarize the main
		of some communities in	points in the lesson
		the world;	
		② make analytical study of	
		the ideas, forms,	
		movement patterns,	
		rhythms, sounds etc. that	
		interest them;	
		develop, arrange and	
		compose own movement	
		patterns, lyrics, sounds,	
		rhythms, melodies from	
		the ideas studied in the	
		physical and social	
		environments. 🛭 present	
		concepts for peer review	

Wednesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners write ideas for creating own performing artworks Learners are to: develop, arrange and compose own movement patterns, lyrics, sounds, rhythms, melodies from the ideas studied in the physical and social environments. Peresent concepts for peer review; use the ideas or feedback from the peer review to improve upon the arrangements for own	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners write ideas for creating own performing artworks	

Week End	ding		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference	9	PE curriculum Page	
Learning	Indicator(s)	B6.1.3.1.2	
Performa	nce Indicator	Learners can Roll (body) smoothly forward and
		backward (combination of	forward and backward roll)
Strand		MOTOR SKILLS AND MOVE	MENT PATTERNS
Sub stran	d	RHYTHMIC SKILLS	
Teaching,	Learning Resources	cones	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	After a warm up, learners	What have we learnt
	demarcated area in files	curve their bodies	today?
	while singing and	adequately, tuck their	Use answers to
	clapping to warm-up the	head, push off evenly with	summarise the lesson.
	body for maximal	both feet, take the body	
	performance and to	weight on the hands and	
	prevent injuries	arms. The head and body	
		stay tucked in throughout	
		the roll. Learners keep the	
		front and top of the head	
		from touching the mat.	
		Learners roll back to their	
		feet unaided at their own	
		pace. Learners adapt	
		forward roll technique	
		based on their capabilities	

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Week Ending		
Class	six	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B6.5.1.1.8 B6.5.1.1.9. B6.5.3.1.1	
Performance Indicator	Learners can operate basics SQL: querying and manipulating data Learners can operate basics SQL: querying and manipulating data. Learners can demonstrate how to use the ribbons under the home ribbons. (i.e. clip board, styles, fonts, paragraph and editing)	
Strand	PROGRAMMING AND DATABASES	
Sub strand	INTRODUCTION TO DATABASES, ALGORITHM AND	
	PROGRAMMING. LANGUAGES.	
	INTRODUCTION TO ELECTRONIC SPREADSHEET	
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	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to write	What have we learnt
	songs and recite familiar	simple queries to retrieve	today?
	rhymes	specific names of students	
		from a database of the	Ask learners to
		names of all students in	summarize the main
		class database design. eg.	points in the lesson
		CREATE DATABASE,	
		SELECT and UPDATE	
		Guide learners to write	
		simple queries to retrieve	
		specific names of students	
		from a database of the	
		names of all students in	
		class. e.g CREATE TABLE,	
		DELETE and INSERT INTO	
		Guide learners to do a	
		presentation on the use of	

	the ribbons under the home button.	
	Assessment: let learners explain the use of the ribbons under the home button.	

Week En	ding		
Class		Six	
Subject		RELIGIOUS AND MORAL ED	DUCATION
Reference	е	RME curriculum Page	
Learning	Indicator(s)	B6.2.2.1.3:	
Performa	nce Indicator	Learners can discuss mora	lessons from the festivals.
Strand		God, His Creation and Attr	ibutes
Sub stran	nd	The Environment	
Teaching	/ Learning Resources	Pictures	
Core Con	npetencies: Creativity and Ini	novation Communication ar	nd Collaboration Personal
	nent and Leadership Critical		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	In groups, let learners	What have we learnt
	songs and recite familiar	write essays on moral	today?
	rhymes	lessons in festivals and	
		present their works for	Ask learners to
		suggestions and	summarize the main
		corrections.	points in the lesson
		Communication	
1		Assessment: let learners	
		write the moral lessons	
		from the festivals	
	i	1	

Learning Inc	dicator (s) (Ref. No.)	B6.2.6.1.3 Make predictions of a given text. B6.2.7.1.1. Summarise a given story/text.	
Performance Indicators		a given text.	should make predictions of should summarise a given
Week Endin	g		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Compe	etencies: Communication a	nd collaboration Personal de	evelopment 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	 Give learners the text to read again. Discuss how to make predictions from a passage. Assist learners to make predictions from the given text. 	What have we learnt today?
		Assessment: let learners make predictions of a given text.	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Give learners a text to read. Let learners read a paragraph silently. Discuss how to do summary with the learners. 	What have we learnt today?

	 Ask a learner to summarise the paragraph read to the class. Make learners summarise a given short text and discuss the summary made from groups 	
	Assessment: let learners summarise a given story/text.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Give learners a text to read. Let learners read a paragraph silently. Discuss how to do summary with the learners. Ask a learner to summarise the paragraph read to the class. Make learners summarise a given short text and discuss the summary made from groups Assessment: let learners summarise a given story/text. 	What have we learnt today? Review the lesson with learners

TERM TWO BASIC SIX WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC SIX

Name of School.....

Week Ending				
Class		Six		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning Indi	cator(s)	B6.1.7.1.1. B6.2. 6.4.3. B6.3.5.1.3. B6.4.9.3. B6.5.4.1.3 B6.6.1.1.1.		
Performance	Indicator	A. Learners can employ Think Aloud an visualisation strategies to make meaning from level-appropriate texts B. Learners can use words suitable for purpose audience, context and culture in relation to type of texts C. Learners can use different forms of verbs, the Irregular and infinitive to talk about person activities D. Learners can edit/proofread draft, checkin capitalisation, usage, punctuation and spelling. E. Learners can use a range of verb forms a speech and in writing. F. Learners can read and critique a variety of again and level appropriate books and present a one page critical commentary based on a set of the set		
Tooching/Los	orning Posourcos	criteria, on each book read		
reaciiiig/ Lea	arning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Core Compet	encies: Creativity and Inr	novation Communication and Collaboration Personal		
Development	and Leadership Critical T	hinking and Problem Solving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS PHASE 3: REFLECTION		
	MINS	(New Learning Including 10MINS		
	(Preparing The Brain	Assessment) (Learner And Teacher)		
	For Learning)			
	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Have learners listen to teacher-read texts or What have we learnt today?		

		video/audio recording on	Ask learners to
		familiar topics.	summarize the main
		 Model the visualisation 	points in the lesson
		strategy to make meaning	points in the resson
		from texts heard.	
		• Encourage learners to	
		practise constructing	
		meaning from the texts or	
		_	
		play.	
		Assessment: let learners	
		employ Think Aloud and	
		visualisation strategies to	
		make meaning from level-	
		appropriate texts	
Tuesday	Engage learners to sing	B .READING	What have we learnt
Tuesday	songs and recite familiar	Choose appropriate texts	today?
		to guide learners identify	today:
	rhymes	the key elements in	Ask learners to
		-	
		writing. E.g. purpose,	summarize the main
		audience, setting,	points in the lesson
		characters, etc.	
		Have them role play a	
		simple story to bring out	
		the importance of these	
		elements and their usage	
		A	
		Assessment: let learners	
		use words suitable for	
		purpose, audience,	
		context and culture in	
		relation to: type of texts	
Moduces de	Faces leaves to sive	C CDANANAD	\A/hat have well-amet
Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
	songs and recite familiar	E.g.: I asked my friend to	today?
	rhymes	read the story	

					Ask learners to
		use diffe verbs, th infinitive	erent fone ne Irreg e to tall	ular and about	summarize the main points in the lesson
		persona		ies	
Thursday	Engage learners to sing songs and recite familiar rhymes	clean dra 4.3.1) ar convent	rners paft (Ref aft (Ref ad chec ions. E. ation, p		What have we learnt today? Ask learners to summarize the main points in the lesson
		and who now. It change yexperier on how you unic	ive wrick who you we focused and that chat chat char earners	ting ou are now ere before s on a ve d reflects ange makes	
		Then	Now	chart	
		Then	Now	Reasons for change	
		Use que Prewritii		co revise: rategy	
		used to	be and . Tell v . Conti	nue with	

		Writing, Revising, Editing	
		and Publishing.	
		Assessment: let learners	
		edit/proofread draft,	
		checking capitalisation,	
		usage, punctuation and	
		spelling	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
111007	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Guide learners, with	toddy.
	mymes	examples, to form	Ask learners to
		sentences in the past	summarize the main
		perfect tense. Learners	points in the lesson
		•	ן אסווונא ווו נוופ ופאטטוו
		narrate a short event using	
		the simple past and past	
		perfect tenses.	
		 Guide learners with 	
		examples to construct	
		sentences using the past	
		perfect form of verbs.	
		E.g. When you came I had	
		already finished the work.	
		Let learners narrate short	
		events using both tenses.	
		 Let learners write a 	
		letter to an elderly relative	
		on something that	
		happened in the past.	
		 Learners in their groups 	
		(mixed ability), choose a	
		topic or event they will	
		want to write on using the	
		past perfect and simple	
		past tenses.	
		past telises.	
		Have learners write a	
		mind map to guide their	
		writing. Learners edit	
		their writing at every stage	

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

Week Endir	ng			
Class		six		
Subject		HISTORY		
Reference		History curriculum Page		
Learning Inc	dicator(s)	B6.5.4.1.2		
Performand	ce Indicator	Learners can explain how G	Shana gained independence	
		through constitutional mea	ins	
Strand		Journey to Independence		
Sub strand		Ghana Gains Independence	2	
Teaching/ L	earning Resources	Pictures		
Ī	·	ovation Communication and hinking 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 Which political parties took part in the 1951 general elections? What was the outcome of that election?	Discuss the first general elections held in 1951. Assessment: let learners narrate the first general elections held in 1951	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	Discuss the first general elections held in 1951. Assessment: let learners narrate the first general elections held in 1951	What have we learnt today? Ask learners to summarize the main points in the lesson	

Week Ending		
Class	six	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B6.4.1.2.1	
Performance Indicator	Learners can measure the temperature of a body using	
	a thermometer	
Strand	FORCES AND ENERGY	
Sub strand	SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	Assessmenty	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Assist learners to reflect on their previous knowledge on heat and temperature (temperature refers to the degree of hotness of a body). • Provide clinical and laboratory thermometers or show pictures of different types of thermometers. • Learners identify the equipment and where and when it is used. • Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water.	What have we learnt today? Ask learners to summarize the important points of the lesson
		Assessment: let learners	

		of a body using a	
		thermometer	
Thursday	Engage learners to sing	Guide learners, in groups,	What have we learnt
	songs and recite familiar	to produce their own	today?
	rhymes	improvised thermometers	
		using plastic bottles,	Ask learners to
		plastic straws, dyes and	summarize the
		water.	important points of the
		 Some learners share 	lesson
		experiences of how their	
		body temperatures were	
		measured on a visit to a	
		health centre.	
		Learners demonstrate	
		the use of thermometers	
		to measure temperature	
		of their bodies and that of	
		warm water.	
		Assessment: let learners	
		measure the temperature	
		of a body using a	
		thermometer	

Week Endi	ng			
Class	ss six			
Subject		MATHEMATICS		
Reference		Mathematics curriculum F	Page	
Learning In	dicator(s)	B6.1.3.1.3 B6.1.4.1.1		
Performan	ce Indicator	A. Learners can use m	nodels to explain the result	
		of multiplying a fra	action by whole number, a	
		whole number by a	a fraction and a fraction by	
		fraction		
		B. Learners can use co	oncrete models and pictorial	
		representations to	explain a ratio as a concept	
		that shows the nur	mber of times one quantity	
		can be obtained	in another and write this	
		symbolically and in	its simplest form	
Strand		Number		
Sub strand		Fractions		
		Fractions		
	Learning Resources	Counters novation Communication and	Counters	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Sing songs like:	To multiply a fraction (i.e.	Review the lesson with	
		common or mixed) by a	Learners	
	I'm counting one, what	whole number (e.g. 4 2/5		
	is one	× 5) first change all into		
	1 - One is one alone,	common fractions, then	Assessment: have	
	alone it shall be.	multiply the numerators	learners to practice with	
	2 - Two pair, two pair	separately and multiply	more examples	
	come pair let us pair	the denominators		
	3 - Turn around	separately and simplify,		
	4 - Follow me	i.e. $4 \frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{7}$		
	5 – Fire	(1) == (24×5)/5 = 120/5		
		= 24/1 = 24. [Note, the		
		product can be simplified		
		before multiplying the		
	Ī	numerators separately	I	

		and multiplying the	
		denominators separately].	
Tuesday	Sing songs like:	To multiply a fraction (i.e.	Review the lesson with
		common or mixed) by a	Learners
	I'm counting one, what	whole number (e.g. 4 2/5	
	is one	× 5) first change all into	
	1 - One is one alone,	common fractions, then	
	alone it shall be.	multiply the numerators	
	2 - Two pair, two pair	separately and multiply	
	come pair let us pair	the denominators	
	3 - Turn around	separately and simplify,	
	4 - Follow me	i.e. 4 4/5 × 5 = 24/5 × 5 /	
	5 – Fire	(1) == (24×5)/5 = 120/5	
		= 24/1 = 24. [Note, the	
		product can be simplified	
		before multiplying the	
		numerators separately	
		and multiplying the	
		denominators separately].	
Wednesday	Sing songs like:	Use concrete objects	
·		and/or pictorial	
	I'm counting one, what	representations to explain	
	is one	ratio as a number which	
	1 - One is one alone,	tells the number of times	Assessment: have
	alone it shall be.	a quantity can be	learners to practice with
	2 - Two pair, two pair	obtained in another. In	more examples
	come pair let us pair	the figures, the area of	
	3 - Turn around	the shape A is 14 of the	
	4 - Follow me	area of the shape B; so	
	5 - Fire	they are in the ratio 1:4.	
		Shape C is three times the	
		size of A so the ratio of C	
		to A is 3:1.	
		A B	
Thursday	Sing songs like:	Use concrete objects	Review the lesson with
		and/or pictorial	Learners
		and/or pictorial	Learners

I'm counting one, what ratio as a number which is one tells the number of times Assessment: have 1 - One is one alone, a quantity can be learners to practice with obtained in another. In alone it shall be. more examples the figures, the area of 2 - Two pair, two pair come pair let us pair the shape A is 14 of the 3 - Turn around area of the shape B; so 4 - Follow me they are in the ratio 1:4. 5 - Fire Shape C is three times the size of A so the ratio of C to A is 3:1. Friday Sing songs like: Use concrete objects Review the lesson with and/or pictorial Learners I'm counting one, what representations to explain is one simplest form of a ratio. 1 - One is one alone, Shape C is made up of 6 **Assessment**: have alone it shall be. squares and shape A is learners to practice with 2 - Two pair, two pair more examples made up of 2 squares, the come pair let us pair areas of the shapes C and 3 - Turn around A are in the ratio 6:2; and 4 - Follow me since C is three times A, 5 - Fire the ratio 3:1 is the simplest form of 6:2. The simplest form of a ratio is obtained by dividing through by the highest common factor. The ratio of C to B is 6:8 and its simplest form is 3:4. E.g. Simplify (i) 10m : 1000km (ii) Write 4:12 in the form 1 : n (iii) Express 15 : 20 in the form n:1.

Class Subject CREATIVE ARTS Reference Creative Arts curriculum Learning Indicator(s) B6 1.3.4.2 Performance Indicator Learners can plan an exhibition of own functional decorative visual artworks that reflect the physica and social environments of some communities in tworld Strand Visual Arts Sub strand Displaying and Sharing Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 NINS PHASE 2: MAIN 40MINS NINS PHASE 3: REFLECTION (New Learning Including) NINS	Week Endi	ng		
Reference Learning Indicator(s) Be 1.3.4.2 Performance Indicator Learners can plan an exhibition of own functional decorative visual artworks that reflect the physica and social environments of some communities in tworld Strand Visual Arts Sub strand Displaying and Sharing Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Learners are to: Watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative			six	
Learning Indicator(s) Performance Indicator Learners can plan an exhibition of own functional decorative visual artworks that reflect the physica and social environments of some communities in tworld Strand Visual Arts Sub strand Displaying and Sharing Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINNS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Ask learners to summarize the main circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative				
Derformance Indicator Learners can plan an exhibition of own functional decorative visual artworks that reflect the physica and social environments of some communities in tworld	<u> </u>			
decorative visual artworks that reflect the physica and social environments of some communities in tworld Strand Visual Arts Displaying and Sharing Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative	Learning Indicator(s)		B6 1.3.4.2 Learners can plan an exhibition of own functional an decorative visual artworks that reflect the physical and social environments of some communities in the	
and social environments of some communities in tworld Strand Visual Arts Displaying and Sharing Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Assessment) Learners are to: What have we learnt today? Ask learners to summarize the main circuit, district or regional cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative				
Strand Visual Arts Sub strand Displaying and Sharing Teaching/ Learning Resources Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Ask learners to summarize the main exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative				
Strand Sub strand Displaying and Sharing Teaching/ Learning Resources Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Monday Engage learners to sing songs and recite familiar rhymes Ask learners to summarize the main circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative				
Teaching/ Learning Resources Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Phase 2: MAIN 40MINS (New Learning Including Assessment) Learners are to: watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative			world	
Teaching/ Learning Resources Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Ask learners to summarize the main cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative	Strand		Visual Arts	
Core Competencies: Creativity and Innovation Communication and Collaboration Person Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Learners are to: The watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative	Sub strand		Displaying and Sharing	
DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing what have we learnt today? Ask learners to summarize the main points in the lesson Engage learners to sing songs and recite familiar rhymes Engage learners to sing what have we learnt today? Ask learners to summarize the main points in the lesson Engage learners to sing what have we learnt today? Ask learners to summarize the main points in the lesson Engage learners to sing what have we learnt today? Ask learners to summarize the main points in the lesson Engage learners to sing what have we learnt today? Ask learners to summarize the main points in the lesson Engage learners to sing what have we learnt today? Ask learners to summarize the main points in the lesson	Teaching/ Learning Resources			
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Mins (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Ask learners to sum exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative	Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	ıg.
Mins (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes Monday Engage learners to sing songs and recite familiar rhymes Ask learners to sum exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative				
Monday Engage learners to sing songs and recite familiar rhymes Learners are to:	DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
Monday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative		MINS	(New Learning Including	10MINS
Monday Engage learners to sing songs and recite familiar rhymes Learners are to: What have we learnt today? Ask learners to summarize the main points in the lesson Cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative		(Preparing The Brain	Assessment)	(Learner And Teacher)
songs and recite familiar rhymes a watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service Serv		For Learning)		
rhymes an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative	Monday	Engage learners to sing	Learners are to:	What have we learnt
exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative		songs and recite familiar	watch a short video on	today?
preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative		rhymes	an exhibition or visit an	
circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative			exhibition centre,	Ask learners to
cultural festival of the cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative			preferably during the	summarize the main
cultural education unit of the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative			circuit, district or regional	points in the lesson
the Ghana Education Service); Assessment: let learners write a plan for an exhibition of own functional and decorative			cultural festival of the	
Assessment: let learners write a plan for an exhibition of own functional and decorative			cultural education unit of	
Assessment: let learners write a plan for an exhibition of own functional and decorative			the Ghana Education	
write a plan for an exhibition of own functional and decorative			Service);	
write a plan for an exhibition of own functional and decorative				
write a plan for an exhibition of own functional and decorative				
exhibition of own functional and decorative				
functional and decorative			·	
			exhibition of own	
visual artworks			functional and decorative	
			visual artworks	

Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	discuss the need for	today?
	rhymes	displaying portfolio of	
		own visual artworks	Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		write a plan for an	
		exhibition of own	
		functional and decorative	
		visual artworks	

Week End	ling		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference	9	PE curriculum Page	
Learning I	Indicator(s)	B6.2.1.2.1	
Performa	nce Indicator	Learners can Explain the importance of open space in	
		playing team games.	
Strand		Movement Concepts, Princ	iples and Strategies
Sub stran	d	Space Awareness,	
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	Learners explain the	What have we learnt
	demarcated area in files	importance of open space	today?
	while singing and	in playing team games as;	Use answers to
	clapping to warm-up the	it allows room for the	summarise the lesson.
	body for maximal	beauty of the game,	
	performance and to	learners are able to	
	prevent injuries	operate in a conducive	
		atmosphere.	
		Self-space and general	
		space are very important	
		when working in groups.	
		Selfspace is the amount of	
		space one occupies when	
		not travelling	

Week Ending		
Class	six	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B6.5.3.1.2 B6.5.3.1.3. B6.5.3.1.4.	
Performance Indicator	Learners can create basic worksheets using Microsoft Excel 2016. Learners can perform calculations in an MS-Excel worksheet. Modify an MS-Excel worksheet.	
Strand	PROGRAMMING AND DATABASES	
Sub strand	: INTRODUCTION TO ELECTRONIC SPREADSHEET	
Teaching/ Learning Resources	Laptop	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to develop	What have we learnt
	songs and recite familiar	worksheet consisting of	today?
	rhymes	list of names ie. teachers,	
		students, friends, families,	Ask learners to
		etc	summarize the main
			points in the lesson
		Guide learners to develop	
		worksheet that will help in	
		calculating multiplication,	
		addition and subtraction.	
		Guide learners to modify	
		worksheet by adding the	
		age of learners in the class	
		to the list of learners	
		created in an earlier class	
		Assessment: let learners	
		perform calculations in an	
		MS-Excel worksheet.	

Week Ending	
Class	six
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B6.3.1.1.1.
Performance Indicator Learners can describe the importance of pra-	
	lives
Strand	OUR BELIEFS AND VALUES
Sub strand	Worship
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	For Learning)	,	,
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the meaning of prayer: a communication between the worshipper and the object of worship.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Learners talk about the types of prayer: Christianity— thanksgiving, intercession, supplication, confession, etc. Islam—Salat (five daily compulsory prayers), congregational (Ju`mah), etc. Traditional—thanksgiving, intercession, supplication, confession, etc.	
		Assessment: let learners describe the types of prayer	

Thursday	Engage learners to sing	Learners discuss the	What have we learnt
	songs and recite familiar	importance of prayer:	today?
	rhymes	• brings us closer to God	
		• It shows our	Ask learners to
		dependence on God, etc.	summarize the main
		Learners demonstrate	points in the lesson
		how prayer is done in the	
		three major religions.	
		Assessment: let learners	
		describe the importance	
		of prayer in our lives	

Week End	ding		
Class	_	six	
Subject	ibject RELIGIOUS AND MORAL EDUCATION		UCATION
Reference		RME curriculum Page	
Learning	Indicator(s)	B6. 3.1.1.1.	
Performa	nce Indicator	Learners can narrate the st	cory of the latter lives of the
		leaders of the major religions	
Strand		Religious Leaders	
Sub stran	ıd	The Latter Lives of Leader	s of the Three Major
		Religions in Ghana	
Teaching	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and In	novation Communication ar	nd Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvi	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Guide learners to talk	What have we learnt
	songs and recite familiar	about the latter lives of	today?
	rhymes	the religious leaders:	
		- Jesus Christ-triumphant	Ask learners to
		entry to Jerusalem (Palm	summarize the main
		Sunday), Last Supper,	points in the lesson
		Prayer at Gethsemane,	
		arrest and trial,	
		crucifixion, death and	
		resurrection.	
		- The Holy Prophet	
		Muhammad (S.A.W.) -	
		triumphant entry into	
		Makkah, farewell	
		message, sickness and	
		death.	
		- Traditional leader (e.g.	
		OkomfoAnokye)-	
		priesthood, miracles and	
		other activities and death.	

	Assessment: let learners narrate the story of the latter lives of the leaders of the major religions	
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Learning Indicator (s) (Ref. No.)		B6.3.1.1.2 Write sentences using joint scripts	
Performano	ce Indicators	The learner should write sentences using joint scripts	
Week Ending			
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Competencies: Communication a		nd collaboration Personal de	velopment and leadership
	·		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	Give learners longer	What have we learnt
	songs and recite	sentences on flashcards to	today?
	familiar rhymes	read.	
		• Discuss joint scripts with	
		learners.	
		• Use some joint scripts to	
		write some sentences on	
		the board.	
		 Show the flashcards to 	
		the learners.	
		 Help learners write 	
		sentences using joint	
		scripts from the sentences	
		on the flashcard	
			Review the lesson with
		Assessment: let learners	learners
		write sentences using joint	
		scripts	
	Engage leaners to sing	Use some joint scripts	What have we learnt
	songs and recite	to write some sentences	today?
	familiar rhymes	on the board.	
		 Show the flashcards to 	
		the learners.	
		 Help learners write 	
		sentences using joint	

	scripts from the sentences on the flashcard.	
	Assessment: let learners	
	write sentences using joint	
	scripts	Review the lesson with
		learners
Engage leaners to sing songs and recite familiar rhymes	to write some sentences on the board.	What have we learnt today?
	Show the flashcards to the learners.Help learners write	
	sentences using joint scripts from the sentences on the flashcard.	
	Assessment: let learners write sentences using joint scripts	Review the lesson with learners

TERM TWO BASIC SIX WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC SIX

Name of School.....

Week Endin	g			
Class		Six		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning Inc	licator(s)	B6.1.7.1.2 B6.2.7.1.1 B	6.3.5.1.4 B6.4.11.1.1.	
		B6.5.4.1.3 B6.6.1.1.1.		
Performance	e Indicator	A. Learners can relate the sequence of eve (E.g. beginning, middle end)stories/drama/texts) B. Learners can construct meanin C. Learners can use the simple present form verbs in sentences: D. Learners can write freely about topics of che on national issues and issues from differ learning areas E. Learners can use a range of verb forms speech and in writing F. Learners can read and critique a variety of a and level appropriate books and present a copage critical commentary based on a set criteria, on each book read		
Teaching/ Lo	earning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Core Compe	etencies: Creativity and Inr	novation Communication and Collaboration Personal		
Developmen	nt and Leadership Critical T	hinking and Problem Solving		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	Referring to a recently	today?	
	rhymes	read story, assist learners		
		to identify the sequence	Ask learners to	
		of events in the story.	summarize the main	
			points in the lesson	

		e.g. The beginning, middle, and ending. • Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end	
		Assessment: let learners relate the sequence of events	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Select level-appropriate texts for learners. • Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening. • Learners connect their background knowledge to help them make meaning of the text as they read. • Assist learners with a variety of questions to make meaning during and after reading the text. • Lay emphasis on the need to use the environment of a word to get its meaning.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners construct meaning from texts	

Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
,	songs and recite familiar	Revise the simple present	today?
	rhymes	in context.	·
	•	Present an on-going	Ask learners to
		situation to learners for	summarize the main
		them to report on	points in the lesson
		it. E.g. A football	
		game/match.	
		Present similar	
		situations for learners to	
		describe using the simple	
		present, in groups.	
		Groups may write and	
		present their work to the	
		class.	
		• Use texts/sentences to	
		introduce the use of the	
		simple present for:	
		 scheduled future 	
		actions E.g. The bus	
		leaves early tomorrow.	
		 future possibilities or 	
		plans e.g. If he doesn't	
		come early, we shall go	
		without him.	
		Assessment: let learners	
		use the simple present	
		form of verbs in sentences	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
	songs and recite familiar	Have learners select a	today?
	rhymes	topic of their choice on	
		national issues and issues	Ask learners to
		from different learning	summarize the main
		areas.	points in the lesson
		Guide learners to	
		brainstorm and generate	
		ideas.	

		Have learners organise	
		their ideas to write their	
		first draft.	
		They revise their first	
		draft.	
		• Learners then, peer edit	
		their work.	
		Have them present their	
		work for class discussion	
		and correction.	
		They then write the	
		final draft and display	
		their work for their peers	
		to read.	
		Assessment: let learners	
		write freely about topics	
		of choice on national	
		issues and issues from	
		different learning areas	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Guide learners, with	
		examples, to form	Ask learners to
		sentences in the past	summarize the main
		perfect tense. Learners	points in the lesson
		narrate a short event	
		using the simple past and	
		past perfect tenses.	
		Guide learners with	
		examples to construct	
		sentences using the past	
		perfect form of verbs.	
		E.g. When you came I had	
		already finished the work.	
		Let learners narrate short	
		events using both tenses.	
		Let learners write a	

		relative on something that	
		happened in the past.	
		• Learners in their groups	
		(mixed ability), choose a	
		topic or event they will	
		want to write on using the	
		past perfect and simple	
		past tenses.	
		 Have learners write a 	
		mind map to guide their	
		writing.	
		Learners edit their writing	
		at every stage e.g.	
		introduction, body and	
		conclusion. Encourage	
		them to share their work	
		with other groups	
		Assessment: let learners	
		use a range of verb forms	
		in speech and in writing	
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading	whole class
		widely.	
		 Have learners read 	
		books of their choice	
		independently during the	
		library period.	
		Learners think-pair-	
		share their stories with	
		peers.	
		 Ask each learner to 	
		write a-two-paragraph	
		summary of the book	
		read.	
		 Invite individuals to 	
		present their work to the	
		class for feedback.	

- Fundamental and to viola
Encourage them to visit
the local library to read
and borrow books.
Encourage them to
share whatever they read
with their mates.
Assessment: let learners
read and critique a variety
of age- and level
appropriate books and
present a one-page critical
commentary based on a
set of criteria, on each
book read

Week Endir	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.2	
Performand	ce Indicator	Learners can explain how G	hana gained independence
		through constitutional means	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Developme	nt and Leadership Critical T	hinking and Problem Solving	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Use a resource person	What have we learnt
	songs and recite familiar	(retired educationalist,	today?
	rhymes	veteran soldier, retired	
		police officer, senior	Ask learners to
	Which political parties	citizens etc.) to discuss the	summarize the main
	took part in the 1951	sequence of events	points in the lesson
	general elections? What	leading to the 1956	
	was the outcome of that	elections	
	election?		
		Assessment: let learners	
		explain how Ghana gained	
		independence through	
		constitutional means	
Thursday	Engage learners to sing	Use a resource person	What have we learnt
	songs and recite familiar	(retired educationalist,	today?
	rhymes	veteran soldier, retired	
		police officer, senior	Ask learners to
		citizens etc.) to discuss the	summarize the main
		sequence of events	points in the lesson
		leading to the 1956	
		elections	
		Assessment: let learners	
		explain how Ghana gained	

	independence through	
	constitutional means	

Week Endin	g		
Class	-	six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Inc	licator(s)	B6.4.2.1.1	
Performanc	e Indicator	Learners can construct an e	electric circuit and know the
		functions of its components	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONIC	CS
Teaching/ Lo	earning Resources	Pictures	
l -	etencies: Creativity and Innov nt and Leadership Critical Thi	ation Communication and Collanking and Problem Solving.	aboration Personal
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Engage learners to discuss the basic components of an electric circuit (use video demonstrations where available). • Note that the basic components are the battery (dry cell), bulb, connecting wire, switch/key, etc. • Learners mention the roles of the components of the electric circuit. Assessment: let learners construct an electric circuit and know the functions of its	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	components Learners, in groups, provide them with the electrical components and assist them to construct a functional simple electric circuit. • Learners draw the circuits they have constructed	What have we learnt today? Ask learners to summarize the important points of the lesson

	Assessment: let learners	
	construct an electric circuit	
	and know the functions of its	
	components	

Week Ending			
Class	six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B6.1.4.1.1 B6.1.4.1.2		
Performance Indicator	Learners can use concrete models and pictorial representations to explain a ratio as a concept that shows the number of times one quantity can be obtained in another and write this symbolically and in its simplest form Learners can Express ratios in equivalent forms, compare and order ratios		
Strand	Number		
Sub strand	Ratios and Proportion		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and In	novation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Solve simple problems	Review the lesson with
		that involve ratios and	Learners
	I'm counting one, what	finding total ratios. E.g. (i)	
	is one	Out of 24 students in a	
	1 - One is one alone,	class, 10 are girls. Find its	Assessment: have
	alone it shall be.	simplest form the ratio of	learners to practice with
	2 - Two pair, two pair	boys to girls. (ii) A boy's	more examples
	come pair let us pair	mass is 50kgs, and his	
	3 - Turn around	sister's is 45kg. Find the	
	4 - Follow me	ratio of their masses. (iii)	
	5 - Fire	If an orange drink is made	
		from concentrate and	
		water in the ratio 3:8,	
		what fraction of the	
		mixture is concentrate	

Tuesday	Sing songs like:	Solve simple problems	Review the lesson with
		that involve ratios and	Learners
	I'm counting one, what	finding total ratios. E.g. (i)	
	is one	Out of 24 students in a	
	1 - One is one alone,	class, 10 are girls. Find its	
	alone it shall be.	simplest form the ratio of	
	2 - Two pair, two pair	boys to girls. (ii) A boy's	
	come pair let us pair	mass is 50kgs, and his	
	3 - Turn around	sister's is 45kg. Find the	
	4 - Follow me	ratio of their masses. (iii)	
	5 - Fire	If an orange drink is made	
		from concentrate and	
		water in the ratio 3:8,	
		what fraction of the	
		mixture is concentrate	
Wednesday	Sing songs like:	Use the concept of ratio	
		as a fraction to find	
	I'm counting one, what	equivalent ratios that can	
	is one	be easily compared. The	
	1 - One is one alone,	ratio 2:3 can be expressed	Assessment: have
	alone it shall be.	as 2/3; to determine	learners to practice with
	2 - Two pair, two pair	which ratio is	more examples
	come pair let us pair	larger/largest change to	
	3 - Turn around	equivalent ratios with	
	4 - Follow me	same denominator and	
	5 - Fire	compare or order. E.g.	
		Afia, Bedu and Caro each	
		mix orange squash (S) and	
		water (W) in the ratio	
		3:14, 2:7 and 1:4	
		respectively. Whose drink	
		tastes strongest of	
		squash? To determine the	
		one Whose drink tastes	
		strongest of squash we	
		need to have the same	
		unit of water, hence	
		Bedu's	

Thursday	Sing songs like:	Use the concept of ratio as a fraction to find	Review the lesson with Learners
	I'm counting one, what	equivalent ratios that can	Learners
	is one	be easily compared. The	
	1 - One is one alone,	ratio 2:3 can be expressed	Assessment: have
	alone it shall be.	as 2/3; to determine	learners to practice with
	2 - Two pair, two pair	which ratio is	more examples
	come pair let us pair	larger/largest change to	more examples
	3 - Turn around	equivalent ratios with	
	4 - Follow me	same denominator and	
	5 – Fire	compare or order. E.g.	
	J THE	Afia, Bedu and Caro each	
		mix orange squash (S) and	
		water (W) in the ratio	
		3:14, 2:7 and 1:4	
		respectively. Whose drink	
		tastes strongest of	
		squash? To determine the	
		one Whose drink tastes	
		strongest of squash we	
		need to have the same	
		unit of water, hence	
		Bedu's	
Friday	Sing songs like:	Solve simple problems	Review the lesson with
,		that involve simplifying,	Learners
	I'm counting one, what	comparing, finding	
	is one	missing and total ratios.	
	1 - One is one alone,	E.g. (i) Given that 10: q = 2	Assessment: have
	alone it shall be.	: 3, find q. (ii) The ratio of	learners to practice with
	2 - Two pair, two pair	boys to girls in a class	more examples
	come pair let us pair	room is 7 to 11. If there	
	3 - Turn around	are a total of 49 boys in	
	4 - Follow me	the classroom, then how	
	5 – Fire	many boys and girls are	
		there altogether?	

Week Endi	ng		
Class		six	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning In	dicator(s)	B6 2.3.4.2	
Performan	ce Indicator	Learners can plan a display	of own performing
		artworks to share creative experiences of the	
		techniques and styles of some international	
		performing artists studied	
Strand		Performing Arts	
Sub strand		Displaying and Sharing	
Teaching/	earning Resources	Pictures	
-		Thinking and Problem Solvin	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② watch a short video or	today?
	rhymes	live performances (preferably during the	Ask learners to
		circuit, district or regional	summarize the main
		cultural festival of the	points in the lesson
		cultural education unit of	points in the lesson
		the Ghana Education	
		Service) that reflect	
		JCI VICC/ tilat i Cilcut	
		emerging topical issues in	
		•	
		emerging topical issues in	
		emerging topical issues in Ghana;	
		emerging topical issues in Ghana; ② discuss the need for	
		emerging topical issues in Ghana; discuss the need for performing compositions	
		emerging topical issues in Ghana; discuss the need for performing compositions of own music, dance,	
		emerging topical issues in Ghana; discuss the need for performing compositions of own music, dance, drama, poetry etc.;	
		emerging topical issues in Ghana; discuss the need for performing compositions of own music, dance, drama, poetry etc.; develop a roadmap for	
		emerging topical issues in Ghana; discuss the need for performing compositions of own music, dance, drama, poetry etc.; develop a roadmap for the performances by: -	

Assessment: let learners write a plan a display of own performing artworks Wednesday Engage learners to sing songs and recite familiar rhymes Learners are to select compositions by considering e.g. creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance; decide on mode and arrangement of performances getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities characters, directors, stage managers, audience, health and security personnel); clean and prepare the venue and its environment and make it ready for the performance; Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting

	Assessment: let learners write a plan a display of	
	own performing artworks	

Week Endi	ng		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning In	dicator(s)	B6.2.2.2.1	
Performan	ce Indicator	Learners can Identify the tir	ne necessary to prepare for
		and begin a forehand stroke	e and a backhand stroke
Strand		Movement Concepts, Princi	iples and Strategies
Sub strand		Dynamics	
Teaching/	Learning Resources	cones	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	To get started, one needs	What have we learnt
	demarcated area in files	to learn four basic strokes:	today?
	while singing and	the forehand drive, the	Use answers to
	clapping to warm-up the	forehand push, the	summarise the lesson.
	body for maximal	backhand drive and the	
	performance and to	backhand push. Once the	
	prevent injuries	learners master these	
		strokes, the teacher can	
		go on to more complex	
		techniques that will raise	
		the level of their game	

Week End	ling		
Class		six	
Subject		COMPUTING	
Reference	?	Computing curriculum Pag	je
Learning I	ndicator(s)	B6.5.3.1.5 B6.5.3.1.6	B6.5.3.1.7.
Performance Indicator		Learners can modify the ap	ppearance of data within a
		worksheet.	
		Learners can manage Excel	workbooks.
		Learners can print the	content of an MS-Exce
worksheet.			
Strand		PROGRAMMING AND DATA	BASES
Sub stran	d	: INTRODUCTION TO ELECT	RONIC SPREADSHEET
Teaching/	Learning Resources	Laptop	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Show examples of	What have we learnt
	songs and recite familiar	modified data in (a)	today?
	rhymes	worksheet(s), either on	
		projected screens or	Ask learners to
		pictures. Guide learners to	summarize the main
		modify the appearance of	points in the lesson
		data within a worksheet	
		Guide learners to properly	
		name MS-Excel workbooks	
		and store them in folders	
		for retrieval later.	
		Guide learners to adjust	
		margins to suit the A4	
		paper size for printing in	
	1	haher size for hritinis III	1

landscape and portrait.

Assessment: let learners	
print the content of an	
MS-Excel worksheet.	

Week Ending		
Class	six	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B6.3.2.1.1.	
Performance Indicator	Learners can identify two ways of making festivals	
	beneficial to the communities	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Festivals	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners talk about ways	What have we learnt
	songs and recite familiar	of making celebrations of	today?
	rhymes	festivals beneficial to the	
		communities e.g. use	Ask learners to
		festival occasions to plan	summarize the main
		for development,	points in the lesson
		encourage youth	
		participation, gender and	
		inclusivity, settle disputes,	
		honour hardworking	
		people, showcasing the	
		culture of the people	
		Assessment: let learners	
		identify two ways of	
		making festivals beneficial	
		to the communities	
Thursday	Engage learners to sing	Learners draw a durbar of	What have we learnt
	songs and recite familiar	chiefs during festival	today?
	rhymes	celebrations	

Assessment: let learners identify two ways of	Ask learners to summarize the main
making festivals beneficial	points in the lesson
to the communities	

Week End	ging		
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	е	RME curriculum Page	
Learning	Indicator(s)	B6. 3.1.1.1.	
Performa	nce Indicator	Learners can narrate the st	cory of the latter lives of the
		leaders of the major religion	ons
Strand		Religious Leaders	
Sub stran	d	The Latter Lives of Leaders of	of the Three Major Religions in
		Ghana	
	/ Learning Resources	Pictures	
Core Com	npetencies: Creativity and Ini	novation Communication ar	nd Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solving	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Show pictures or video	What have we learnt
	songs and recite familiar	clips on the latter lives of	today?
	rhymes	Jesus Christ and a	
		traditional leader to	Ask learners to
		learners.	summarize the main
		• Let learners dramatise	points in the lesson
		the latter lives of the	
		religious leaders	
		Assessment: let learners	
		narrate the story of the	
		latter lives of the leaders	
		of the major religions	

Learning Indicator (s) (Ref. No.) Performance Indicators		B6.4.3.1.1 Write a descriptive composition on a given object B6.4.3.1.2 Write a descriptive essay about a situation B6.4.3.1.3 Write a descriptive composition on a certain process. • The learner should write a descriptive composition on a given object • The learner should Write a descriptive essay about a situation	
		• The learner composition on a co	should write a descriptive ertain process.
Week End			
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	petencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite familiar rhymes	PHASE 2: MAIN 40MINS (New Learning Including Assessment) • Show an object to learners. • Pass the object round for learners to touch it. • Call learners in turns to describe the object. • Discuss with learners how to write descriptive composition. • Let learners write a descriptive composition	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?
	Engage leaners to sing songs and recite familiar rhymes	on a given object Assessment: let learners write a descriptive composition on a given object • Discuss with learners situations that can occur	Review the lesson with learners What have we learnt today?

Engage leaners to sing songs and recite familiar rhymes • Discuss with learners processes in doing things like cooking, installing a chief, etc. • Ask a learner the process and describe it to the class. • Assist learners to write a descriptive composition on a certain process. Assessment: let learners Review the lesson with				in the home or school or community. • Let learners describe any of the situations in groups and say to the class. • Discuss with learners how to write descriptive composition. • Lead learners to compose a descriptive essay about a situation. Assessment: let learners write a descriptive essay about a situation	
write a descriptive learners		songs and recite	9	processes in doing things like cooking, installing a chief, etc. • Ask a learner the process and describe it to the class. • Assist learners to write a descriptive composition on a certain process. Assessment: let learners	today? Review the lesson with

TERM TWO BASIC SIX WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC SIX

Name of School.....

Week Endin	ng					
Class		Six				
Subject		ENGLISH LANGUAGE				
Reference		English Language curriculum Page				
Learning Indicator(s)		B6.1.7.1.3. B6.2.7.1.2. B6.3.5.1.4 B6.4.11.1.2 B6.5.4.1.4. B6.6.1.1.1.				
Performance	e Indicator	 A. Learners can ask r on understanding B. Learners can note and recall main ideas in sequence C. Learners can use the simple present form of verbs in sentences: D. Learners can write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed E. Learners can apply the use of the singular and plural subject and the verb forms that go with them F. Learners can read and critique a variety of ageand level appropriate books and present a one- 				
		page critical commentary based on a set of				
		criteria, on each book read				
Teaching/ L	earning 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 Revise the sequence of events in a familiar story/drama/text with learners.	What have we learnt today?			

		 Together with learners, identify the characters/the settings and moral lessons in the story/drama/text read. Discuss the roles of characters, setting and the moral values in the text. Ask relevant questions to improve understanding of elements in the texts. Encourage learners to also ask question Assessment: let learners	Ask learners to summarize the main points in the lesson
		answer questions on	
		moral lesson	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING SQ3R strategy Have learners: S – Survey the text – (learners skim by going through the chapter, note heading/sub-heading and other features. Q – Question – generate questions about the content of the text. 3R Read – read for more information . Recite – retrieve information from text. Review – go over the main ideas in the text to consolidate understanding	What have we learnt today? Ask learners to summarize the main points in the lesson

		write main ideas in	
		sequence from the text	
Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
-	songs and recite familiar	Revise the simple present	today?
	rhymes	in context.	
	•	 Present an on-going 	Ask learners to
		situation to learners for	summarize the main
		them to report on	points in the lesson
		it. E.g. A football	
		game/match.	
		 Present similar 	
		situations for learners to	
		describe using the simple	
		present, in groups.	
		 Groups may write and 	
		present their work to the	
		class	
		Use texts/sentences to	
		introduce the use of the	
		simple present for: -	
		scheduled future actions	
		E.g. The bus leaves early	
		tomorrow. – future	
		possibilities or plans	
		e.g. If he doesn't come	
		early, we shall go without	
		him	
		Assessment: let learners	
		use the simple present	
		form of verbs in	
		sentences:	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
,	songs and recite familiar	Select a narrative text or	today?
	rhymes	story to revise the	
	•	elements of narrative:	
l		– Title	

- Characters
- Setting
- Plot/storyline
- Conflict, dialogue

Ask learners to summarize the main points in the lesson

Note: Through discussion and reference to familiar stories, show that:

- Stories have people (characters) who face a problem (conflict) in a particular place and time (setting). They also show what people do (action) and say (dialogue) to resolve the problem.
- Discuss a short text to guide learners to go through the writing process to write their stories.
- Put pupils into small groups to plan their writing.
- Create characters
- Create conflict
- Establish a setting
- Plan action and dialogue
- They write the first draft, revise, edit and publish their writing by following the stages of the writing process

Poems and Plays: Discuss sentences of poems and plays to guide learners through the writing process to define their own poems and plays

		Assessment: let learners write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Learners write on a topic	A ale la avenava ta
		using the simple present, present perfect and past	Ask learners to summarize the main
		perfect tenses.	points in the lesson
		Discuss the topic with	points in the lesson
		learners contributing with	
		sentences containing the	
		present perfect and past	
		perfect.	
		• Let learners write in bits	
		e.g. First start with	
		introduction and guide	
		them to edit. Learners	
		then write a whole essay	
		on a chosen topic	
		individually	
		Assessment: let learners	
		the use of the singular and	
		plural subject and the	
		verb forms that go with	
		them	
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading widely.	whole class
		Have learners read	
		books of their choice	

independently during the library period.

- Learners think-pairshare their stories with peers.
- Ask each learner to write a-two-paragraph summary of the book read.
- Invite individuals to present their work to the class for feedback.
- Encourage them to visit the local library to read and borrow books.
- Encourage them to share whatever they read with their mates.

Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read

Week Endir	ng		
Class	Class six		
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.2	
Performand	ce Indicator	Learners can explain how G	Shana gained independence
		through constitutional mea	nns
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ L	earning Resources	Pictures	
· •	•	ovation Communication and	
Developme	nt and Leadership Critical T	hinking and Problem Solving	Ţ.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Discuss the outcome of	What have we learnt
	songs and recite familiar	the 1956 elections.	today?
	rhymes		
			Ask learners to
	Which political parties		summarize the main
	took part in the 1951	Assessment: let learners	points in the lesson
	general elections? What	narrate outcome of the	
	was the outcome of that	1956 elections	
	election?		
Thursday	Engage learners to sing	Discuss the outcome of	What have we learnt
	songs and recite familiar	the 1956 elections.	today?
	rhymes		
			Ask learners to
		Assessment: let learners	summarize the main
		narrate outcome of the	points in the lesson
		1956 elections	

Week Endi	ng			
Class	-	six		
Subject		SCIENCE		
Reference	•			
Learning In	dicator(s)	B6.4.2.1.2	<u> </u>	
	ce Indicator	Learners can identify the sy	mbols used in representing	
		'	various components in a given circuit diagram	
Strand		FORCES AND ENERGY		
Sub strand		ELECTRICITY AND ELECTRONIC		
Teaching/ L	earning Resources	Pictures		
		vation Communication and Colla	aboration Personal	
•	nt and Leadership Critical Th			
-	<u> </u>			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Identify and match basic components of an electric circuit with their symbols Assessment: let learners identify and match basic components of an electric circuit with their symbols	What have we learnt today? Ask learners to summarize the important points of the lesson	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, draw simple circuit diagrams using symbols of the components (switch, connecting wires, battery, electrical bulb). Assessment: let learners draw simple circuit diagrams using symbols of the components	What have we learnt today? Ask learners to summarize the important points of the lesson	

Week Ending		
Class	six	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B6.1.4.1.2 B6.1.4.2.1	
Performance Indicator	A. Learners can Express ratios in equivalent forms, compare and order ratios B. Learners can Use models to explain proportion as a comparison between quantities with equal ratios	
Strand	Number	
Sub strand	Ratios and Proportion	
Teaching/ Learning Resources	Counters	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	-	
Monday	Sing songs like:	Solve simple problems	Review the lesson with
		that involve ratios and	Learners
	I'm counting one, what	finding total ratios. E.g. (i)	
	is one	Out of 24 students in a	
	1 - One is one alone,	class, 10 are girls. Find its	Assessment: have
	alone it shall be.	simplest form the ratio of	learners to practice with
	2 - Two pair, two pair	boys to girls. (ii) A boy's	more examples
	come pair let us pair	mass is 50kgs, and his	
	3 - Turn around	sister's is 45kg. Find the	
	4 - Follow me	ratio of their masses. (iii)	
	5 - Fire	If an orange drink is made	
		from concentrate and	
		water in the ratio 3:8,	
		what fraction of the	
		mixture is concentrate?	
Tuesday	Sing songs like:	Solve simple problems	Review the lesson with
		that involve ratios and	Learners
	I'm counting one, what	finding total ratios. E.g. (i)	
	is one	Out of 24 students in a	

	1 - One is one alone,	class, 10 are girls. Find its	
	alone it shall be.	simplest form the ratio of	
	2 - Two pair, two pair	boys to girls. (ii) A boy's	
	come pair let us pair	mass is 50kgs, and his	
	3 - Turn around	sister's is 45kg. Find the	
	4 - Follow me	ratio of their masses. (iii)	
	5 – Fire	If an orange drink is made	
	J	from concentrate and	
		water in the ratio 3:8,	
		what fraction of the	
		mixture is concentrate?	
		illixture is concentrate:	
Wodnosday	Sing songs like:	Use mapping diagram to	
vveuriesday	Jing sorigs like.	explain the concept of	
	I'm counting one, what	proportion as equal	
	is one	fractions or equivalent	
	1 - One is one alone,	ratios. The mapping	Assessment: have
	alone it shall be.	diagram shows that the	learners to practice with
	2 - Two pair, two pair	ratio of number of goats	more examples
	come pair let us pair	to number of legs are	more examples
	3 - Turn around		
		equal, hence the number	
	4 - Follow me	of goats is proportional to	
	5 – Fire	the number of legs. The	
		proportion can be written	
		as equal fractions or	
		ratios, i.e. 3/12 = 4/16 or	
		3:12 = 4:16	
Thursday	Sing songs like:	Use mapping diagram to	Review the lesson with
		explain the concept of	Learners
	I'm counting one, what	proportion as equal	
	is one	fractions or equivalent	
	1 - One is one alone,	ratios. The mapping	Assessment: have
	alone it shall be.	diagram shows that the	learners to practice with
	2 - Two pair, two pair	ratio of number of goats	more examples
	come pair let us pair	to number of legs are	
	3 - Turn around	equal, hence the number	
	4 - Follow me	of goats is proportional to	
	5 – Fire	the number of legs. The	
		proportion can be written	
		as equal fractions or	

		ratios, i.e. 3/12 = 4/16 or 3:12 = 4:16	
Friday	Sing songs like: I'm counting one, what is one	Give learners mappings to identify those that are proportional and those that are not	Review the lesson with Learners
	1 - One is one alone,		Assessment: have learners to practice with more examples

Week Ending		
Class	six	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B6 1.4.6.2	
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	
Strand	Visual Arts	
Sub strand	Appreciating and Appraising	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
57115	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	, iosessineit,	(2camer / marreacher)
Monday	Engage learners to sing	Learners are to:	What have we learnt
Wienady	songs and recite	discuss and accept a	today?
	301163 and recite	E discuss and decept a	today.
	familiar rhymes	guide for appreciating and	
		appraising own and/or	Ask learners to
		others' visual artworks	summarize the main
		based on the guidelines	points in the lesson
		suggested below;	
		Subsested Guideline work:	
		E Description of the work.	
		The elements in the work,	
		materials size of the work,	
		number of objects/items in Subject matter: Meaning,	
		the work.	
		message, topic, mood,	
		feelings, history, religion,	
		environment, global B Appraisal: What the work	
		warming.	
		can be used for, likes, good	
		things in the work, beauty,	

social and cultural value,

			1
		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	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite	identify the correct	today?
	familiar rhymes	vocabulary to use for	
		appreciating and appraising	Ask learners to
		artworks;	summarize the main
		② agree on what to use the	points in the lesson
		appraisal report for and	
		how to share it	
		② agree on the	
		approach/method	
		(manual/digital) to use in	
		recording/documenting	
		the appraisal process;	
		appreciation/appraisal/jury.	
		Assessment: let learners	
		write guidelines for	
		appreciating and appraising	
		own and others' visual	
		artworks	

Week Ending		
Class	six	
Subject	PHYSICAL EDUCATION	
Reference	PE curriculum Page	
Learning Indicator(s)	B6.2.3.2.1	
Performance Indicator	Learners can Illustrate how the intended direction of	
	an object is affected by the angle of the implement or	
	body part at the time of contact	
Strand	Movement Concepts, Principles and Strategies	
Sub strand	Relations	
Teaching/ Learning Resources	cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
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	Let learners toss and catch for accuracy. Let them high and low level. Let learners catch from different positions	What have we learnt today? Use answers to summarise the lesson.

Week Ending	
Class	six
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B6.6.1.1.1. B6.6.1.1.2. B6.6.1.1.3.
Performance Indicator	Learners can give examples of facilities the internet offers. Learners can describe the types of information available on the Internet. Learners can identify data duplication
Strand	INTERNET AND SOCIAL MEDIA
Sub strand	NETWORK OVERVIEW
Teaching/ Learning Resources	Laptop

DAVC	DUACE 4. CTARTER 40	DUACE 2. BAAIN ACAAIN	DUACE 2. DEFLECTION
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to give	What have we learnt
	songs and recite familiar	examples of internet	today?
	rhymes	facilities ie. e-mail, FTP's,	
		www, etc. for	Ask learners to
		presentation	summarize the main
		Guide learners to identify and describe the types of information available on the Internet. eg. Educational, Financial, Entertainment, etc. Select learners into groups to do this task.	points in the lesson
		Display list of names of learners on the board and	
		ask them to identify the	
		duplicated data.	
		Assessment: let learners	
		describe the types of	

information available on	
the Internet.	

Week End	ina		
Class	ıııg	six	
		OUR WORLD OUR PEOPLE	
Subject			
Reference		Our World Our People cur	riculum Page
	ndicator(s)	B6.3.3.1.1.	61.1
	nce Indicator	Learners can identify source	es of help
Strand		OUR BELIEFS AND VALUES	
Sub strance		Basic Human Rights	
	Learning Resources	Pictures	
	·	novation Communication an	
Developm	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners discuss human	What have we learnt
	songs and recite familiar	rights abuses against	today?
	rhymes	children e.g. neglect,	
		emotional abuse, physical	Ask learners to
		and sexual abuse, child	summarize the main
		labour	points in the lesson
		Learners discuss how to	
		get help in case of abuse	
		e.g. responsible adults,	
		police (DOVVSU), Social	
		Welfare, CHRAJ	
		·	
		Learners discuss how to	
		speak e.g. speak out and	
		not keep quiet over an	
		abuse	
		Assessment: let learners	
		identify sources of help	
Thursday	Engage learners to sing	Learners create posters	What have we learnt
a.saay	songs and recite familiar	speaking against child	today?
	Jones and recite familiar	Speaking against cilia	Coddy.

abuse and also show

rhymes

where to go for help in case of abuse	Ask learners to summarize the main points in the lesson
Assessment: let learners identify sources of help	

Week End	ding		
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	2	RME curriculum Page	
Learning	Indicator(s)	B6. 3.1.1.2	
Performa	nce Indicator	Learners can identify the m	oral lessons from the latte
		lives of the religious leaders	
Strand		Religious Leaders	
Sub stran	<u>d</u>	The Latter Lives of Leaders o	f the Three Major Religions
		Ghana	
Teaching,	Learning Resources	Pictures	
•	nent and Leadership Critical		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
F.:: al a	For Learning)	- Cuida la mana ta dia suca	14/h a t. h a l a a t
Friday	Engage learners to sing	Guide learners to discuss	
	songs and recite familiar	the moral lessons from	today?
	rhymes	the latter lives of the	
		religious leaders.	Ask learners to
		Put learners into groups	summarize the main
		to explore virtues they	points in the lesson
		have learnt from the latter	
		lives of the religious	
		leaders and present to	
		class.	
		• Let each group list the	
		virtues they have explored	
		about the latter lives of	
		the religious leaders:	
		- humility, forgiveness,	
		faithfulness, obedience,	
		perseverance, patriotism,	
		etc.	
		A	
		Assessment: let learners	

identify the moral lessons

	from the latter lives of the	
	religious leaders	

Learning Indicator (s) (Ref. No.)		B6.4.4.1.1 Write a persuasive essay on a given topic.	
		B6.4.4.1.2 Write a persuasive essay about education	
		B6.4.4.1.3 Write a persuasive essay on a national	
		issue.	
Performar	nce Indicators	The learner	should write a persuasive
		essay on a given top	oic.
		The learner s	should write a persuasive
		essay about educati	
		• The learner s essay on a national	should write a persuasive
		essay on a national	issue.
Week End	ing		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Com	petencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	51	
	Engage leaners to sing songs and recite	•	What have we learnt today?
	familiar rhymes	persuasion can be achieved.	today:
	Tarrinar Triyines		
		 Discuss some vocabularies that are used 	
		in persuasion and write	
		some on the board.	
		Discuss with learners	
		how to write persuasive	Review the lesson with
		essays by looking at	learners
		structure and content.	
		• Let learners write a	
		persuasive essay on a	
		given topics.	
		Assessment: let learners	
		write a persuasive essay	
		on a given topic.	

	I	
Engage leaners to sing		What have we learnt
songs and recite	situations that can occur	today?
familiar rhymes	in the home or school or	
	community.	
	• Let learners describe any	
	of the situations in groups	
	and say to the class.	
	Discuss with learners	
	how to write descriptive	
	composition.	
	Lead learners to	Review the lesson with
	compose a descriptive	learners
	essay about a situation.	
	cssay about a situation.	
	Assessment: let learners	
	write a persuasive essay	
	about education	
 	5	
Engage leaners to sing		What have we learnt
songs and recite	processes in doing things	today?
familiar rhymes	like cooking, installing a	
	chief, etc.	
	• Ask a learner the process	
	and describe it to the	
	class.	
	Assist learners to write a	Review the lesson with
	persuasive composition on	learners
	a certain process	
	·	
	Assessment: let learners	
	write a persuasive essay	
	on a national issue.	
	on a national issue.	

TERM TWO BASIC SIX WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC SIX

Name of School.....

Week Endin	g		
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Inc	licator(s)	B6.1.7.1.4. B6.2.7.1.3 B6.4.12.1.1 B6.6.1.1.1.	B6.3.5.1.6
Performance	A. Learners can use background knowled understand and build new knowledge listening to informational text B. Learners can scan/skim for details C. Learners can use the past continuous for verbs to talk about actions/events which going on when a second one took place D. Learners can use descriptive words, devices/ figurative language to devices/ figurative language to devices/ situations/places/personal expensand events E. Learners can apply to plural subject and the verb forms that gothem F. Learners can read and critique a variety and level appropriate books and present page critical commentary based on a		uild new knowledge while tional text kim for details he past continuous form of actions/events which were cond one took place descriptive words/sound e language to describe laces/personal experiences the verb forms that go with and critique a variety of agete books and present a one-
Teaching/ Lo	earning Resources	Word cards, sentence cards	s, letter cards, handwriting
		on a manila card and a class library.	
I -	•	novation Communication and hinking 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 Present an informational text on a given topic.	What have we learnt today?

		• Use the K and W of KWL	Ask learners to
		strategy to activate	summarize the main
		learners' background	points in the lesson
		knowledge.	
		 Have learners listen to 	
		the text.	
		 In groups, they identify 	
		and discuss the main ideas	
		of the text.	
		 Have learners listen to 	
		the text a second time.	
		ASSESSMENT: let learners	
		share what they have	
		learnt in the text.	
Tuesday	Engage learners to sing	B .READING	What have we learnt
	songs and recite familiar	Use texts to guide	today?
	rhymes	learners to grasp the main	
		ideas as they skim/scan in	Ask learners to
		3-4 minutes and have	summarize the main
		them present their points	points in the lesson
		for class discussion	
		ASSESSMENT: let learners	
		scan/skim for details from	
		a passasge	
Wednesday		C. GRAMMAR	What have we learnt
	songs and recite familiar	e.g. We were playing	today?
	rhymes	football when the fire	
		broke out	Ask learners to
			summarize the main
		ASSESSMENT: let learners	points in the lesson
		use the past continuous	
		form of verbs to talk	
		about actions/events	
		which were going on	
		when a second one took	
		place	

	T		
Thursday	Engage learners to sing	D. WRITING	What have we learnt
	songs and recite familiar	Briefly revise the writing	today?
	rhymes	process by having learners	
		name the stages and say	Ask learners to
		what happens at each	summarize the main
		stage.	points in the lesson
		Revise descriptive	
		writing with learners	
		Have learners select a	
		topic e.g. "A Day I will	
		never forget".	
		 Provide a sample text. 	
		Guide learners to identify	
		the descriptive words and	
		expressions:	
		Discuss the descriptive	
		words and expressions	
		with learners.	
		Put learners into groups	
		and guide them through	
		the writing process to	
		describe	
		events/situations/places	
		of their choice and	
		personal experiences.	
		Focus on the use of:	
		– Descriptive (adjectives)	
		words.	
		– Figurative language e.g.	
		simile	
		– metaphor,	
		personification, sound	
		devices	
		devides	
		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).	
		an ideaj.	

	1		
Friday	Engage learners to sing songs and recite familiar rhymes	ASSESSMENT: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/personal experiences and events E. WRITING CONVENTION AND GRAMMAR USAGE Learners write on a topic using the simple present, present perfect and past perfect tenses. • Discuss the topic with learners contributing with sentences containing the present perfect and past perfect. • Let learners write in bits e.g. First start with introduction and guide.	What have we learnt today? Ask learners to summarize the main points in the lesson
		introduction and guide them to edit. Learners then write a whole essay on a chosen topic Individually	
		ASSESSMENT: let learners apply the use of the singular and plural subject and the verb forms that go with them	
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period.	Have learners to tell what they read to the whole class

- Learners think-pairshare their stories with peers.
- Ask each learner to write a-two-paragraph summary of the book read.
- Invite individuals to present their work to the class for feedback.
- Encourage them to visit the local library to read and borrow books.
- Encourage them to share whatever they read with their mates.

ASSESSMENT: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read

Week Endin	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.2	
Performanc	e Indicator	Learners can enact a scene	e of an election at a polling
		station	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ L	earning Resources	Pictures	
•	•	ovation Communication and	
Developme	nt and Leadership Critical T	hinking and Problem Solving	,
	Γ	I	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
Tuesday	For Learning)	Enact a scene of an election	What have we learnt
Tuesday	Engage learners to sing songs and recite familiar	at a polling station	today?
	rhymes		today:
	mymes		Ask learners to
	Which political parties		summarize the main
	took part in the 1951		points in the lesson
	general elections? What	ASSESSMENT: let learners	
	was the outcome of that	enact a scene of an election at a polling station	
	election?	at a poining station	
Thursday	Engage learners to sing	Enact a scene of an election	What have we learnt
	songs and recite familiar	at a polling station	today?
	rhymes		
			Ask learners to
			summarize the main
		ASSESSMENT: let learners	points in the lesson
		enact a scene of an election	
		at a polling station	

Week Endi	ng			
Class		six		
Subject SCIENCE				
Reference		Science curriculum Page	Science curriculum Page	
Learning In	dicator(s)	B6.4.2.1.3		
	ce Indicator	Learners can know condu	ctors, semi-conductors and	
		insulators		
Strand		: FORCES AND ENERGY		
Sub strand	ub strand ELECTRICITY AND ELECTRONICS		CS	
Teaching/ L	earning Resources	Pictures		
Core Comp	etencies: Creativity and Innov	vation Communication and Colla	boration Personal	
Developme	ent and Leadership Critical Th	inking and Problem Solving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Gather items such as bulbs,	What have we learnt	
	songs and recite familiar	battery, electric wires. •	today?	
	rhymes	Brainstorm with learners on		
		the meaning of the terms	Ask learners to summarize	
	Discuss the functions of	"conductors", "semi-	the important points of the	
	parts of plants with	conductors" and "insulators"	lesson	
	learners	with examples.		
		Learners are provided the		
		following materials (spoons,		
		foils, drinking straw, plastic		
		materials, piece of wood,		
		glass rod, leather, nails, keys,		
		pencils, pens, LEDs, diodes,		
		etc.) for an activity.		
		Connect a simple electrical		
		circuit (an open circuit) using		
		a bulb, battery and		
		connecting wire.		
		• Learners use the open		
		circuit to classify the		
		materials provided as		
		conductors, semiconductors		
		and insulators		
			İ	

		ASSESSMENT: let learners identify conductors, semiconductors and insulators	
Thursday	Engage learners to sing songs and recite familiar rhymes	Connect a simple electrical circuit (an open circuit) using a bulb, battery and connecting wire. • Learners use the open circuit to classify the materials provided as conductors, semiconductors and insulators. • Learners explain why the electrical wires in their homes are coated with plastics	What have we learnt today? Ask learners to summarize the important points of the lesson
		ASSESSMENT: let learners describe conductors, semiconductors and insulators	

Week Ending			
Class	six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B6.1.4.2.1 B6.1.4.2.3		
Performance Indicator	A. Learners can use models to explain proportion as a comparison between quantities with equal ratios B. Learners can use various strategies to solve proportional reasoning problems involving rates and scales		
Strand	Number		
Sub strand	Ratios and Proportion		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	(New Learning Including Assessment)	(Learner And Teacher)
	For Learning)	Assessment	(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	Work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 litres of water. How much water does each bottle hold?	Review the lesson with Learners 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.	Work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 litres of water. How much water does each bottle hold?	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like:	Use diagrams to explain the concept of rate a ratio that compares two	Review the lesson with Learners

	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	different quantities measured in different units; e.g. the ratio → cost : weight = 8:2 = 4:1. This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat. Two kilograms of meat cost ¢8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.	Assessment: have learners to practice with more examples
Thursday	Sing songs like:	Meat 2 5 12 25 (kg) Cost 8 (l) Use diagrams to explain	Review the lesson with
Thursday	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	the concept of rate a ratio that compares two different quantities measured in different units; e.g. the ratio → cost: weight = 8:2 = 4:1. This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat. Two kilograms of meat cost ¢8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.	Learners Assessment: have learners to practice with more examples
		Meat 2 5 12 25 (kg) Cost 8 (l)	

Friday	Sing songs like:	Work out rates and use	Review the lesson with
		them in solving problems.	Learners
	I'm counting one, what	E.g. A litre of sachet water	
	is one	costs 40p. Find the cost of	
	1 - One is one alone,	(i) 1/2 litre	Assessment: have
	alone it shall be.	(ii) 7 litres	learners to practice with
	2 - Two pair, two pair	(iii) 9 litres	more examples

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appraisal report for and

how to share it;

		ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' compositions and performances	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are 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	What have we learnt today? Ask learners to summarize the main points in the lesson
		ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' compositions and performances	

Week Endir	ng		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B6.2.4.2.1	
Performance Indicator		Learners can explain the role of the legs, shoulders,	
		and forearm in the forearm pass.	
Strand		Movement Concepts, Principles and Strategies	
Sub strand		Body Management	
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	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	Let learners swing their	What have we learnt
	demarcated area in files	arms in preparation.	today?
	while singing and	Shoulder move forward	Use answers to
	clapping to warm-up the	horizontally as it extends.	summarise the lesson.
	body for maximal	Forearm rotation through	
	performance and to	hips, legs and shoulders	
	prevent injuries	drop slightly. All together	
		produce the final force to	
		move the ball to the target	

Week Ending		
Class	six	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B6.6.1.1.4. B6.6.2.1.1 B6.6.2.1.2.	
Performance Indicator	Learners can outline what one needs to connect to the	
	Internet.	
	Learners can identify the address or links window.	
	Learners can recognise the status bar and list its use.	
Strand	INTERNET AND SOCIAL MEDIA	
Sub strand	NETWORK OVERVIEW.	
	WEB BROWSERS AND WEB PAGES	
Teaching/ Learning Resources	Laptop	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Encourage learners to	What have we learnt
	songs and recite familiar	bring any device or	today?
	rhymes	pictures of devices that are needed. eg. desktop computers, Laptop	Ask learners to
		computers, Mobile phones, etc.	summarize the main points in the lesson
		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 ASSESSMENT: let learners identify the status bar and list its use	

Week Ending	
Class	six
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B6.3.4.1.1.
Performance Indicator	Learners can narrate the story of the latter lives of the
	leaders of the major religions
Strand	OUR BELIEFS AND VALUES
Sub strand	Being a Leader
Teaching/ Learning Resources	Pictures

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 discuss the latter lives of the religious leaders: i. Jesus Christ— triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection Show pictures or video clips on the latter lives of Jesus Christ ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions	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 discuss the latter lives of the religious leaders	What have we learnt today?

ii. The Holy Prophet Muhammad (S.A.W.) – triumphant entry into Makkah, farewell message, sickness and death	Ask learners to summarize the main points in the lesson
Show pictures or video clips on the latter lives of Holy Prophet Muhammad	
ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions	

Week End	ling			
Class		six		
Subject		RELIGIOUS AND MORAL EDUCATION		
Reference	e	RME curriculum Page		
Learning	Indicator(s)	B6. 3.1.1.2		
Performa	nce Indicator	Learners can identify the m		
Strand		Religious Leaders		
Sub stran	d	The Latter Lives of Leaders of the Three Major Religions in Ghana		
Teaching,	/ Learning Resources	Pictures		
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal	
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Engage learners to sing	Lead learners to dramatise	What have we learnt	
	songs and recite familiar	or role play the virtues	today?	
	rhymes	they have listed.		
		• Let learners talk about	Ask learners to	
		how they can apply the	summarize the main	
		virtues in their lives.	points in the lesson	
		Respect		
		ASSESSMENT: let learners identify the moral lessons from the latter lives of the religious leaders		
		i eligious leaders		

Learning Indicator (s) (Ref. No.) B6.4	I.5.1.1 Take a stand and	write an argumentative
essa	essay for a given motion	
B6.4	B6.4.5.1.2 Take a stand and write an argumentative	
essa	y against a given motio	n.
Performance Indicators	The learner	should take a stand and
	write an argumenta	tive essay for a given
	motion.	
	• The learner s	should take a stand and
	_	tive essay against a given
Mack Ending	motion	
Week Ending Reference Gha	naian Languaga - gurria	.l.m
	naian Language curricu	nun
Subject GHA	NAIAN LANGUAGE	
Teaching/ Learning Resources Mai	nila cards, markers, reco	rded audios visual
Core Competencies: Communication and co	llaboration Personal de	velopment and leadership
	SE 2: MAIN 40MINS	PHASE 3: REFLECTION
· ·	w Learning Including	10MINS
' ' '	essment)	(Learner And Teacher)
For Learning)		NATIONAL INC. AND ADDRESS OF THE COLUMN
	iscuss with learners	What have we learnt today?
	rargumentation is eand the vocabularies	today:
	d in argumentation. scuss with learners	
	to write an	
	imentative essay.	
	scuss the structure,	
	tent and features .of	
	rgumentative essay.	
	rgumentative essay.	
ASS	ESSMENT: let learners	
writ	e an argumentative	
	y for a given motion.	Review the lesson with
		learners
Engage leaners to sing • Se	lect a topic and	What have we learnt
songs and recite disc	uss with learners how	today?
familiar rhymes to t	ake a stand and write	
on i	t.	
• As	sist learners to take a	
star	d and write an	

<u></u>		
	argumentative essay for a	Review the lesson with
	given motion	learners
	ASSESSMENT: let learners	
	write an argumentative	
	essay for a given motion	
Engage leaners to sing	Revise the lesson with	What have we learnt
songs and recite	learners on how to write	today?
familiar rhymes		
Tallillal Highles	argumentative essay.	
	 Assist learners to take a 	
	stand and write an	
	argumentative essay	
	against a given motion	
	ASSESSMENT: let learners	
	write an argumentative	
	essay against a given	
	motion	
		Review the lesson with
		learners

TERM TWO BASIC SIX WEEK NINE

WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC SIX

Name of School.....

Week Endir	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.6.1.1.1	
Performand	ce Indicator	Learners can describe the events leading to the emergence of the Fourth Republic	
Strand		Independent Ghana	
Sub strand		The Republics	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Developme	nt and Leadership Critical T	hinking and Problem Solving	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Describe the process	What have we learnt
	songs and recite familiar	leading to the emergence	today?
	rhymes	of the Fourth Republic	
		(e.g. drawing of a new	Ask learners to
	What events led to the	constitution, referendum,	summarize the main
	emergence of the Fourth	lifting of the ban on	points in the lesson
	Republic?	political parties, general	
		elections of 1992 etc.)	
		Assessment: let learners	
		describe the events	
		leading to the emergence	
		of the Fourth Republic	
Thursday	Engage learners to sing	Describe the process	What have we learnt
•	songs and recite familiar	leading to the emergence	today?
	rhymes	of the Fourth Republic	-

(e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.)	Ask learners to summarize the main points in the lesson
Assessment: let learners describe the events leading to the emergence of the Fourth Republic	

Week Endin	g		
Class		six	
Subject		SCIENCE	
Reference	Science curriculum Page		
Learning Inc	licator(s)	B6.4.2.2.1	
Performanc	e Indicator	Learners can construct an ele	ectronic circuit using battery,
		connecting wire and LED	
Strand			
Sub strand			
Teaching/ L	earning Resources	Pictures	
•	etencies: Creativity and Innovent and Leadership Critical Thi	ration Communication and Colla nking and Problem Solving.	aboration Personal
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 the functions of parts of plants with learners	Put learners into mixed ability groups for this activity. • Provide learners with connecting wires, LED and battery. • Learners, in their groups, connect a series circuit comprising an LED, 3V battery, a switch, to light the LED. • Learners discuss what they did to light the LED Assessment: let learners construct an electronic	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	circuit using battery, connecting wire and LED Learners are tasked to draw the electronic circuit and label the parts.	What have we learnt today? Ask learners to summarize the important points of the lesson

	Assessment: let learners	
	draw the electronic circuit	
	and label the parts.	

Week Endi	ng			
Class		six		
Subject		MATHEMATICS		
Reference		Mathematics curriculum Page		
Learning In	dicator(s)	B6.1.4.2.3 B6.2.1.1.4		
Performan	ce Indicator	A. Learners can use variou	s strategies to solve	
		proportional reasoning pro	oblems involving rate	
		and scales		
		B. Learners can represent a g	iven pattern visually to	
		verify predictions		
Strand		Number		
		Algebra		
Sub strand		Ratios and Proportion		
		Pattern and Relationships		
Teaching/	Learning Resources	Counters		
Core Comp	etencies: Creativity and	Innovation Communication and Co	ollaboration Personal	
Developme	ent and Leadership Criti	cal Thinking and Problem Solving.		
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3:	
	10	(New Learning Including	REFLECTION	
	MINS	Assessment)	10MINS	
	(Preparing The		(Learner And	
	Brain		Teacher)	
	For Learning)			
Monday	Sing songs like:	Use diagrams to explain the	Review the lesson	
		concept of scale as a ratio that	with Learners	
	I'm counting one,	compares two different sizes – an		
	what is one	object and its model; e.g. plan of		
	1 - One is one alone,	a house or room. [Here is the plan	Assessment: have	
	alone it shall be.	of a bedroom. The scale is 1:100,	learners to practice	
	alone it shall be. 2 - Two pair, two	of a bedroom. The scale is 1:100, which means that 1cm in the	learners to practice with more examples	
			•	
	2 - Two pair, two	which means that 1cm in the	•	
	2 - Two pair, two pair come pair let us	which means that 1cm in the drawing represents 100 cm in the	•	
	2 - Two pair, two pair come pair let us pair	which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual	•	
	2 - Two pair, two pair come pair let us pair 3 - Turn around	which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of (i) the room if it	•	

Tuesday	Sing songs like:	Use diagrams to explain the	Review the lesson
		concept of scale as a ratio that	with Learners
	I'm counting one,	compares two different sizes – an	
	what is one	object and its model; e.g. plan of	
	1 - One is one alone,	a house or room. [Here is the plan	Assessment: have
	alone it shall be.	of a bedroom. The scale is 1:100,	learners to practice
	2 - Two pair, two	which means that 1cm in the	with more examples
	pair come pair let us	drawing represents 100 cm in the	
	pair	actual room. What is the actual	
	3 - Turn around	length of (i) the room if it	
	4 - Follow me	measures 412cm; (ii) the bed if it	
	5 - Fire	measures 1.8cm?]	
		Bed Door Door	
Wednesday	Sing songs like:	Work out scales and use them in	
		solving problems; e.g. If 10cm on a map stands for 10km, what	Review the lesson
	I'm counting one,	distances on the map stands for	with Learners
	what is one	(i) 1km (ii) 7km	
	1 - One is one alone,	(iii) 41km?	
	5 - Fire		Assessment: have
			learners to practice
			with more examples
Thursday	Sing songs like:	Work out scales and use them in solving problems; e.g. If 10cm on a	Review the lesson
		map stands for 10km, what distances	with Learners
	I'm counting one,	on the map stands for	
	what is one	(i) 34km (ii) 27km	
	1 - One is one alone,	(iii) 61km?	Assessment: have
			learners to practice
			with more examples
Friday	Sing songs like:	Ask learners to examine the	Review the lesson
		pattern made with match sticks	with Learners
	I'm counting one,	below	
	what is one	\wedge \wedge \wedge	
	1 - One is one alone,	Pattern 1 Pattern 2 Pattern 2	Assessment: have
	alone it shall be.	Hattern 3	learners to practice
	2 - Two pair, two		with more examples

Week Endin	g			
Class		Six		
Subject		ENGLISH LANGUAGE		
Reference		English Language curricului	m Page	
Learning Inc	dicator(s)	B6.1.7.1.5 B6.2.7.1.4	B6.3.5.1.7	
		B6.4.12.1.1 B6.5.5.1	B6.6.1.1.1.	
Performance Indicator		 A. Learners can express own opinions about the details of texts B. Learners can read level-appropriate texts silently and closely for comprehension C. Learners can use the imperative form of verb to give warning and express prohibitions D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Learners can use superlative forms of regular and irregular adjectives to make comparison F. Learners can read and critique a variety of ageand level appropriate books and present a one- 		
		page critical commentary based on a set of criteria, on each book read		
Teaching/ L	earning Resources	Word cards, sentence card on a manila card and a clas	•	
-	•	novation Communication and hinking and Problem Solving		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)	
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard. • Put learners into groups to express personal	What have we learnt today? Ask learners to summarize the main points in the lesson	

I		oninions about datails of	
		opinions about details of	
		texts.	
		Assessment: let learners	
		express own opinions	
		about the details of texts	
Tuesday	Engage learners to sing	B .READING	What have we learnt
	songs and recite familiar	Give frequent and regular	today?
	rhymes	practice in silent and close	
		reading using the Directed	Ask learners to
		Reading Activity (DRA)	summarize the main
		strategy.	points in the lesson
		Assessment: let learners	
		read level-appropriate	
		texts silently and closely	
		for comprehension	
Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
,	songs and recite familiar	E.g. Break the glass, and	today?
	rhymes	you will pay for it	
	,		Ask learners to
		Assessment: let learners	summarize the main
		use the imperative form	points in the lesson
		of verb to give warning	P • • • • • • • • • • • • • • • • • • •
		and express prohibitions	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
inarsaay	songs and recite familiar	Briefly revise the writing	today?
	rhymes	process by having learners	today:
	inymes	name the stages and say	Ask learners to
		what happens at each	
		stage.	summarize the main
		 Revise descriptive 	points in the lesson
		writing with learners	
		 Have learners select a 	
		topic e.g. "A Day I will	
		never forget".	
		 Provide a sample text. Guide learners to identify 	
		the descriptive words and	
		expressions:	
		• Discuss the descriptive	
		-	
		words and expressions	

	ı		1
		• Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices	
		Assessment: let learners use descriptive words/ sound devices/ figurative language to	
		describe	
		events/situations/	
		places/personal	
		experiences and events.	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Revise adjectives by	
		having learners describe	Ask learners to
		various classroom objects	summarize the main
		and people.	points in the lesson
		 Provide samples of texts 	
		demonstrating the use of	
		the comparative and	
		superlative forms of	
		regular/irregular	
		adjectives.	
		Let learners describe	
		various objects using the	
		comparative and	
		superlative forms of	
		regular and irregular	
		adjectives.	
If you find this	file helpful fen vermuselt like	dly donate to the MTN no. 0245	250504 (Name 5::5: Annuals) to

		E.g. The green house is big. The blue house is bigger but the yellow one is the biggest. Put learners into groups to write short paragraphs containing the three forms of adjectives	
		Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences	
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates.	Have learners to tell what they read to the whole class

	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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Week Ending			
Class	six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B6. 1.1.1.4 B6. 2.1.1.4		
Performance Indicator	Learners can generate own ideas for designing and creating own visual artworks based on the physical and social environments of some communities in the world. Learners can generate own ideas for creating own performing artworks based on the physical and social environments of some communities in the world		
Strand	Visual Arts Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Pictures		
0 0 1 1 0 11 11			

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② use OERs to study the	today?
	rhymes	physical and social	
		environments of some	Ask learners to
		communities in the world	summarize the main
		and select objects/ideas	points in the lesson
		that interest them and	
		what they want to do	
		using spidergrams.	
		V Pen Tr	
		present and share	
		selected ideas using the	
		prepared spidergrams.	
		ূ reflect and generate	
		ideas from the	
		spidergrams into	
		'thumbnail' sketches	

		Assessment: let learners generate own ideas for designing and creating own visual artworks	
Wednesday		Learners are to:	What have we learnt
	songs and recite familiar	g use OERs to study the	today?
	rhymes	physical and social	Ask learners to
		environments of some communities in the world	summarize the main
		and select objects/ideas	points in the lesson
		that interest them and	points in the lesson
		what they want to do	
		using concept notes;	
		present and share	
		selected ideas using the	
		prepared concept notes;	
		reflect and generate	
		ideas from the concept	
		notes into poems, songs,	
		dance patterns and	
		drama.	
		Assessment: let learners	
		generate own ideas for	
		creating own performing	

Week Ending	
Class	six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B6.2.5.2.1
Performance Indicator	Learners can Identify opportunities to pass or dribble
	while being guarded (offense and defense).
Strand	Movement Concepts, Principles and Strategies
Sub strand	Strategies
Teaching/ Learning Resources	cones

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	After general and specific	What have we learnt
	demarcated area in files	warm ups, guide learners	today?
	while singing and	to keep their body	Use answers to
	clapping to warm-up the	between opponent and	summarise the lesson.
	body for maximal	the ball. Let them possess	
	performance and to	the ball in the opponents	
	prevent injuries	playing grounds. Dribble in	
		a zigzag manner. Instruct	
		them to pass the ball to	
		their teammates when	
		they are free.	

Week Ending		
Class	six	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B6.6.2.1.3. B6.6.2.1.4 B6.6.2.1.5	
Performance Indicator	Learners can illustrate using help button.	
	Learners can recognise internet explorer speed keys.	
	Learners can recognise Uniform Resource Locators	
	(URLs).	
Strand	INTERNET AND SOCIAL MEDIA	
Sub strand	WEB BROWSERS AND WEB PAGES	
Teaching/ Learning Resources	Laptop	
Construction Constitution and Constitution and Constitution and College and Co		

		T	I
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to do an	What have we learnt
	songs and recite familiar	activity you have not	today?
	rhymes	tackled in class and ask	
		them to use the Help	Ask learners to
		button to navigate and	summarize the main
		find the steps involved.	points in the lesson
		Guide learners to carry	
		out the stated steps.	
		Ask learners to use the	
		speed keys to open a new	
		browser, make font size	
		bigger in a browser, etc	
		Guide learners to discuss	
		the properties of URLs,	
		their uses and where they	
		are located.	
		Learners can practise how	
		to enter URLs in a browser	

	Assessment: let learners	
	describe the use of	
	Uniform Resource	
	Locators (URLs).	

Week Ending		
Class	Six	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B6.3.4.1.1.	
Performance Indicator	Learners can narrate the story of the latter lives of the	
	leaders of the major religions	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Being a Leader	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners discuss the latter	What have we learnt
	songs and recite familiar	lives of the religious	today?
	rhymes	leaders:	
			Ask learners to
		Traditional leader (e.g.	summarize the main
		Okomfo Anokye)–	points in the lesson
		priesthood, miracles and	
		other activities and death	
		Show pictures or video	
		clips on the latter lives of	
		Okomfo Anokye	
		Assessment: let learners	
		narrate the story of the	
		latter lives of the leaders	
		of the major religions	
Thursday	Engage learners to sing	Learners in groups explore	What have we learnt
	songs and recite familiar	moral lessons in the latter	today?
	rhymes	lives of the religious	
		leaders which they can	
		relate to their lives in	

nation building e.g.	Ask learners to
humility, forgiveness,	summarize the main
faithfulness, obedience,	points in the lesson
perseverance, patriotism	
Learners role play the	
moral lessons they have	
learnt in the latter lives of	
the religious leaders	
Assessment: let learners	
narrate the story of the	
latter lives of the leaders	
of the major religions	

	Indicator (s) (Ref. No.) nce Indicators	B6.5.3.1.3 Apply the use of the singular and plural subject and verb forms that go with them. B6.5.4.1.1 Explore the use of adjectives in sentences B6.5.4.1.2 Write short description of people using adjectives • The learner should apply the use of the singular and plural subject and verb forms that go with them. • The learner should explore the use of adjectives in sentences • The learner should write short description of people using adjectives	
Week End			
Reference		Ghanaian Language curric	ulum
Subject	/	GHANAIAN LANGUAGE	adada dha ha
	Learning Resources petencies: Communication a	Manila cards, markers, reco	
Core Com	petericies. Communication a	Tid Collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite familiar rhymes	PHASE 2: MAIN 40MINS (New Learning Including Assessment) • Write sentences with the subject in singular form and discuss with learners the agreement between the verb and the subject. • Allow learners to give more sentences orally and talk about the subject-verb agreement. • Give other sentences with the subject in the plural form. • Discuss the agreement between the verb and plural subject.	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?

	 Ask learners to give more examples and write them on the board. Call learners in turns to underline the verb. Let learners change the verbs in the sentences into the perfect tense. 	Review the lesson with learners
	Assessment: let learners apply the use of the singular and plural subject and verb forms that go with them in sentences	
Engage leaners to sing songs and recite familiar rhymes	 Revise lesson on qualifying words with learners. Let learners mention some adjectives and write them on the board. Call learners in turns to use the adjectives written on the board to form sentences. Write the sentences on the board and call a learner to read them aloud. Give other sentences with adjectives on the board. Call learners to come to the board and underline the adjectives in the sentences. 	What have we learnt today? Review the lesson with
	Assessment: let learners explore the use of adjectives in sentences	learners

[and it is
Engage leaners to sing		What have we learnt
songs and recite	personality in the	today?
familiar rhymes	community.	
	 Ask learners to talk 	
	about the person and	
	write out the adjectives	
	that come up in the	
	description.	
	• Show to learners a	
	manila card on which a	
	short description of a	
	person is written.	
	 Discuss the description 	
	on the manila card with	
	learners and ask learners	
	to recognise the adjectives	
	used in the description.	
	• Ask learners to write a	
	short description of their	
	friends and read some	
	aloud.	
	alouu.	
		Review the lesson with
		learners
	Assessment: let learners	icarriers
	write short description of	
	people using adjectives	

Week Ending		
Class	Six	
Subject	RELIGIOUS AND MORAL EDUCATION	
Reference	RME curriculum Page	
Learning Indicator(s)	B6.4.1.1.1	
Performance Indicator	Learners can demonstrate ways they can commit themselves to the community.	
Strand	The Family and community	
Sub strand	Commitment to the God	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Guide learners to explain	What have we learnt
	songs and recite familiar	commitment.	today?
	rhymes	• Through discussion, let	
		learners identify ways	Ask learners to
		they can show	summarize the main
		commitment to the	points in the lesson
		society: - communal	
		labour, - clean-up	
		exercises, - reporting	
		crime, - protecting public	
		property, etc.	
		Let learners dramatise	
		ways of showing	
		commitment to the	
		society.	
		Assessment: let learners	
		demonstrate ways they	
		can commit themselves to	
		the community	

TERM TWO BASIC SIX WEEK TEN

WEEKLY SCHEME OF LEARNING- WEEK TEN BASIC SIX

Week Endi	ng					
Class		six				
Subject		HISTORY				
Reference		History curriculum Page				
Learning In	dicator(s)	B6.6.1.1.1				
Performance Indicator		Learners can List the names of all the Presidents of the				
		Fourth Republic and their dates of tenure				
Strand		Independent Ghana				
Sub strand		The Republics				
Teaching/ I	earning Resources	Pictures				
Core Comp	etencies: Creativity and Inn	ovation Communication and	Collaboration Personal			
Developme	ent and Leadership Critical T	hinking and Problem Solving				
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION			
	MINS	(New Learning Including	10MINS			
	(Preparing The Brain	Assessment)	(Learner And Teacher)			
	For Learning)					
Tuesday	Engage learners to sing	List the names of all the	What have we learnt			
	songs and recite familiar	Presidents of the Fourth	today?			
	rhymes	Republic and their dates of tenure.				
	Who were the former presidents of the Fourth	Learners use internet to find	Ask learners to			
		out some biographical details (name, date of birth,	summarize the main			
			points in the lesson			
	Republic?	place of birth, family,				
		educational backgrounds,				
		hobbies etc.) about				
		presidents of the Fourth				
		Republic of Ghana.				
		A				
		Assessment: let learners List				
		the names of all the Presidents of the Fourth				
		Republic and their dates of				
		tenure				

Thursday	Engage learners to sing songs and recite familiar rhymes	List the names of all the Presidents of the Fourth Republic and their dates of tenure Learners use internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies etc.) about presidents of the Fourth Republic of Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure	

Week Endir	ng					
Class		six				
Subject		SCIENCE				
Reference		Science curriculum Page				
Learning Indicator(s)		B6.4.3.1.1				
Performance Indicator		Learners can recognise the relationship between energy and				
		forces				
Strand						
Sub strand		FORCES AND MOVEMENT				
Teaching/ L	earning Resources	Pictures				
· •	etencies: Creativity and Innovent and Leadership Critical Th	vation Communication and Colla inking and Problem Solving.	boration Personal			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION			
	MINS	(New Learning Including	10MINS			
	(Preparing The Brain	Assessment)	(Learner And Teacher)			
	For Learning)					
Monday	Engage learners to sing	Learners form different	What have we learnt			
	songs and recite familiar	groups to undertake	today?			
	rhymes	activities on application of				
	Bin with facilities of	forces, e.g. pulling items	Ask learners to summarize			
	Discuss the functions of	across a distance, lifting up	the important points of the			
	parts of plants with	loads of different weights.	lesson			
	learners	• Learners brainstorm on the				
		relationship between energy				
		and forces, e.g. why is it more difficult to lift a table				
		than a book?				
		Lead learners to explain				
		that when a force acts on an				
		object, it first needs to				
		overcome the weight of the				
		object before it can make				
		the object move in the				
		direction of the force. Thus,				
		it is easier to pull a lighter				
		object than a heavier one.				
		Assessment: let learners				
		identify the relationship				
		between energy and forces				
		between energy and forces				
Thursday	Engage learners to sing	Lead learners to explain that	What have we learnt			
	songs and recite familiar	when a force acts on an	today?			
	rhymes	object, it first needs to				
		overcome the weight of the				
		1				

object before it can make	Ask learners to summarize
,	
the object move in the	the important points of the
direction of the force. Thus,	lesson
it is easier to pull a lighter	
object than a heavier one.	
Relate this to the need to	
apply more energy/effort in	
our daily activities to be	
successful (Weeding with a	
cutlass, cutting a tree etc.).	
Assessment: let learners	
identify the relationship	
between energy and forces	

Week Endin	ıg					
Class		six				
Subject		MATHEMATICS				
Reference		Mathematics cur	riculuı	n Pa	ge	
Learning Indicator(s)		B6.2.1.1.4				
Performance Indicator		Learners can re	eprese	nt a g	iven pa	ttern visually to verify
		predictions				
Strand		Algebra				
Sub strand		Pattern and Rela	tionsh	ips		
Teaching/ L	earning Resources	Counters				
Core Compe	etencies: Creativity an	d Innovation Com	ımuni	cation	and Co	llaboration Personal
Developme	nt and Leadership Crit	tical Thinking and	Probl	em So	lving.	
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 4	10MIN	S		PHASE 3:
	10	(New Learning In	ıcludir	ng		REFLECTION
	MINS (Preparing The	Assessment)				10MINS
	Brain				(Learner And	
	For Learning)					Teacher)
Monday	Sing songs like:	Ask learners to exa	amine th	ne patte	ern in	Review the lesson
ivioliday	311g 3011g3 ince.	the table below which shows the number			with Learners	
	I'm counting one,	of match sticks used in making a pattern of squares.				
	what is one	Pattern	1	2	3	
	1 - One is one	Number				Assessment: have
		Match sticks in	3	6		learners to practice
		the perimeter				with more examples
		Match sticks	0	3		
		enclosed in				
		the pattern				
Tuesday	Sing songs like:	Ask learners to exa				Review the lesson
	I'm counting one,	the table below which shows the number of match sticks used in making a pattern				with Learners
	what is one	of squares.	1 _	1_		
	1 - One is one	Pattern	1	2	3	
	alone, alone it shall	Number				
	be.	Match sticks in	3	6		
	2 - Two pair, two	the perimeter				
	pair come pair let	Match sticks	0	3		
	us pair	enclosed in				
	3 - Turn around	the pattern				
	4 - Follow me					
	5 - Fire					

Wednesday	Sing songs like:	Ask learners to use match sticks to	
		make the patterns of triangles and	
	I'm counting one,	complete the table. Guide learners	
	what is one	to describe the relationship	
	1 - One is one		Assessment: have
	alone, alone it shall		learners to practice
	be.		with more examples
Thursday	Sing songs like:	Ask learners to use match sticks to	Review the lesson
		make the patterns of triangles and	with Learners
	I'm counting one,	complete the table. Guide learners	
	what is one	to describe the relationship	
	1 - One is one		Assessment: have
	alone, alone it shall		learners to practice
	be.		with more examples
	2		
Friday	Sing songs like:	Ask learners to write questions	Review the lesson
		based on number or geometric	with Learners
	I'm counting one,	patterns for their friends to find	
	what is one	answers to; e.g. how many match	
	1 - One is one	sticks will be used for the 9th	Assessment: have
	alone, alone it shall	pattern of triangles? How many	learners to practice
	be.	match sticks will be used for the 8th	with more examples
	2 - Two pair, two	pattern of squares?	
	pair come pair let	Number 1 2 3	
	us pair	of	
	3 - Turn around	triangles	
	4 - Follow me	Match 7 12	1
	5 – Fire	sticks	

Week Ending			
Class	Six		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B6.1.7.1.6. B6.2.7.2.1. B6.3.5.1.7 B6.4.12.1.1 B6.5.5.1 B6.6.1.1.1.		
Performance Indicator	 A. Learners can identify the problems and solu B. Learners can respond to a text with reason, simple judgment and personal interpretations C. Learners can use the imperative form of verb to give warning and express prohibitions D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Learners can use superlative forms of regular and irregular adjectives to make comparison F. Learners can read and critique a variety of ageand level appropriate books and present a one-page critical commentary based on a set of criteria, on 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			

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Ask questions for learners	today?
	rhymes	to recall the events and	
		values in stories read.	Ask learners to
		Guide them to analyse	summarize the main
		these into cause(s)	points in the lesson
		effect(s) and solution(s)	
		Assessment: let learners	
		identify the problems and	
		solutions in texts	

songs and recite familiar rhymes Have learners read a short text. Learners create a mental image from the text read. (This visualisation will help bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up). Lead a discussion of each text read with questions. Questions should elicit: Factual information Implied meaning Judgment Evaluation Personal Response Wednesday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes Pare the imperative form of verb to give warning and express prohibitions Thursday Engage learners to sing songs and recite familiar rhymes Pare the mean today? What have we learnt today? Ask learners to summarize the main points in the lesson What have we learnt today? Ask learners to summarize the main points in the lesson What have we learnt today? Ask learners to summarize the main points in the lesson	Tuesday	Engage learners to sing	B .READING	What have we learnt
rhymes text. Learners create a mental image from the text read. (This visualisation will help bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up). Lead a discussion of each text read with questions. Questions should elicit: Factual information Implied meaning Judgment Evaluation Personal Response Wednesday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recit	,			
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(This visualisation will help bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up). • Lead a discussion of each text read with questions. Questions should elicit: - Factual information - Implied meaning - Judgment - Evaluation - Personal Response Assessment: let learners respond to a text C. GRAMMAR E.g. Break the glass, and you will pay for it Assessment: let learners use the imperative form of verb to give warning and express prohibitions Thursday Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes			image from the text read.	summarize the main
bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up). • Lead a discussion of each text read with questions. Questions should elicit: - Factual information - Implied meaning - Judgment - Evaluation - Personal Response Assessment: let learners respond to a text C. GRAMMAR E.g. Break the glass, and you will pay for it Assessment: let learners use the imperative form of verb to give warning and express prohibitions Thursday Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive			_	points in the lesson
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- Judgment - Evaluation - Personal Response Assessment: let learners respond to a text Wednesday Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes D. WRITING songs and recite familiar rhymes Begge learners to sing songs and recite familiar rhymes Begge learners to sing songs and recite familiar rhymes Begge learners to sing songs and recite familiar rhymes Begge learners to sing songs and recite familiar rhymes Begge learners to sing songs and recite familiar rhymes Begge learners to sing songs and recite familiar rhymes Begge learners to sing songs and recite familiar rhymes Begge learners to sing songs and recite familiar rhymes Ask learners to sing songs and recite familiar rhymes Begge learn				
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rhymes process by having learners name the stages and say what happens at each stage. • Revise descriptive Ask learners to summarize the main points in the lesson	Thursday	Engage learners to sing	D. WRITING	What have we learnt
name the stages and say what happens at each stage. • Revise descriptive Ask learners to summarize the main points in the lesson		songs and recite familiar		today?
what happens at each stage. • Revise descriptive Ask learners to summarize the main points in the lesson		rhymes		
stage. • Revise descriptive summanze the main points in the lesson				Ask learners to
• Revise descriptive points in the lesson				summarize the main
			_	points in the lesson
			writing with learners	

		 Have learners select a topic e.g. "A Day I will never forget". Provide a sample text. Guide learners to identify the descriptive words and expressions: Discuss the descriptive words and expressions with learners. Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices 	
		Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.	
Friday	Engage learners to sing songs and recite familiar rhymes	E. WRITING CONVENTION AND GRAMMAR USAGE Revise adjectives by having learners describe various classroom objects and people. • Provide samples of texts demonstrating the use of the comparative and superlative forms of	What have we learnt today? Ask learners to summarize the main points in the lesson

		rogular/irrogular	
		regular/irregular adjectives.	
		Let learners describe	
		various objects using the	
		comparative and	
		superlative forms of	
		regular and irregular	
		adjectives.	
		E.g. The green house is	
		big. The blue house is	
		bigger but the yellow one	
		is the biggest.	
		Put learners into	
		groups to write short	
		paragraphs	
		containing the three	
		forms of adjectives	
		,	
		Assessment: let learners	
		use superlative forms of	
		regular and irregular	
		adjectives to make	
		comparison in sentences	
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading	whole class
		widely.	
		 Have learners read 	
		books of their choice	
		independently during the	
		library period.	
		 Learners think-pair- 	
		share their stories with	
		peers.	
		 Ask each learner to 	
		write a-two-paragraph	
		Witte a two paragraph	

summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a

set of criteria, on each

book read

Made Fodi			
Week Endi	ng		
Class		Six	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning In		B6 1.2.3.2 B6 2.	2.3.2
Performan	ce Indicator	Learners can create own vis	sual artworks that reflect
		the physical and social environments of some	
		communities in the world	
		Learners can create own pe	erforming artworks that
		reflect the physical and soc	ial environments of some
		communities in the world	
Strand		Visual Arts Perfo	rming Arts
Sub strand		Planning, Making and Comp	oosing
Teaching/ I	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical 1	al Thinking and Problem Solving.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② present and share	today?
	rhymes	design concepts that	
		reflect knowledge and	Ask learners to
		understanding of the	summarize the main
		physical and social	points in the lesson
		environments in the	•
		world;	
		demonstrate embedded	
		knowledge, skill and	
		experience in the	
		application and use of	
		selected media, technique	
		etc. to make own creative	
		and functional artworks.	
		and functional aftworks.	

Assessment: let learners create own visual artworks Wednesday Engage learners to sing songs and recite familiar rhymes Learners are to: Present and share concepts that reflect knowledge and understanding of the physical and social environments of some communities in the world; demonstrate embedded knowledge, skill and experience in the application and use of selected media, techniques, styles, movement patterns, rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.			discuss, compare and share experiences through jury and peer review	
wednesday Engage learners to sing songs and recite familiar rhymes Learners are to: □ present and share concepts that reflect knowledge and understanding of the physical and social environments of some communities in the world; □ demonstrate embedded knowledge, skill and experience in the application and use of selected media, techniques, styles, movement patterns, rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; □ discuss, compare and share composition and experiences through peer review.				
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rhymes concepts that reflect knowledge and understanding of the physical and social environments of some communities in the world; demonstrate embedded knowledge, skill and experience in the application and use of selected media, techniques, styles, movement patterns, rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.	vveuriesuay			
knowledge and understanding of the physical and social environments of some communities in the world; demonstrate embedded knowledge, skill and experience in the application and use of selected media, techniques, styles, movement patterns, rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.		_	•	today:
understanding of the physical and social environments of some communities in the world; demonstrate embedded knowledge, skill and experience in the application and use of selected media, techniques, styles, movement patterns, rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.		Tilyines	•	Ask learners to
physical and social environments of some communities in the world; demonstrate embedded knowledge, skill and experience in the application and use of selected media, techniques, styles, movement patterns, rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.			_	
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movement patterns, rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.			selected media,	
rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.			techniques, styles,	
compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.			movement patterns,	
drama, poems etc. that reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.			rhythms, melodies etc. to	
reflect the physical and social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.			compose music, dance,	
social environment of some communities in the world; discuss, compare and share composition and experiences through peer review.			drama, poems etc. that	
some communities in the world; ② discuss, compare and share composition and experiences through peer review.			reflect the physical and	
world; ② discuss, compare and share composition and experiences through peer review.			social environment of	
② discuss, compare and share composition and experiences through peer review.			some communities in the	
share composition and experiences through peer review.			world;	
experiences through peer review.			•	
review.			share composition and	
Accessment: let learners			review.	
ASSESSITIETT, TEL TEATTIETS			Assessment: let learners	
create own performing			create own performing	
artworks				

Week Endi	ng		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning In	dicator(s)	B6.3.1.3.1	
Performan	ce Indicator	Learners can Perform 8 minutes running with o	
		without music.	
Strand		PHYSICAL FITNESS	
Sub strand		AEROBIC CAPACITY.	
Teaching/ L	earning Resources	cones	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	Learners in file	What have we learnt
	demarcated area in files	accompanied by music	today?
	while singing and	(any form) run for 8	Use answers to
	clapping to warm-up the	minutes none stop for	summarise the lesson.
	body for maximal	fitness test at the	
	performance and to	beginning of the term.	
	prevent injuries	Learners run at their own	
		pace,	

Week Ending		
Class	six	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B6.6.2.1.6 B6.6.2.1.7. B6.6.3.1.1.	
Performance Indicator	Learners can demonstrate how to return to a URL.	
	Learners can show how to find items on a page.	
	Learners can recognize Resource Locators (URLs).	
Strand	INTERNET AND SOCIAL MEDIA	
Sub strand	WEB BROWSERS AND WEB PAGES	
	SURFING THE WORLD WIDE WEB	
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	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide the learners to	What have we learnt
	songs and recite familiar	navigate using the back	today?
	rhymes	button to go to a previous	
		page	Ask learners to
			summarize the main
		Guide learners to search	points in the lesson
		for items using the search	
		textbox	
		Guide learners to identify	
		what URL is. Select	
		learners into groups of	
		five or less, to explore	
		how to recognise URLs so	
		as to aid learners to locate	
		a resource on the web	
		Assessment: let learners	
		show how to find items on	
		a page	

ng		
	SIX	
	OUR WORLD OUR PEOPLE	
	Our World Our People cur	riculum Page
dicator(s)	B6.4.1.1.1.	
ce Indicator	Learners can describe activities for peaceful living	
	OUR NATION GHANA	
	Being a Citizen	
Learning Resources	Pictures	
etencies: Creativity and Inr	novation Communication and	d Collaboration Persona
ent and Leadership Critical	Thinking and Problem Solvin	g.
PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
MINS	(New Learning Including	10MINS
(Preparing The Brain	Assessment)	(Learner And Teacher)
For Learning)		
Engage learners to sing		What have we learnt
songs and recite familiar	Learners discuss ways of	today?
rhymes	living peacefully with each	
	other e.g. love, tolerance,	Ask learners to
	forgiveness, self-control	summarize the main
		points in the lesson
	Learners discuss the	
I		
	importance of peaceful	
	importance of peaceful living e.g. togetherness,	
	living e.g. togetherness,	
	living e.g. togetherness,	
	living e.g. togetherness,	
	living e.g. togetherness, security, development	
	living e.g. togetherness, security, development Assessment: let learners	
Engage learners to sing	living e.g. togetherness, security, development Assessment: let learners describe activities for	What have we learnt
Engage learners to sing songs and recite familiar	living e.g. togetherness, security, development Assessment: let learners describe activities for peaceful living	What have we learnt today?
	living e.g. togetherness, security, development Assessment: let learners describe activities for peaceful living Learners engage in a role -	
songs and recite familiar	living e.g. togetherness, security, development Assessment: let learners describe activities for peaceful living Learners engage in a role - play and other activities to demonstrate peaceful	
songs and recite familiar	living e.g. togetherness, security, development Assessment: let learners describe activities for peaceful living Learners engage in a role - play and other activities to	today?
	Learning Resources Detencies: Creativity and Intent and Leadership Critical PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	OUR WORLD OUR PEOPLE Our World Our People current of the control o

	Assessment: let learners	
	describe activities for	
	peaceful living	

		T			
Week End	ling				
Class					
Subject		RELIGIOUS AND MORAL ED	UCATION		
Reference	Reference RME curriculum Page				
Learning I	ndicator(s)	B6.4.1.1.1			
Performa	nce Indicator	Learners can demonstrate	e ways they can commit		
		themselves to the commun	•		
Strand		The Family and community			
Sub stran	d	Commitment to the God			
Teaching/	Learning Resources	Pictures			
		novation Communication an	d Collaboration Personal		
	=	Thinking and Problem Solvin			
•	•				
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
	MINS	(New Learning Including	10MINS		
	(Preparing The Brain	Assessment)	(Learner And Teacher)		
	For Learning)				
Friday	Engage learners to sing	Let learners write group	What have we learnt		
,	songs and recite familiar	essays on commitment to	today?		
	rhymes	the society for class			
	·	discussions.	Ask learners to		
			summarize the main		
			points in the lesson		
			,		
		Assessment: let learners			
		demonstrate ways they			
		can commit themselves to			
		the community			

Learning Indicator (s) (Ref. No.) Performance Indicators		B6.5.4.1.3 Use the different types of adverbs in sentences B6.5.5.1.1 Recognise postpositions in paragraphs B6.5.5.1.2 Use postpositions in writing paragraphs appropriately The learner should use the different types		
Performance mulcators		 The learner should use the different types of adverbs in sentences The learner should recognise postpositions in paragraphs. The learner should use postpositions in writing paragraphs appropriately 		
Week Endir	ng			
Reference		Ghanaian Language curriculu	ım	
Subject		GHANAIAN LANGUAGE		
Teaching/ L	earning Resources	Manila cards, markers, record	ed audios visual	
Core Comp	etencies: Communication and	collaboration Personal develop	ment 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	 Let a learner do an action or activity such as walking or talking. Ask learners to describe the action done by the learner. Introduce the adverb and explain to learners what it is. Ask learners to mention some adverbs and use them to form sentences. Ask a learner to identify the adverbs and discuss the types of adverbs with learners. Give the different types and allow learners to use them in sentences. Let learners read out their sentences on the board. Assessment: let learners use the different types of adverbs in sentences 	Review the lesson with learners	
	Engage leaners to sing songs and recite familiar rhymes	 Talk to learners about positions of objects in a particular location. Put a book on a table or under a chair. Discuss the location of the book with learners and write 	What have we learnt today? Review the lesson with learners	

	out the postpositions used by learners on the board. • Write other postpositions and allow learners to use them to form sentences. • Write a paragraph of about ten to twelve sentences and ask learners to identify the postpositions in them.	
	Assessment: let learners use	
	postpositions in paragraphs.	
Engage leaners to sing songs and recite familiar rhymes	 Write some postposition words on the board. Ask learners in turns to write a paragraph on a topic using some of the 	What have we learnt today? Review the lesson with learners
	postpositions	
	Assessment: let learners use postpositions in writing	
	paragraphs appropriately	

TERM TWO BASIC SIX WEEK ELEVEN

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN BASIC SIX

Name of School.....

Week Endir	ng				
Class		six			
Subject		HISTORY			
Reference		History curriculum Page			
Learning Inc	dicator(s)	B6.6.1.1.1			
Performand	ce Indicator	Learners can describe the emergence of the Fourth R	ne events leading to the epublic		
Strand		Independent Ghana			
Sub strand		The Republics			
Teaching/ L	earning Resources	Pictures			
		ovation Communication and 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 Who were other key	Show and discuss a documentary on the inauguration of a new President of Ghana.	What have we learnt today? Ask learners to summarize the main		
	figures in the fourth Republic	Assessment: let learners describe the events leading to the emergence of the Fourth Republic	points in the lesson		
Thursday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary on the inauguration of a new President of Ghana.	What have we learnt today? Ask learners to		
		Assessment: let learners describe the events leading to the emergence of the Fourth Republic	summarize the main points in the lesson		

Week Endi	ng			
Class		six		
Subject		MATHEMATICS		
Reference		Mathematics curriculum Page		
Learning In	dicator(s)	B6.2.1.1.7 B6.2.1.1.8 B6.2.2.1.1		
	ce Indicator	Learners can write a rule in words and in	n algebra to represent	
		a given pattern		
		Learners can describe the relationshi	p in a given table o	
		chart, using a mathematical expression		
		Learners can demonstrate underst		
		expressions as mathematical phrases t		
		which represent ordinary numbers an	d operators (like add	
		subtract, multiply, and divide).		
Strand		Algebra		
Sub strand		Pattern and Relationships		
Teaching/ Learning Resources		Counters		
		Counters Ind Innovation Communication and Coll	aboration Personal	
Core Comp	etencies: Creativity a ent and Leadership Cr	ind Innovation Communication and Coll ritical Thinking and Problem Solving.		
Core Comp	etencies: Creativity a ent and Leadership Cr PHASE 1:	Ind Innovation Communication and Coll ritical Thinking and Problem Solving. PHASE 2: MAIN 40MINS	PHASE 3:	
Core Comp	etencies: Creativity a ent and Leadership Cr PHASE 1: STARTER 10	ritical Thinking and Problem Solving. PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION	
Core Comp	etencies: Creativity a ent and Leadership Cr PHASE 1: STARTER 10 MINS	Ind Innovation Communication and Coll ritical Thinking and Problem Solving. PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS	
Core Comp	PHASE 1: STARTER 10 MINS (Preparing The	ritical Thinking and Problem Solving. PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS (Learner And	
Core Comp	PHASE 1: STARTER 10 MINS (Preparing The Brain	ritical Thinking and Problem Solving. PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	ritical Thinking and Problem Solving. PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS (Learner And	
Core Comp	PHASE 1: STARTER 10 MINS (Preparing The Brain	ritical Thinking and Problem Solving. PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Ask learners to state the rules in	PHASE 3: REFLECTION 10MINS (Learner And Teacher) Review the lesson	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Sing songs like:	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Ask learners to state the rules in words and in algebra to represent a	PHASE 3: REFLECTION 10MINS (Learner And Teacher) Review the lesson	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Sing songs like: I'm counting one,	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Ask learners to state the rules in words and in algebra to represent a given linear patterns Eg. 1. Ask learners to state the rules in words and in Rule for n in Rule	PHASE 3: REFLECTION 10MINS (Learner And Teacher) Review the lesson with Learners	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Ask learners to state the rules in words and in algebra to represent a given linear patterns Eg. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns	PHASE 3: REFLECTION 10MINS (Learner And Teacher) Review the lesson with Learners	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns	PHASE 3: REFLECTION 10MINS (Learner And Teacher) Review the lesson with Learners Assessment: have	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it	Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns	PHASE 3: REFLECTION 10MINS (Learner And Teacher) Review the lesson with Learners Assessment: have learners to practice	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns	PHASE 3: REFLECTION 10MINS (Learner And Teacher) Review the lesson with Learners Assessment: have learners to practice with more	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two	Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns E.g. I. Ask learners to state the rules in words and in algebra to represent a given linear patterns	PHASE 3: REFLECTION 10MINS (Learner And Teacher) Review the lesson with Learners Assessment: have learners to practice with more	

4 - Follow me

5 - Fire

Tuesday	Sing songs like:	Ask learne	rs t	o st	ate	the	rules	in		Review the lesson
		words and	in	alge	bra	to r	epre	sent	а	with Learners
	I'm counting one,	given linear patterns								
	what is one									
	1 - One is one	E.g. 1. Ask learners to sta	te the ru	ules in wo	ords and	in algebra t		a given line le for n in	ar patterns	
	alone, alone it	Term/Input I Result/Output A 9	18		5	word: 9 times	s A	Algebra 9n		
	shall be.	Result/Output B	4	8 13	2	4 times I than n		4(n-1)		
	2 - Two pair, two	Result/Output C 4	7	10	\perp	I more th times i	1	I +3n		
	- /	Result/Output D 2				times I I than n	ess 2	0-2(n-1)		
		Result/Output E 12 Result/Output F 12	2 17	22						
Wednesday	Sing songs like:	This table	sho	WS	the	patt	ern d	of co	st of	
		boxed lun	che	s fo	r st	uden	ts or	n a fi	eld	
	I'm counting one,	trip. Ask le	arn	ers	to:	(i) e	xplai	n the	<u> </u>	
	what is one	pattern of	hov	w th	ne c	ost c	of lun	ches	;	
	1 - One is one	changes as	s m	ore	stu	dent	s go	on tł	ne	Assessment: have
	alone, alone it	trip; (ii) us	e th	ne p	atte	ern t	o det	term	ine	learners to practice
	shall be.	how many	stu	ıdeı	nts '	went	on t	he t	rip if	with more
	2 - Two pair, two	the cost of	flur	nche	es is	GH(C90.			examples
	pair come pair let									
	us pair	Number								
	3 - Turn around	of	1	2	3	4	5	?		
	4 - Follow me	students								
	5 - Fire	Cost of								
		lunch in	3	6	9	12	15	90		
		Cedis								
Thursday	Sing songs like:	This table	sho	WS	the	patt	ern d	of co	st of	Review the lesson
		boxed lun	che	s fo	r st	uden	ts or	n a fi	eld	with Learners
	I'm counting one,	trip. Ask le	arn	ers	to:	(i) e	xplai	n the	<u>;</u>	
	what is one	pattern of	hov	w th	ne c	ost c	of lun	ches	;	
	1 - One is one	changes as	s m	ore	stu	dent	s go	on th	ne	Assessment: have
	alone, alone it	trip; (ii) us	e th	ne p	atte	ern t	o det	term	ine	learners to practice
	shall be.	how many	stu	ıdeı	nts '	went	on t	he t	rip if	with more
	2 - Two pair, two	the cost of	lur	nche	es is	GH(C90.			examples
	pair come pair let									
	us pair	Number								
	3 - Turn around	of	1	2	3	4	5	?		
	4 - Follow me	students								
	5 – Fire	Cost of								
		lunch in	3	6	9	12	15	90		
		Cedis								

Friday	Sing songs like:	Write algebraic expressions for word problems: Review the lesson with Learners
	I'm counting one,	
	what is one	Sum of 8 and 2) Take away 4
	1 - One is one	1) s from m Assessment: have
	alone, alone it	9 times the 4) Subtract 4 learners to practice
	shall be.	sum of 8 and from 7 times with more
	2 - Two pair, two	3) q g examples
	pair come pair let	5) One-sixth of 6) Three-fourths
	us pair	n is added to
	3 - Turn around	the product c and 2
	4 - Follow me	of 9 and y
	5 - Fire	8) 8 times the
		sum of c and
		7) 8 divided by r 7

Week Endi	ng				
Class		Six			
Subject		ENGLISH LANGUAGE			
Reference		English Language curriculu	m Page		
Learning Ir	ndicator(s)	B6.1.7.1.7 B6.2.7.2.1. B6.5.6.1.1. B6.6.1.1.1			
Performance Indicator		 A. Learners can mak based on the main text B. Learners can respond to a text with reason, simple judgment and personal interpretations C. Learners can use the imperative form of verb to give warning and express prohibitions D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Learners can use a and reason F. Learners can Read and critique and level appropriate books an page critical commentary based on a set of 			
Teaching/	Learning Resources	criteria, on each book read Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
-	petencies: Creativity and Innert and Leadership Critical T	novation Communication and	d Collaboration Personal		
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 Have learners listen to a story and identify the main ideas and key details. • Use questions to guide learners to make	What have we learnt today? Ask learners to summarize the main points in the lesson		

		generalizations based on the main ideas and key details Assessment: let learners make simple generalisations based on the main ideas and key details of a text	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Have learners read a short text. • Learners create a mental image from the text read. (This visualisation will help bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up). • Lead a discussion of each text read with questions. Questions should elicit: - Factual information - Implied meaning - Judgment - Evaluation - Personal Response Assessment: let learners respond to 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. Break the glass, and you will pay for it Assessment: let learners use the imperative form of verb to give warning and express prohibitions	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday What have we learnt Engage learners to sing D. WRITING songs and recite familiar • Briefly revise the writing today? process by having learners rhymes name the stages and say Ask learners to what happens at each summarize the main stage. points in the lesson • Revise descriptive writing with learners • Have learners select a topic e.g. "A Day I will never forget". • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: -Descriptive (adjectives) words. - Figurative language e.g. simile metaphor, personification, sound devices Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.

	Ι	T =	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Revise adverbs of time	
		and manner in context:	Ask learners to
		Have learners listen to	summarize the main
		and read several	points in the lesson
		sentences containing	
		adverbs of time and	
		manner.	
		 Use drills and games to 	
		provide practice in using	
		adverbs of time. E.g.	
		Game: Lucky Dip Drill:	
		Substitution Table Drill	
		• Learners sit in groups to	
		discuss issues involving	
		use of adverbs of time.	
		Repeat the procedure	
		to introduce adverbs of	
		degree and reason. e.g.	
		Degree: The shirt is too	
		small for me. You are	
		making so much noise.	
		Reason: I sing because I	
		like singing.	
		Have groups construct	
		short paragraphs using	
		such adverbs.	
		Such auverus.	
		Assessment: let learners	
		use adverbs to express	
		degree and reason	
F: al -	Cuida la cura cui	E EVIENCIVE DE ADINO	Have beginning to 1
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading	whole class
		widely.	
		Have learners read	
		books of their choice	
		independently during the	
		library period.	

- Learners think-pairshare their stories with peers.
- Ask each learner to write a-two-paragraph summary of the book read.
- Invite individuals to present their work to the class for feedback.
- Encourage them to visit the local library to read and borrow books.
- Encourage them to share whatever they read with their mates.

Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read

wed selfer				
Week Ending				
Class	six			
Subject	CREATIVE ARTS			
Reference	Creative Arts curriculum			
Learning Indicator(s)	B6 1.3.5.2 B6 2.3.5.2			
Performance Indicator	Learners can exhibit own visual artworks to share			
	creative experiences based on ideas, knowledge and			
	understanding of the physical and social			
	environments of some communities in the world.			
	Learners can stage a display of own performing			
	artworks to share creative experiences of the physical			
	and social environments of some communities in the			
	world			
Strand	Visual Arts Performing Arts			
Sub strand	Displaying and Sharing			
Teaching/ Learning Resources	Pictures			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal				
Davolanment and Loadarchin Critical Thinking and Droblem Calving				

Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition (e.g. artworks that reflect the physical and social environments of some communities in the world); ② display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits;	What have we learnt today? Ask learners to summarize the main points in the lesson

		label the works using	
		manual (calligraphy	
		writing) or ICT (computer	
		prints): name of artist,	
		title of work, size of work,	
		date of production;	
		assign tasks and	
		responsibilities to	
		themselves (individually	
		or in groups) and ensure	
		they are carried out	
		successfully (e.g. leading	
		visitors through the	
		exhibition space,	
		explaining the	
		concepts/title of the	
		artworks and the theme	
		for the exhibition, writing	
		of comments and signing	
		of visitors' books).	
		Assessment: let learners	
		exhibit own visual	
		artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	2 decide on the types and	today?
	rhymes	number of compositions	
		to be performed during	Ask learners to
		the event to reflect the	summarize the main
		physical and social	points in the lesson
		environments of some	
		communities in the world	
		based on the selected	
		theme, time available and	
		the expected audience	
		2 assign individual and	
		group tasks and	
			1
		responsibilities and	
		responsibilities and ensure they are carried	

master of ceremony, ushering and introduction of special guests and other dignitaries to the show (e.g. explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions); ② arrange the sequence of performances to best tell the story of the event from the beginning to the end; ② follow the programme of the day: opening, performances and closing

Assessment: let learners stage a display of own performing artworks

Week Endi	ng		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning In	dicator(s)	B6.3.2.3.1	
Performan	ce Indicator	Perform 15 continuous sit-	ups
Strand		PHYSICAL FITNESS	
Sub strand		AEROBIC CAPACITY, STRENG	GTH, ENDURANCE,
		FLEXIBILITY AND BODY CON	MPOSITION
Teaching/	Learning Resources	cones	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
-		Thinking and Problem Solvin	
- 1-	- F - 7-	•	<u>~</u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	Learners sit on a mat with	What have we learnt
	demarcated area in files	in a v-shaped legs	today?
	while singing and	position. Keep their arms	Use answers to
	clapping to warm-up the	by their side. Perform sit	summarise the lesson.
	body for maximal	ups continuously for 15	
	performance and to	times. Learners test their	
	prevent injuries	abdominal muscular	
		strength by counting and	
		logging the number they	
		are able to perform in a	
		set at their own pace.	

Week Ending		
Class	six	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B6.6.3.1.2. B6.6.3.1.3. B6.6.3.1.4	
Performance Indicator	Learners can illustrate how to jump directory to URLs.	
	Learners can demonstrate how to return to a URL.	
	Learners can show how to find items on a page.	
Strand	INTERNET AND SOCIAL MEDIA	
Sub strand	SURFING THE WORLD WIDE WEB	
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	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Give learners a project on	What have we learnt
	songs and recite familiar	how to jump directory to	today?
	rhymes	URLs.	
			Ask learners to
		Give learners a project on	summarize the main
		how to jump directory to	points in the lesson
		URLs.	
		Guide learners to discuss	
		how to find items on a	
		page. Guide learners to	
		present their ideas or	
		findings to class.	
		Assessment: let learners	
		show how to find items on	
		a page	
		- F0-	

Week Endi	ng			
Class		six		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning In	dicator(s)	B6.4.3.1.1		
Performan	ce Indicator	Learners can recognise the rela	ationship between energy and	
		forces		
Strand				
Sub strand		FORCES AND MOVEMENT		
Teaching/ L	earning Resources	Pictures		
Core Comp	etencies: Creativity and Innov	ation Communication and Colla	boration Personal	
Developme	ent and Leadership Critical Th	inking and Problem Solving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners form different	What have we learnt	
	songs and recite familiar	groups to undertake	today?	
	rhymes	activities on application of		
		forces, e.g. pulling items	Ask learners to summarize	
	Discuss the functions of	across a distance, lifting up	the important points of the	
	parts of plants with	loads of different weights.	lesson	
	learners	• Learners brainstorm on the		
		relationship between energy		
		and forces, e.g. why is it		
		more difficult to lift a table		
		than a book?		
		• Lead learners to explain that when a force acts on an		
		object, it first needs to		
		overcome the weight of the		
		object before it can make		
		the object move in the		
		direction of the force. Thus,		
		it is easier to pull a lighter		
		object than a heavier one.		
		object than a neavier one.		
		Assessment: let learners		
		identify the relationship		
		between energy and forces		
		Detween energy and forces		

Thursday	Engage learners to sing	Lead learners to explain that	What have we learnt
	songs and recite familiar	when a force acts on an	today?
	rhymes	object, it first needs to	
		overcome the weight of the	Ask learners to summarize
		object before it can make	the important points of the
		the object move in the	lesson
		direction of the force. Thus,	
		it is easier to pull a lighter	
		object than a heavier one.	
		Relate this to the need to	
		apply more energy/effort in	
		our daily activities to be	
		successful (Weeding with a	
		cutlass, cutting a tree etc.).	
		Assessment: let learners	
		identify the relationship	
		between energy and forces	

Week Endi	ng		
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning Ir	ndicator(s)	B6.4.1.1.1.	
Performan	ce Indicator	Learners can describe activities for peaceful living	
Strand		OUR NATION GHANA	
Sub strand		Being a Citizen	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Persona
Developme	ent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing		What have we learnt
	songs and recite familiar	Learners discuss ways of	today?
	rhymes	living peacefully with each	
		other e.g. love, tolerance,	Ask learners to
		forgiveness, self-control	summarize the main
			points in the lesson
		Learners discuss the	
		importance of peaceful	
		living e.g. togetherness,	
		security, development\	
		Assessment: let learners	
		describe activities for	
		peaceful living	
Thursday	Engage learners to sing	Learners engage in a role -	What have we learnt

play and other activities to

demonstrate peaceful

together

living people of different

ethnic groups celebrating

today?

Ask learners to

summarize the main

points in the lesson

songs and recite familiar

rhymes

		Assessment: let learners describe activities for peaceful living	
--	--	--	--

Week End	ding		
Class			
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference	e	RME curriculum Page	
Learning	Indicator(s)	B6.4.1.1.1	
Performa	nce Indicator	Learners can demonstrate	e ways they can commit
		themselves to the community.	
Strand		The Family and community	
Sub stran	d	Commitment to the God	
Teaching	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
	nent and Leadership Critical		
-	<u> </u>		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners write group	What have we learnt
	songs and recite familiar	essays on commitment to	today?
	rhymes	the society for class	
		discussions.	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		demonstrate ways they	
		can commit themselves to	
		the community.	

TERM TWO BASIC SIX WEEK TWELVE

WEEKLY SCHEME OF LEARNING- WEEK TWELVE BASIC SIX

Name of School.....

Week Endi	ng		
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curricului	n Page
Learning In	dicator(s)	(B6.1.8.1.1. B6.1.8.2.1) B6 B6.4.12.1.1 B6.5.6.1.1.	
Performance	ce Indicator	A. Learners can answer "Yes" or "No" questions correctly using the expressions that show the future and Use positive tags, negative tags and auxiliaries in speech B. Learners can respond to a text with reason, simple judgment and personal interpretations C. Learners can use the imperative form of verb to give warning and express prohibitions D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Use adverbs to expr F. Read and critique a variety of age- and leve appropriate books and present a one-page critical commentary based on a set of criterial on 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			
Developme	nt and Leadership Critical T	hinking and Problem Solving	
			,
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)

Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Through discussion, let	today?
	rhymes	learners identify an	,
	,	activity they will perform	Ask learners to
		at a future time, e.g.	summarize the main
		tomorrow, next month	points in the lesson
		etc.	,
		Ask guestions to elicit	
		"Yes" or "No" answers e.g.	
		Will you come to school	
		tomorrow? Yes/No; Yes, I	
		will/No, I won't	
		. • Introduce drills e.g.	
		Questions and Answers	
		Drill, for learners to	
		practise asking and	
		answering "Yes" or "No"	
		Questions.	
		Put learners in pairs to ask	
		and answer simple	
		questions in turns.	
		Discuss positive tags	
		(e.g. It is cold, isn't it?)	
		and negative tags e.g. It	
		isn't cold, is it?	
		Demonstrate with	
		learners the usage of	
		positive tags, negative	
		tags and auxiliaries in	
		speech.	
		Pair learners to take	
		turns to practise positive	
		tags, negative tags and	
		auxiliaries in speech.	
		·	
		Assessment: let learners	
		Use positive tags, negative	
		tags and auxiliaries in	
		sentences	
Tuesday	Engage learners to sing	B .READING	What have we learnt
	songs and recite familiar	Have learners read a short	today?
1		•	

		• Learners create a mental	Ask learners to
		image from the text read.	summarize the main
		(This visualisation will help	points in the lesson
		bring life to the text for	
		learners to interpret and	
		give their opinion and	
		personal interpretation to	
		the write up).	
		• Lead a discussion of	
		each text read with	
		questions. Questions	
		should elicit :	
		– Factual information	
		– Implied meaning	
		– Judgment	
		– Evaluation	
		– Personal Response	
		Assessment: let learners	
		respond to a text	
Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
	songs and recite familiar	E.g. Break the glass, and	today?
	rhymes	you will pay for it	
			Ask learners to
		Assessment: let learners	summarize the main
		use the imperative form	points in the lesson
		of verb to give warning	
		and express prohibitions	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
	songs and recite familiar	Briefly revise the writing	today?
	rhymes	process by having learners	
		name the stages and say	Ask learners to
		what happens at each	summarize the main
		stage.	points in the lesson
		Revise descriptive	
		writing with learners	
		Have learners select a	
		topic e.g. "A Day I will	
1		never forget".	

		• Provide a sample text.	
		Guide learners to identify	
		the descriptive words and	
		expressions:	
		Discuss the descriptive	
		words and expressions	
		with learners.	
		Put learners into groups	
		and guide them through	
		the writing process to	
		describe	
		events/situations/places	
		of their choice and	
		personal experiences.	
		Focus on the use of: –	
		Descriptive (adjectives)	
		words. – Figurative	
		language e.g. simile –	
		metaphor,	
		personification, sound	
		devices	
		Assessment: let learners	
		use descriptive words/	
		sound devices/	
		figurative language to	
		describe	
		events/situations/	
		places/ personal	
		experiences and events.	
_			
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Revise adverbs of time	
		and manner in context:	Ask learners to
		Have learners listen to	summarize the main
		and read several	points in the lesson
		sentences containing	
		adverbs of time and	
		manner.	

provide practice in using adverbs of time. E.g. Game: Lucky Dip Drill: Substitution Table Drill • Learners sit in groups to discuss issues involving use of adverbs of time.	
Game: Lucky Dip Drill: Substitution Table Drill • Learners sit in groups to discuss issues involving use of adverbs of time.	
Substitution Table Drill • Learners sit in groups to discuss issues involving use of adverbs of time.	
Learners sit in groups to discuss issues involving use of adverbs of time.	
discuss issues involving use of adverbs of time.	
use of adverbs of time.	
Repeat the procedure	
to introduce adverbs of	
degree and reason. e.g.	
Degree: The shirt is too	
small for me. You are	
making so much noise.	
Reason: I sing because I	
like singing.	
Have groups construct	
short paragraphs using	
such adverbs.	
Assessment: let learners	
use adverbs to express	
degree and reason	
Friday Guide learners to E. EXTENSIVE READING Have learners	s to tell
choose and read books Lead discussion on the what they re-	ad to the
during the library period importance of reading whole class widely.	
Have learners read	
books of their choice	
independently during the	
library period.	
• Learners think-pair-	
share their stories with	
peers.	
Ask each learner to	
write a-two-paragraph	
summary of the book	
read.	

 Invite individuals to
present their work to the
class for feedback.

- Encourage them to visit the local library to read and borrow books.
- Encourage them to share whatever they read with their mates.

Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read

Week En	ding		
Class		six	
Subject		PHYSICAL EDUCATION	
Referenc	e	PE curriculum Page	
Learning	Indicator(s)	B6.3.3.3.1	
Performa	nce Indicator	Learners can perform thr	ee sets of 15 continuou
		push-ups	
Strand		PHYSICAL FITNESS	
Sub stran	nd	ENDURANCE	
Teaching	/ Learning Resources	cones	
Core Con	npetencies: Creativity and In	novation Communication and	d Collaboration Personal
Developr	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	Learners after general	What have we learnt
	demarcated area in files	and specific warm ups, lie	today?
	while singing and	on the ground face down.	Use answers to
		ممسم سنمطط طخانين مسمسم	
	clapping to warm-up the	Learners with their palms	summarise the lesson.
	body for maximal	flat on the ground by their	summarise the lesson.
		•	summarise the lesson.
	body for maximal	flat on the ground by their	summarise the lesson.
	body for maximal performance and to	flat on the ground by their side, extend their arms to	summarise the lesson.
	body for maximal performance and to	flat on the ground by their side, extend their arms to move their trunk up and	summarise the lesson.
	body for maximal performance and to	flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to	summarise the lesson.
	body for maximal performance and to	flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to	summarise the lesson.
	body for maximal performance and to	flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners	summarise the lesson.
	body for maximal performance and to	flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners continue the process for a	summarise the lesson.
	body for maximal performance and to	flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners continue the process for a number of based on their	summarise the lesson.
	body for maximal performance and to	flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners continue the process for a number of based on their ability in a set. Learners	summarise the lesson.

progress at their own pace

Week Ending			
Class	six		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B6.6.3.1.5. B6.6.4.1.1. B6.6.4.1.2.		
Performance Indicator	Illustrate how to print pages		
	Learners can show how to create a favourite link.		
	Learners can demonstrate deleting favourite links.		
Strand	INTERNET AND SOCIAL MEDIA		
Sub strand	SURFING THE WORLD WIDE WEB.		
	FAVOURITE PLACES AND SEARCH ENGINE		
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	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners on how to	What have we learnt
	songs and recite familiar	print pages e.g. selected	today?
	rhymes	pages, only selected pages	
		etc.	Ask learners to
			summarize the main
		Guide learners to create	points in the lesson
		an Internet favourite link	
		Guide learners to delete a	
		favourite link they have	
		created	
		Assessment: let learners	
		describe deleting favourite	
		links	

Week Ending	g			
Class		six		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning Ind	icator(s)	B6.4.3.1.1		
Performance	e Indicator	Learners can recognise the rela	ationship between energy and	
		forces		
Strand				
Sub strand		FORCES AND MOVEMENT		
Teaching/ Le	earning Resources	Pictures		
Core Compe	tencies: Creativity and Innov	ation Communication and Colla	boration Personal	
Developmer	nt and Leadership Critical Thir	nking and Problem Solving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners form different	What have we learnt	
	songs and recite familiar	groups to undertake	today?	
	rhymes	activities on application of		
		forces, e.g. pulling items	Ask learners to summarize	
	Discuss the functions of	across a distance, lifting up	the important points of the	
	parts of plants with	loads of different weights.	lesson	
	learners	• Learners brainstorm on the		
		relationship between energy		
		and forces, e.g. why is it		
		more difficult to lift a table		
		than a book?		
		Lead learners to explain		
		that when a force acts on an		
		object, it first needs to		
		overcome the weight of the		
		object before it can make		
		the object move in the		
		direction of the force. Thus,		
		it is easier to pull a lighter		
		object than a heavier one.		
		Assessment: let learners		
		identify the relationship		
		between energy and forces		

Thursday	Engage learners to sing	Lead learners to explain that	What have we learnt
	songs and recite familiar	when a force acts on an	today?
	rhymes	object, it first needs to	
		overcome the weight of the	Ask learners to summarize
		object before it can make	the important points of the
		the object move in the	lesson
		direction of the force. Thus,	
		it is easier to pull a lighter	
		object than a heavier one.	
		Relate this to the need to	
		apply more energy/effort in	
		our daily activities to be	
		successful (Weeding with a	
		cutlass, cutting a tree etc.).	
		Assessment: let learners	
		identify the relationship	
		between energy and forces	

Week Endir	ng		
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning In	dicator(s)	B6.4.1.1.1.	-
Performano	ce Indicator	Learners can describe activities for peaceful living	
Strand		OUR NATION GHANA	
Sub strand		Being a Citizen	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing		What have we learnt
	songs and recite familiar	Learners discuss ways of	today?
	rhymes	living peacefully with each	
		other e.g. love, tolerance,	Ask learners to
		forgiveness, self-control	summarize the main
			points in the lesson
		Learners discuss the	
		importance of peaceful	
		living e.g. togetherness,	
		security, development\	
		Assessment: let learners	
		describe activities for	
		peaceful living	
Thursday	Engage learners to sing	Learners engage in a role -	What have we learnt
	songs and recite familiar	play and other activities to	today?
	rhymes	demonstrate peaceful	
		living people of different	Ask learners to
		ethnic groups celebrating	summarize the main
1		together	points in the lesson

	Assessment: let learners describe activities for peaceful living	
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Week End	ing					
Class		Six				
Subject		RELIGIOUS AND MORAL EDUCATION				
Reference		RME curriculum Page				
Learning Indicator(s)		B6.4.1.1.1				
Performance Indicator		Learners can demonstrate ways they can commit				
		themselves to the community.				
Strand		The Family and community				
Sub strand		Commitment to the God				
Teaching/ Learning Resources		Pictures				
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal			
Development and Leadership Critical Thinking and Problem Solving.						
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION			
	MINS	(New Learning Including	10MINS			
	(Preparing The Brain	Assessment)	(Learner And Teacher)			
	For Learning)					
Friday	Engage learners to sing	Let learners write group	What have we learnt			
	songs and recite familiar	essays on commitment to	today?			
	rhymes	the society for class				
		discussions.	Ask learners to			
			summarize the main			
			points in the lesson			
		Assessment: let learners				
		demonstrate ways they				
		can commit themselves to				
		the community.				

Learning Indicator (s) (Ref. No.)		B6.6.3.1.1 Read short texts, narratives or stories from		
zearring mareator (5) (nem real)		other materials aloud and correctly. B6.6.3.1.2 Answer questions that are based on the		
				passage.
		Performan	ce Indicators	The learner should read short texts, narratives or stories from other materials
		aloud and correctly.		
		The learner should answer questions		
		that are based on the passage.		
Week Endir	ng			
Reference		Ghanaian Language curriculum		
Subject		GHANAIAN LANGUAGE		
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual		
Core Comp	etencies: Communication a	and collaboration Personal development and leadership		
	T			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage leaners to sing	 Bring to class another 	What have we learnt	
	songs and recite	material other than the	today?	
	familiar rhymes	class reader and ask		
		learners to read.		
		 kead a snort text 		
		material aloud to learners.		
		• Let learners read short		
		text, narratives or stories	Review the lesson with	
		from other materials with	learners	
		correct intonation to one		
		another.		
		 Call individual learners 		
		to read the text to the		
		class		
		Assessment: let learners		
		read short texts,		
		narratives or stories from		
		other materials aloud and		
		correctly.		

	T.	1
Engage leaners to sing songs and recite familiar rhymes	 Explain unfamiliar words in the passage to learners. Ask questions based on the text read. Allow learners to answer questions on the passage read 	What have we learnt today? Review the lesson with learners
	Assessment: let learners answer questions that are based on the passage.	
Engage leaners to sing songs and recite familiar rhymes	 Explain unfamiliar words in the passage to learners. Ask questions based on the text read. Allow learners to answer questions on the passage read 	What have we learnt today? Review the lesson with learners
	Assessment: let learners answer questions that are based on the passage.	