

TERM TWO
BASIC SIX
WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(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 Indicator		A. Learners can ask and answer questions about key details on topics under discussion. B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns) C. Learners can use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement. E. Learners can explore the use of the simple past verb form and participle form F. Learners can 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	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)

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Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <p>Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.</p> <ul style="list-style-type: none"> • Encourage learners to ask and answer questions for clarification about key details. Ensure appropriate vocabulary use by dropping hints and showing word cards <p>Assessment: let learners ask and answer questions about key details on topics under discussion</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Introduce these one at a time.</p> <ul style="list-style-type: none"> • Provide and discuss examples. • Learners play games with the activity in pairs/groups <p>Assessment: let learners use playful words in spoken and written language (jokes, riddles, puns)</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>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.</p> <ul style="list-style-type: none"> • Have groups of learners discuss and exemplify the following: – A singular 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>subject goes with a singular verb. – A plural subject goes with a plural verb. – A collective subject goes with singular or plural verb.</p> <ul style="list-style-type: none"> • 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”. <p>Assessment: let learners use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> • Guide learners with the questions below: <p>iv. Are your ideas in order and easy to understand?</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>v. Are all the sentences talking about the main idea of the paragraph?</p> <p>vi. Are all the paragraphs talking about the topic?</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners review, and revise a draft to produce a coherent piece</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write a story. E.g. about what happened after school on Monday.</p> <ul style="list-style-type: none"> • Discuss the essay topic 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Learners rewrite their essays incorporating the corrections. <p>Assessment: let learners write on another topic individually using the simple past verb form as well as the past participle form</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read and critique a variety of age- and level appropriate books and</p>	Have learners to tell what they read to the whole class

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		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		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.5.4.1.1	
Performance Indicator		Learners can explain post World War II developments in the Gold Coast	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Why was the Coussey Committee established?	Discuss the main recommendation in the Coussey committee report. Assessment: let learners identify the main recommendation in the Coussey committee report.	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 main recommendation in the Coussey committee report. Assessment: let learners identify the main recommendation in the Coussey committee report.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B6.4.1.1.1	
Performance Indicator		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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Begin by asking the following questions: (1) what is energy? (2) Where does energy come from? (answers to this question may include the sun, 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,	What have we learnt today? Ask learners to summarize the important points of the lesson

		gasoline, diesel, kerosene, etc.).	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.).</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners compare renewable and non-renewable sources of energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		six	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B6.2.4.1.1.	
Performance Indicator		Learners can describe internal migration in Ghana	
Strand		ALL AROUND US	
Sub strand		Population and Settlement	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners brainstorm and come out with challenges associated with urban settlements: a) poor sanitation b) environmental pollution c) traffic congestion Assessment: let learners identify challenges associated with urban settlements	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	In groups discuss measures that can be taken to solve challenges associated with rural and urban settlements. E.g. provision of social amenities in the rural areas, creation of job opportunities for both rural and urban areas.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners identify measures that can be taken to solve challenges associated with rural and urban settlements	
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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	
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	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 add or subtract improper fractions with different denominators, (2 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	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like:	To add or subtract improper fractions with different denominators, (2	Review the lesson with Learners

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>$\frac{1}{3}$ and $2\frac{2}{5}$) 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 $\frac{2}{5}$ and $2\frac{4}{5}$; their sum is $2\frac{1}{3} + 2\frac{4}{5} = 2\frac{5}{15} + 2\frac{8}{15} = 2\frac{13}{15}$ and difference $2\frac{4}{5} - 2\frac{1}{3} = 2\frac{8}{15} - 2\frac{4}{15} = 2\frac{4}{15} = 2\frac{2}{7.5}$</p>	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>To multiply a whole number by a mixed fraction (e.g. $3 \times 2\frac{2}{3}$) 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;</p> <p>i.e. $3 \times 2\frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{6}{3} = \frac{6+6}{3} = \frac{12}{3} = 4$ or $3 \times 2\frac{2}{3} = 2\frac{2}{3} + 2\frac{2}{3} + 2\frac{2}{3} = 6\frac{6}{3} = 8$</p>	<p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>To multiply a whole number by a mixed fraction (e.g. $3 \times 2\frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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	<p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>fraction and add the products or change the mixed fraction to improper fraction and multiply;</p> <p>i.e. $3 \times 2 \frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8$ or $3 \times 2 \frac{2}{3} = 2 \frac{2}{3} + 2 \frac{2}{3} + 2 \frac{2}{3} = 6$</p> <p>$(2+2+2)/3 = \frac{66}{3} = 8$</p>	
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To multiply a fraction by a whole number the multiplication is interpreted as "of"; e.g. $\frac{2}{3} \times 5$ means shade $\frac{2}{3}$ of 5 ; i.e. finding two-thirds of each of five objects; i.e. $\frac{2}{3} \times 5$ is $\frac{2}{3}$ of 5 quantities, which leads 10 thirds, i.e. $\frac{2}{3} \times 5 = 10(\frac{1}{3}) = \frac{10}{3} = 3\frac{1}{3}$</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ❑ study the ideas, forms and structures that constitute the physical and social environments of some communities in the world; ❑ 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write ideas for creating own performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: develop, arrange and compose own movement patterns, lyrics, sounds, rhythms, melodies from the ideas studied in the physical and social environments.</p> <ul style="list-style-type: none"> ☐ present concepts for peer review; ☐ use the ideas or feedback from the peer review to improve upon the arrangements for own compositions. <p>Assessment: let learners write ideas for creating own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B6.1.3.1.2	
Performance Indicator		Learners can Roll (body) smoothly forward and backward (combination of forward and backward roll)	
Strand		MOTOR SKILLS AND MOVEMENT PATTERNS	
Sub strand		RHYTHMIC SKILLS	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After a warm up, learners curve their bodies adequately, tuck their head, push off evenly with both feet, take the body weight on the hands and 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	What have we learnt today? Use answers to summarise the lesson.

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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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Guide learners to write simple queries to retrieve specific names of students from a database of the names of all students in class database design. eg. 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	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>the ribbons under the home button.</p> <p>Assessment: let learners explain the use of the ribbons under the home button.</p>	
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Week Ending			
Class		Six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B6.2.2.1.3:	
Performance Indicator		Learners can discuss moral lessons from the festivals.	
Strand		God, His Creation and Attributes	
Sub strand		The Environment	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners write essays on moral lessons in festivals and present their works for suggestions and corrections. Communication Assessment: let learners write the moral lessons from the festivals	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> • 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 <p>Assessment: let learners summarise a given story/text.</p>	<p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners summarise a given story/text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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 Indicator(s)		B6.1.7.1.1. B6.2. 6.4.3. B6.3.5.1.3. B6.4.9.3.2 B6.5.4.1.3 B6.6.1.1.1.	
Performance Indicator		A. Learners can employ Think Aloud and 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 personal activities D. Learners can edit/proofread draft, checking capitalisation, usage, punctuation and spelling E. Learners can use a range of verb forms in speech and in writing. F. Learners can 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	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Have learners listen to teacher-read texts or	What have we learnt today?

		<p>video/audio recording on familiar topics.</p> <ul style="list-style-type: none"> • Model the visualisation strategy to make meaning from texts heard. • Encourage learners to practise constructing meaning from the texts or play. <p>Assessment: let learners employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc.</p> <p>Have them role play a simple story to bring out the importance of these elements and their usage</p> <p>Assessment: let learners use words suitable for purpose, audience, context and culture in relation to: type of texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>E.g.: I asked my friend to read the story</p>	What have we learnt today?

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		Assessment: let learners use different forms of verbs, the Irregular and infinitive to talk about personal activities	Ask learners to summarize the main points in the lesson												
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners pick up their clean draft (Refer to B5 4.3.1) and check for conventions. E.g. errors in capitalisation, punctuation and spelling</p> <p><u>Reflective Writing</u></p> <p>A reflective writing explores who you are now and who you were before now. It focuses on a change you have experienced and reflects on how that change makes you unique.</p> <ul style="list-style-type: none">• Take learners through the writing process <table><tr><th colspan="2">Then</th><th>Now chart</th></tr><tr><td>Then</td><td>Now</td><td>Reasons for change</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Use questions to revise: Prewriting – strategy</p> <p>Make a list of how things used to be and how they are now. Tell why they changed. Continue with the rest of the process:</p>	Then		Now chart	Then	Now	Reasons for change							<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Then		Now chart													
Then	Now	Reasons for change													

		<p>Writing, Revising, Editing and Publishing.</p> <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage, punctuation and spelling</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <ul style="list-style-type: none"> • 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. • Have learners write a mind map to guide their writing. Learners edit their writing at every stage 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>e.g. introduction, body and conclusion. Encourage them to share their work with other groups</p> <p>Assessment: let learners use a range of verb forms in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • 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. <p>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</p>	Have learners to tell what they read to the whole class

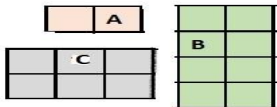
Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.5.4.1.2	
Performance Indicator		Learners can explain how Ghana gained independence through constitutional means	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes 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

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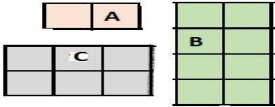
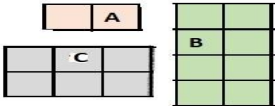
Week Ending			
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B6.4.1.2.1	
Performance Indicator		Learners can measure the temperature of a body using a thermometer	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss 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. Assessment: let learners measure the temperature	What have we learnt today? Ask learners to summarize the important points of the lesson

		of a body using a thermometer	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water.</p> <ul style="list-style-type: none"> • Some learners share experiences of how their body temperatures were measured on a visit to a health centre. <p>Learners demonstrate the use of thermometers to measure temperature of their bodies and that of warm water.</p> <p>Assessment: let learners measure the temperature of a body using a thermometer</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		six	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B6.1.3.1.3 B6.1.4.1.1	
Performance Indicator		A. 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 B. 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	
Strand		Number	
Sub strand		Fractions Fractions	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	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 (i.e. common or mixed) by a whole number (e.g. $4 \frac{2}{5} \times 5$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. $4 \frac{2}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5} = \frac{120}{5} = 24/1 = 24$. [Note, the product can be simplified before multiplying the numerators separately	Review the lesson with Learners Assessment: have learners to practice with more examples

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

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	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>ratio as a number which tells the number of times a quantity can be obtained in another. In the figures, the area of the shape A is $\frac{1}{4}$ of the area of the shape B; so 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.</p> 	<p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use concrete objects and/or pictorial representations to explain simplest form of a ratio. Shape C is made up of 6 squares and shape A is made up of 2 squares, the areas of the shapes C and A are in the ratio 6:2; and since C is three times A, 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.</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		six	
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 and decorative visual artworks that reflect the physical and social environments of some communities in the world	
Strand		Visual Arts	
Sub strand		Displaying and Sharing	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch a short video 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); 	

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: discuss the need for displaying portfolio of own visual artworks</p> <p>Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B6.2.1.2.1	
Performance Indicator		Learners can Explain the importance of open space in playing team games.	
Strand		Movement Concepts, Principles and Strategies	
Sub strand		Space Awareness,	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain the importance of open space in playing team games as; it allows room for the beauty of the game, learners are able to 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	What have we learnt today? Use answers to summarise the lesson.

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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	
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)
	Engage learners to sing songs and recite familiar rhymes	Guide learners to develop worksheet consisting of list of names ie. teachers, students, friends, families, etc 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

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 prayer in our lives	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the meaning of prayer: a communication between the worshipper and the object of worship. 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of prayer:</p> <ul style="list-style-type: none"> • brings us closer to God • It shows our dependence on God, etc. <p>Learners demonstrate how prayer is done in the three major religions.</p> <p>Assessment: let learners describe the importance of prayer in our lives</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B6. 3.1.1.1.	
Performance Indicator		Learners can narrate the story of the latter lives of the leaders of the major religions	
Strand		Religious Leaders	
Sub strand		The Latter Lives of Leaders of the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Guide learners to talk about the latter lives of the religious leaders:<ul style="list-style-type: none">- Jesus Christ-triumphant entry to Jerusalem (Palm Sunday), Last Supper, 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.	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners 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	
Performance Indicators		The learner should write sentences using joint scripts	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Give learners longer sentences on flashcards to 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 Assessment: let learners write sentences using joint scripts	What have we learnt today?

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		<p>scripts from the sentences on the flashcard.</p> <p>Assessment: let learners write sentences using joint scripts</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write sentences using joint scripts</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO

BASIC SIX

WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B6.1.7.1.2 B6.2.7.1.1 B6.3.5.1.4 B6.4.11.1.1. B6.5.4.1.3 B6.6.1.1.1.	
Performance Indicator		A. Learners can relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts) B. Learners can construct meanin C. Learners can use the simple present form of verbs in sentences: D. Learners can write freely about topics of choice on national issues and issues from different learning areas E. Learners can use a range of verb forms in speech and in writing F. Learners can 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	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Referring to a recently read story, assist learners to identify the sequence of events in the story.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>e.g. The beginning, middle, and ending.</p> <ul style="list-style-type: none"> • Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end <p>Assessment: let learners relate the sequence of events</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Select level-appropriate texts for learners.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners construct meaning from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the simple present in context.</p> <ul style="list-style-type: none"> • Present an on-going situation to learners for them to report on it. E.g. A football game/match. • Present similar situations for learners to describe using the simple present, in groups. <ul style="list-style-type: none"> • Groups may write and present their work to the class. • Use texts/sentences to introduce the use of the simple present for: <ul style="list-style-type: none"> – 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. <p>Assessment: let learners use the simple present form of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners select a topic of their choice on national issues and issues from different learning areas.</p> <ul style="list-style-type: none"> • Guide learners to brainstorm and generate ideas. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write freely about topics of choice on national issues and issues from different learning areas</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <ul style="list-style-type: none"> • Guide learners with examples to construct sentences using the past perfect form of verbs. <p>E.g. When you came I had already finished the work. Let learners narrate short events using both tenses.</p> <ul style="list-style-type: none"> • Let learners write a letter to an elderly 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>relative on something that happened in the past.</p> <ul style="list-style-type: none"> • 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. <p>Learners edit their writing at every stage e.g. introduction, body and conclusion. Encourage them to share their work with other groups</p> <p>Assessment: let learners use a range of verb forms in speech and in writing</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • 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. 	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"> • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <p>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</p>	
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Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.5.4.1.2	
Performance Indicator		Learners can explain how Ghana gained independence through constitutional means	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Which political parties took part in the 1951 general elections? What was the outcome of that election?	Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections Assessment: let learners explain how Ghana gained independence through constitutional means	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	Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections Assessment: let learners explain how Ghana gained	What have we learnt today? Ask learners to summarize the main points in the lesson

		independence through constitutional means	
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Week Ending			
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B6.4.2.1.1	
Performance Indicator		Learners can construct an electric circuit and know the functions of its components	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss 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 components	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, 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	
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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		<ul style="list-style-type: none">✓ 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 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	Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy’s mass is 50kgs, and his sister’s is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate	Review the lesson with Learners Assessment: have learners to practice with more examples

Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate</p>	<p>Review the lesson with Learners</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The ratio 2:3 can be expressed as $\frac{2}{3}$; to determine which ratio is larger/largest change to equivalent ratios with same denominator and 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</p>	<p>Assessment: have learners to practice with more examples</p>

Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The ratio 2:3 can be expressed as $\frac{2}{3}$; to determine which ratio is larger/largest change to equivalent ratios with same denominator and 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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>Solve simple problems that involve simplifying, comparing, finding missing and total ratios. E.g. (i) Given that 10: q = 2 : 3, find q. (ii) The ratio of boys to girls in a class room is 7 to 11. If there are a total of 49 boys in the classroom, then how many boys and girls are there altogether?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		six	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B6 2.3.4.2	
Performance 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/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect 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: - fixing a date - selecting a venue - inviting an audience	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>☐ brainstorm to agree on a theme for the performance;</p> <p>☐ send manual and/or electronic invitations to target audience</p> <p>Assessment: let learners write a plan a display of own performing artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>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;</p> <p>☐ decide on mode and arrangement of performances</p> <p>☐ 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);</p> <p>☐ clean and prepare the venue and its environment and make it ready for the performance;</p> <p>☐ Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners write a plan a display of own performing artworks	
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Week Ending			
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B6.2.2.2.1	
Performance Indicator		Learners can Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke	
Strand		Movement Concepts, Principles and Strategies	
Sub strand		Dynamics	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	To get started, one needs to learn four basic strokes: the forehand drive, the forehand push, the backhand drive and the backhand push. Once the learners master these strokes, the teacher can go on to more complex techniques that will raise the level of their game	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		six	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B6.5.3.1.5 B6.5.3.1.6 B6.5.3.1.7.	
Performance Indicator		Learners can modify the appearance of data within a worksheet. Learners can manage Excel workbooks. Learners can print the content of an MS-Excel worksheet.	
Strand		PROGRAMMING AND DATABASES	
Sub strand		: 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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Show examples of modified data in (a) worksheet(s), either on projected screens or pictures. Guide learners to modify the appearance of 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 landscape and portrait.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners print the content of an MS-Excel worksheet.	
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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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about ways of making celebrations of festivals beneficial to the communities e.g. use festival occasions to plan for development, 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	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 draw a durbar of chiefs during festival celebrations	What have we learnt today?

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		Assessment: let learners identify two ways of making festivals beneficial to the communities	Ask learners to summarize the main points in the lesson
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Week Ending			
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B6. 3.1.1.1.	
Performance Indicator		Learners can narrate the story of the latter lives of the leaders of the major religions	
Strand		Religious Leaders	
Sub strand		The Latter Lives of Leaders of the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners.• Let learners dramatise the latter lives of the religious leaders Assessment: let learners narrate the story of the latter lives of the leaders of the major religions	<p>What have we learnt today?</p> Ask learners to summarize the main points in the lesson

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Learning Indicator (s) (Ref. No.)		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.	
Performance Indicators		<ul style="list-style-type: none">• The learner should write a descriptive composition on a given object• The learner should Write a descriptive essay about a situation• The learner should write a descriptive composition on a certain process.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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 on a given object Assessment: let learners write a descriptive composition on a given object	What have we learnt today? <

		<p>in the home or school or community.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners write a descriptive essay about a situation</p>	<p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write a descriptive composition on a certain process</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC SIX
WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC SIX

Name of School.....

Week Ending			
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 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 age- and 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 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?

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		<ul style="list-style-type: none"> • 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 <p>Assessment: let learners answer questions on moral lesson</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING SQ3R strategy Have learners:</p> <p>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.</p> <p>3R Read – read for more information . Recite – retrieve information from text. Review – go over the main ideas in the text to consolidate understanding</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners write main ideas in sequence from the text	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the simple present in context.</p> <ul style="list-style-type: none"> • Present an on-going situation to learners for them to report on 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 <p>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</p> <p>Assessment: let learners use the simple present form of verbs in sentences:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Select a narrative text or story to revise the elements of narrative:</p> <ul style="list-style-type: none"> – Title 	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> – Characters – Setting – Plot/storyline – Conflict, dialogue <p>Note: Through discussion and reference to familiar stories, show that:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> – 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 <p>Poems and Plays: Discuss sentences of poems and plays to guide learners through the writing process to define their own poems and plays</p>	<p>Ask learners to summarize the main points in the lesson</p>
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		<p>Assessment: let learners write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Learners write on a topic using the simple present, present perfect and past perfect tenses.</p> <ul style="list-style-type: none"> • 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 them to edit. Learners then write a whole essay on a chosen topic individually <p>Assessment: let learners the use of the singular and plural subject and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • Have learners read books of their choice 	Have learners to tell what they read to the whole class

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		<p>independently during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <p>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</p>	
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Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.5.4.1.2	
Performance Indicator		Learners can explain how Ghana gained independence through constitutional means	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Which political parties took part in the 1951 general elections? What was the outcome of that election?	Discuss the outcome of the 1956 elections. Assessment: let learners narrate outcome of the 1956 elections	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 outcome of the 1956 elections. Assessment: let learners narrate outcome of the 1956 elections	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B6.4.2.1.2	
Performance Indicator		Learners can identify the symbols used in representing various components in a given circuit diagram	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss 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	
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	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate?	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a	Review the lesson with Learners

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

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

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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> discuss and accept a guide for appreciating and appraising own and/or others’ visual artworks based on the guidelines suggested below; Suggested Guidelines <input type="checkbox"/> Description of the work: The elements in the work, materials size of the work, number of objects/items in <input type="checkbox"/> Subject matter: Meaning, the work. message, topic, mood, feelings, history, religion, environment, global <input type="checkbox"/> Appraisal: What the work warming. can be used for, likes, good things in the work, beauty, social and cultural value,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>correlation (connecting to other areas of learning).</p> <p>☐ Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p> <p>.</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>identify the correct vocabulary to use for appreciating and appraising artworks;</p> <p>☐ agree on what to use the appraisal report for and how to share it</p> <p>☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☐ fix a day/date for the appreciation/appraisal/jury.</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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 Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	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

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)
	Engage learners to sing songs and recite familiar rhymes	Guide learners to give examples of internet facilities ie. e-mail, FTP's, www, etc. for presentation 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. Display list of names of learners on the board and ask them to identify the duplicated data. Assessment: let learners describe the types of	What have we learnt today? Ask learners to summarize the main points in the lesson

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		information available on the Internet.	
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Week Ending			
Class		six	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B6.3.3.1.1.	
Performance Indicator		Learners can identify sources of help	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Basic Human Rights	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss human rights abuses against children e.g. neglect, emotional abuse, physical and sexual abuse, child labour 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	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 create posters speaking against child abuse and also show	What have we learnt today?

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		<p>where to go for help in case of abuse</p> <p>Assessment: let learners identify sources of help</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B6. 3.1.1.2	
Performance Indicator		Learners can identify the moral lessons from the latter lives of the religious leaders	
Strand		Religious Leaders	
Sub strand		The Latter Lives of Leaders of the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Guide learners to discuss the moral lessons from the latter lives of the religious leaders.• Put learners into groups to explore virtues they 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:<ul style="list-style-type: none">- humility, forgiveness, faithfulness, obedience, perseverance, patriotism, etc. <p>Assessment: let learners identify the moral lessons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		from the latter lives of the religious leaders	
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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.	
Performance Indicators		<ul style="list-style-type: none">• The learner should write a persuasive essay on a given topic.• The learner should write a persuasive essay about education• The learner should write a persuasive essay on a national issue.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Discuss ways that persuasion can be achieved.• Discuss some vocabularies that are used in persuasion and write some on the board.• Discuss with learners how to write persuasive essays by looking at structure and content.• Let learners write a persuasive essay on a given topics. Assessment: let learners write a persuasive essay on a given topic.	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss with learners situations that can occur 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. <p>Assessment: let learners write a persuasive essay about education</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 persuasive composition on a certain process <p>Assessment: let learners write a persuasive essay on a national issue.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO

BASIC SIX

WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B6.1.7.1.4. B6.2.7.1.3 B6.3.5.1.6 B6.4.12.1.1 B6.6.1.1.1.	
Performance Indicator		A. Learners can use background knowledge to understand and build new knowledge while listening to informational text B. Learners can scan/skim for details C. Learners can use the past continuous form of verbs to talk about actions/events which were going on when a second one took place D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events E. Learners can apply t plural subject and the verb forms that go with them F. Learners can 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	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Present an informational text on a given topic.	What have we learnt today?

		<ul style="list-style-type: none"> • Use the K and W of KWL strategy to activate learners' background 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. <p>ASSESSMENT: let learners share what they have learnt in the text.</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Use texts to guide learners to grasp the main ideas as they skim/scan in 3-4 minutes and have them present their points for class discussion</p> <p>ASSESSMENT: let learners scan/skim for details from a passage</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>e.g. We were playing football when the fire broke out</p> <p>ASSESSMENT: let learners use the past continuous form of verbs to talk about actions/events which were going on when a second one took place</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Briefly revise the writing process by having learners name the stages and say what happens at each stage.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices <p>Note: Sensory details are experiences through the senses: sight, smell, touch, taste.</p> <ul style="list-style-type: none"> – Sensory details (Allow a reader to visualize a person, a place, a thing or an idea). 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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		ASSESSMENT: let learners 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	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Learners write on a topic using the simple present, present perfect and past perfect tenses.</p> <ul style="list-style-type: none"> • 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 them to edit. Learners then write a whole essay on a chosen topic Individually <p>ASSESSMENT: let learners apply the use of the singular and plural subject and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • Have learners read books of their choice independently during the library period. 	Have learners to tell what they read to the whole class

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		<ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <p>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</p>	
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Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.5.4.1.2	
Performance Indicator		Learners can enact a scene of an election at a polling station	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Which political parties took part in the 1951 general elections? What was the outcome of that election?	Enact a scene of an election at a polling station ASSESSMENT: let learners enact a scene of an election at a polling station	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	Enact a scene of an election at a polling station ASSESSMENT: let learners enact a scene of an election at a polling station	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B6.4.2.1.3	
Performance Indicator		Learners can know conductors, semi-conductors and insulators	
Strand		: FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Gather items such as bulbs, battery, electric wires. • Brainstorm with learners on the meaning of the terms “conductors”, “semi-conductors” and “insulators” 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	What have we learnt today? Ask learners to summarize the important points of the lesson

		ASSESSMENT: let learners identify conductors, semi-conductors and insulators	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Connect a simple electrical circuit (an open circuit) using a bulb, battery and connecting wire.</p> <ul style="list-style-type: none"> • 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 <p>ASSESSMENT: let learners describe conductors, semi-conductors and insulators</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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 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	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

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>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.</p> <p>Two kilograms of meat cost ₦8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.</p> <table><tr><td>Meat (kg)</td><td>2</td><td>5</td><td>12</td><td>25</td></tr><tr><td>Cost (₦)</td><td>8</td><td></td><td></td><td></td></tr></table>	Meat (kg)	2	5	12	25	Cost (₦)	8				<p>Assessment: have learners to practice with more examples</p>
Meat (kg)	2	5	12	25									
Cost (₦)	8												
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use diagrams to explain 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.</p> <p>Two kilograms of meat cost ₦8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.</p> <table><tr><td>Meat (kg)</td><td>2</td><td>5</td><td>12</td><td>25</td></tr><tr><td>Cost (₦)</td><td>8</td><td></td><td></td><td></td></tr></table>	Meat (kg)	2	5	12	25	Cost (₦)	8				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Meat (kg)	2	5	12	25									
Cost (₦)	8												

Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Work out rates and use them in solving problems. E.g. A litre of sachet water costs 40p. Find the cost of</p> <p>(i) $\frac{1}{2}$ litre</p> <p>(ii) 7 litres</p> <p>(iii) 9 litres</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Week Ending			
Class		six	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B6 2.4.6.2	
Performance Indicator		Learners can develop guidelines for appreciating and appraising own and others’ compositions and performances that reflect the physical and social environments of some communities in the world	
Strand		Performing Arts	
Sub strand		Appreciating and Appraising	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ❑ discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guide guidelines suggested below; ❑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc. agree on what to use the appraisal report for and how to share it;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		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	<p>Learners are to agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury</p> <p>ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' compositions and performances</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	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 swing their arms in preparation. Shoulder move forward horizontally as it extends. Forearm rotation through hips, legs and shoulders drop slightly. All together produce the final force to move the ball to the target	What have we learnt today? Use answers to summarise the lesson.

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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	
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)
	Engage learners to sing songs and recite familiar rhymes	Encourage learners to bring any device or pictures of devices that are needed. eg. desktop computers, Laptop computers, Mobile phones, etc. 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the latter lives of the religious leaders:</p> <p>i. Jesus Christ– triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection</p> <p>Show pictures or video clips on the latter lives of Jesus Christ</p> <p>ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the latter lives of the religious leaders	What have we learnt today?

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		<p>ii. The Holy Prophet Muhammad (S.A.W.) – triumphant entry into Makkah, farewell message, sickness and death</p> <p>Show pictures or video clips on the latter lives of Holy Prophet Muhammad</p> <p>ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B6. 3.1.1.2	
Performance Indicator		Learners can identify the moral lessons from the latter lives of the religious leaders	
Strand		Religious Leaders	
Sub strand		The Latter Lives of Leaders of the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to dramatise or role play the virtues they have listed. • Let learners talk about how they can apply the virtues in their lives. Respect ASSESSMENT: let learners identify the moral lessons from the latter lives of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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Learning Indicator (s) (Ref. No.)		B6.4.5.1.1 Take a stand and write an argumentative essay for a given motion B6.4.5.1.2 Take a stand and write an argumentative essay against a given motion.	
Performance Indicators		<ul style="list-style-type: none">• The learner should take a stand and write an argumentative essay for a given motion.• The learner should take a stand and write an argumentative essay against a given motion	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Discuss with learners how argumentation is done and the vocabularies used in argumentation.• Discuss with learners how to write an argumentative essay.• Discuss the structure, content and features .of an argumentative essay. ASSESSMENT: let learners write an argumentative essay for a given motion.	What have we learnt today?

		<p>argumentative essay for a given motion</p> <p>ASSESSMENT: let learners write an argumentative essay for a given motion</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<p>Revise the lesson with learners on how to write argumentative essay.</p> <ul style="list-style-type: none"> • Assist learners to take a stand and write an argumentative essay against a given motion <p>ASSESSMENT: let learners write an argumentative essay against a given motion</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC SIX
WEEK NINE

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC SIX

Name of School.....

Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.6.1.1.1	
Performance Indicator		Learners can describe the events leading to the emergence of the Fourth Republic	
Strand		Independent Ghana	
Sub strand		The Republics	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What events led to the emergence of the Fourth Republic?	Describe the process leading to the emergence of the Fourth Republic (e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.) Assessment: let learners describe the events leading to the emergence of the Fourth Republic	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	Describe the process leading to the emergence of the Fourth Republic	What have we learnt today?

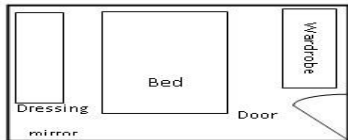
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		<p>(e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.)</p> <p>Assessment: let learners describe the events leading to the emergence of the Fourth Republic</p>	<p>Ask learners to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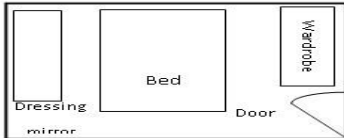

Week Ending			
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B6.4.2.2.1	
Performance Indicator		Learners can construct an electronic circuit using battery, connecting wire and LED	
Strand			
Sub strand			
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Put learners into mixed ability groups for this activity. <ul style="list-style-type: none">• 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 circuit using battery, connecting wire and LED	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 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

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		Assessment: let learners draw the electronic circuit and label the parts.	
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Week Ending			
Class		six	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B6.1.4.2.3 B6.2.1.1.4	
Performance Indicator		A. Learners can use various strategies to solve proportional reasoning problems involving rates and scales B. Learners can represent a given pattern visually to verify predictions	
Strand		Number Algebra	
Sub strand		Ratios and Proportion Pattern and Relationships	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	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	Use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model; e.g. plan of a house or room. [Here is the plan of a bedroom. The scale is 1:100, 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 measures 412cm; (ii) the bed if it measures 1.8cm?] 	Review the lesson with Learners Assessment: have learners to practice with more examples

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

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(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 age- and 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 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 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

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		<p>opinions about details of texts.</p> <p>Assessment: let learners express own opinions about the details of texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Give frequent and regular practice in silent and close reading using the Directed Reading Activity (DRA) strategy.</p> <p>Assessment: let learners read level-appropriate texts silently and closely for comprehension</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners <ul style="list-style-type: none"> • 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> 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 <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/personal experiences and events.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives</p> <p>Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • 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

		<p>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</p>	
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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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ use OERs to study the physical and social environments of some communities in the world and select objects/ideas that interest them and what they want to do using spidergrams. <div><div>V</div><div>Pe_n</div><div></div><div>Tr</div><div>te</div></div> present and share selected ideas using the prepared spidergrams. ☐ reflect and generate ideas from the spidergrams into ‘thumbnail’ sketches	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners generate own ideas for designing and creating own visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ use OERs to study the physical and social environments of some communities in the world and select objects/ideas that interest them and 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. <p>Assessment: let learners generate own ideas for creating own performing</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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	
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)
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After general and specific warm ups, guide learners to keep their body between opponent and the ball. Let them possess the ball in the opponents playing grounds. Dribble in a zigzag manner. Instruct them to pass the ball to their teammates when they are free.	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		six	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B6.6.2.1.3. 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	
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)
	Engage learners to sing songs and recite familiar rhymes	Guide learners to do an activity you have not tackled in class and ask them to use the Help button to navigate and find the steps involved. Guide learners to carry out the stated steps. 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe the use of Uniform Resource Locators (URLs).	
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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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the latter lives of the religious leaders: Traditional leader (e.g. Okomfo Anokye)– 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	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 in groups explore moral lessons in the latter lives of the religious leaders which they can relate to their lives in	What have we learnt today?

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		<p>nation building e.g. humility, forgiveness, faithfulness, obedience, perseverance, patriotism</p> <p>Learners role play the moral lessons they have learnt in the latter lives of the religious leaders</p> <p>Assessment: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		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	
Performance Indicators		<ul style="list-style-type: none">• 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 Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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.	What have we learnt today?

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		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners apply the use of the singular and plural subject and verb forms that go with them in sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners explore the use of adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Mention a famous personality in the 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. <p>Assessment: let learners write short description of people using adjectives</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explain commitment. <ul style="list-style-type: none">• Through discussion, let learners identify ways they can show commitment to the 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	What have we learnt today? Ask learners to summarize the main points in the lesson

TERM TWO

BASIC SIX

WEEK TEN

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC SIX

Name of School.....

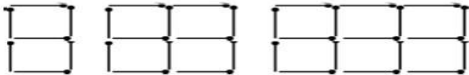
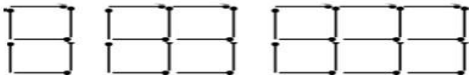
Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.6.1.1.1	
Performance Indicator		Learners can List the names of all the Presidents of the Fourth Republic and their dates of tenure. .	
Strand		Independent Ghana	
Sub strand		The Republics	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Who were the former presidents of the Fourth Republic?	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. Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure. .	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	<p>List the names of all the Presidents of the Fourth Republic and their dates of tenure. .</p> <p>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.</p> <p>Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure. .</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
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/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Learners form different groups to undertake activities on application of forces, e.g. pulling items across a distance, lifting up loads of different weights. <ul style="list-style-type: none">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	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	Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the	What have we learnt today?

		<p>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.</p> <ul style="list-style-type: none"> • 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.). <p>Assessment: let learners identify the relationship between energy and forces</p>	<p>Ask learners to summarize the important points of the lesson</p>
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Week Ending						
Class		six				
Subject		MATHEMATICS				
Reference		Mathematics curriculum Page				
Learning Indicator(s)		B6.2.1.1.4				
Performance Indicator		Learners can represent a given pattern visually to verify predictions				
Strand		Algebra				
Sub strand		Pattern and Relationships				
Teaching/ Learning Resources		Counters				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)			PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
Monday	Sing songs like: I’m counting one, what is one 1 - One is one	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares.			Review the lesson with Learners Assessment: have learners to practice with more examples	
		Pattern Number	1	2		3
		Match sticks in the perimeter	3	6		
		Match sticks enclosed in the pattern	0	3		
Tuesday	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	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares.			Review the lesson with Learners	
		Pattern Number	1	2		3
		Match sticks in the perimeter	3	6		
		Match sticks enclosed in the pattern	0	3		

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

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 age- and 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 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 Ask questions for learners to recall the events and values in stories read. • Guide them to analyse these into cause(s) effect(s) and solution(s) Assessment: let learners identify the problems and solutions in texts	What have we learnt today? Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING Have learners read a short text.</p> <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> – Factual information – Implied meaning – Judgment – Evaluation – Personal Response <p>Assessment: let learners respond to a text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> • Have learners 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 <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> • Provide samples of texts demonstrating the use of the comparative and superlative forms of 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>regular/irregular adjectives.</p> <ul style="list-style-type: none"> • Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives. <p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives</p> <p>Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • 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 	Have learners to tell what they read to the whole class

		<p>summary of the book read.</p> <ul style="list-style-type: none">• 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. <p>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</p>	
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Week Ending			
Class		six	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B6 1.2.3.2 B6 2.2.3.2	
Performance Indicator		Learners can create own visual artworks that reflect the physical and social environments of some communities in the world Learners can create own performing artworks that reflect the physical and social environments of some communities in the world	
Strand		Visual Arts Performing Arts	
Sub strand		Planning, Making and Composing	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ present and share design concepts that reflect knowledge and understanding of the physical and social 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>discuss, compare and share experiences through jury and peer review</p> <p>Assessment: let learners create own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ 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. <p>Assessment: let learners create own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Guide the learners to navigate using the back button to go to a previous page Guide learners to search 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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		Assessment: let learners describe activities for peaceful living	
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Week Ending			
Class			
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 Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write group essays on commitment to the society for class discussions. Assessment: let learners demonstrate ways they can commit themselves to the community	What have we learnt today? Ask learners to summarize the main points in the lesson

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[illegible]

		<p>out the postpositions used by learners on the board.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use postpositions in paragraphs.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some postposition words on the board. • Ask learners in turns to write a paragraph on a topic using some of the postpositions <p>Assessment: let learners use postpositions in writing paragraphs appropriately</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC SIX
WEEK ELEVEN

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC SIX

Name of School.....

Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.6.1.1.1	
Performance Indicator		Learners can describe the events leading to the emergence of the Fourth Republic	
Strand		Independent Ghana	
Sub strand		The Republics	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Who were other key figures in the fourth Republic	Show and discuss a documentary on the inauguration of a new President of Ghana. Assessment: let learners describe the events leading to the emergence of the Fourth Republic	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	Show and discuss a documentary on the inauguration of a new President of Ghana. Assessment: let learners describe the events leading to the emergence of the Fourth Republic	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending	
Class	six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.2.1.1.7 B6.2.1.1.8 B6.2.2.1.1
Performance Indicator	Learners can write a rule in words and in algebra to represent a given pattern Learners can describe the relationship in a given table or chart, using a mathematical expression Learners can demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide).
Strand	Algebra
Sub strand	Pattern and Relationships
Teaching/ Learning Resources	Counters
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																																																																
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to state the rules in words and in algebra to represent a given linear patterns</p> <p>Eg. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns</p> <table><tr><th>Term/Input</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>Rule for n in words</th><th>Rule for n in Algebra</th></tr><tr><td>Result/Output A</td><td>9</td><td>18</td><td>27</td><td></td><td></td><td>9 times n</td><td>9n</td></tr><tr><td>Result/Output B</td><td>0</td><td>4</td><td>8</td><td>12</td><td></td><td>4 times 1 less than n</td><td>4(n-1)</td></tr><tr><td>Result/Output C</td><td>4</td><td>7</td><td>10</td><td></td><td></td><td>1 more than 3 times n</td><td>1 + 3n</td></tr><tr><td>Result/Output D</td><td>20</td><td>18</td><td>16</td><td></td><td></td><td>20 minus 2 times 1 less than n</td><td>20-2(n-1)</td></tr><tr><td>Result/Output E</td><td>15</td><td>19</td><td>23</td><td></td><td></td><td></td><td></td></tr><tr><td>Result/Output F</td><td>12</td><td>17</td><td>22</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>100</td><td>85</td><td>70</td><td></td><td></td><td></td><td></td></tr></table>	Term/Input	1	2	3	4	5	Rule for n in words	Rule for n in Algebra	Result/Output A	9	18	27			9 times n	9n	Result/Output B	0	4	8	12		4 times 1 less than n	4(n-1)	Result/Output C	4	7	10			1 more than 3 times n	1 + 3n	Result/Output D	20	18	16			20 minus 2 times 1 less than n	20-2(n-1)	Result/Output E	15	19	23					Result/Output F	12	17	22						100	85	70					<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Term/Input	1	2	3	4	5	Rule for n in words	Rule for n in Algebra																																																												
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Number of students	1	2	3	4	5	?																																																													
Cost of lunch in Cedis	3	6	9	12	15	90																																																													
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>This table shows the pattern of cost of boxed lunches for students on a field trip. Ask learners to: (i) explain the pattern of how the cost of lunches changes as more students go on the trip; (ii) use the pattern to determine how many students went on the trip if the cost of lunches is GHC90.</p> <table><tr><td>Number of students</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>?</td><td></td></tr><tr><td>Cost of lunch in Cedis</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>90</td><td></td></tr></table>	Number of students	1	2	3	4	5	?		Cost of lunch in Cedis	3	6	9	12	15	90		Review the lesson with Learners Assessment: have learners to practice with more examples																																																
Number of students	1	2	3	4	5	?																																																													
Cost of lunch in Cedis	3	6	9	12	15	90																																																													

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	Write algebraic expressions for word problems:		Review the lesson with Learners Assessment: have learners to practice with more examples
		Sum of 8 and 1) s	2) Take away 4 from m	
		9 times the sum of 8 and 3) q	4) Subtract 4 from 7 times g	
		5) One-sixth of n is added to the product of 9 and y	6) Three-fourths of the sum of c and 2	
		7) 8 divided by r	8) 8 times the sum of c and 7	

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B6.1.7.1.7 B6.2.7.2.1. B6.3.5.1.7 B6.4.12.1.1 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 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 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 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

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		<p>generalizations based on the main ideas and key details</p> <p>Assessment: let learners make simple generalisations based on the main ideas and key details of a text</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Have learners read a short text.</p> <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> – Factual information – Implied meaning – Judgment – Evaluation – Personal Response <p>Assessment: let learners respond to a text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adverbs of time and manner in context: Have learners listen to and read several sentences containing adverbs of time and manner.</p> <ul style="list-style-type: none"> • Use drills and games to provide practice in using adverbs of time. E.g. <p>Game: Lucky Dip Drill: Substitution Table Drill</p> <ul style="list-style-type: none"> • 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. <p>Degree: The shirt is too small for me. You are making so much noise.</p> <p>Reason: I sing because I like singing.</p> <ul style="list-style-type: none"> • Have groups construct short paragraphs using such adverbs. <p>Assessment: let learners use adverbs to express degree and reason</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • Have learners read books of their choice independently during the library period. 	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <p>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</p>	
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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 Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ❑ 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); ❑ 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

		<p>☐ 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).</p> <p>Assessment: let learners exhibit own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☐ decide on the types and number of compositions to be performed during the event to reflect the physical and social environments of some communities in the world based on the selected theme, time available and the expected audience</p> <p>☐ assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>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);</p> <p>☐ arrange the sequence of performances to best tell the story of the event from the beginning to the end;</p> <p>☐ follow the programme of the day: opening, performances and closing</p> <p>Assessment: let learners stage a display of own performing artworks</p>	
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Week Ending			
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B6.3.2.3.1	
Performance Indicator		Perform 15 continuous sit-ups	
Strand		PHYSICAL FITNESS	
Sub strand		AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners sit on a mat with in a v-shaped legs position. Keep their arms by their side. Perform sit ups continuously for 15 times. Learners test their abdominal muscular strength by counting and logging the number they are able to perform in a set at their own pace.	What have we learnt today? Use answers to summarise the lesson.

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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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Give learners a project on how to jump directory to URLs. Give learners a project on how to jump directory to 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	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)		B6.4.3.1.1	
Performance Indicator		Learners can recognise the relationship between energy and forces	
Strand			
Sub strand		FORCES AND MOVEMENT	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Learners form different groups to undertake activities on application of forces, e.g. pulling items across a distance, lifting up loads of different weights. <ul style="list-style-type: none">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	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <ul style="list-style-type: none"> • 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.). <p>Assessment: let learners identify the relationship between energy and forces</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B6.4.1.1.1.	
Performance Indicator		Learners can describe activities for peaceful living	
Strand		OUR NATION GHANA	
Sub strand		Being a Citizen	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss ways of living peacefully with each other e.g. love, tolerance, forgiveness, self-control Learners discuss the importance of peaceful living e.g. togetherness, security, development\ Assessment: let learners describe activities for peaceful living	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 engage in a role - play and other activities to demonstrate peaceful living people of different ethnic groups celebrating together	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe activities for peaceful living	
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Week Ending			
Class			
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 Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write group essays on commitment to the society for class discussions. Assessment: let learners demonstrate ways they can commit themselves to the community.	What have we learnt today? Ask learners to summarize the main points in the lesson

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TERM TWO
BASIC SIX
WEEK TWELVE

WEEKLY SCHEME OF LEARNING- WEEK TWELVE

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		(B6.1.8.1.1. B6.1.8.2.1) B6.2.7.2.1. B6.3.5.1.7 B6.4.12.1.1 B6.5.6.1.1. B6.6.1.1.1.	
Performance 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 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 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)

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Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <p>Through discussion, let learners identify an activity they will perform at a future time, e.g. tomorrow, next month etc.</p> <ul style="list-style-type: none"> • Ask questions to elicit “Yes” or “No” answers e.g. Will you come to school tomorrow? Yes/No; Yes, I will/No, I won’t • Introduce drills e.g. Questions and Answers Drill, for learners to practise asking and answering “Yes” or “No” Questions. <p>Put learners in pairs to ask and answer simple questions in turns.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners Use positive tags, negative tags and auxiliaries in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Have learners read a short text.</p>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> – Factual information – Implied meaning – Judgment – Evaluation – Personal Response <p>Assessment: let learners respond to a text</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners • Have learners select a topic e.g. “A Day I will never forget”. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> • 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 <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adverbs of time and manner in context: Have learners listen to and read several sentences containing adverbs of time and manner.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners use adverbs to express degree and reason</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • 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. 	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none">• 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. <p>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</p>	
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Week Ending			
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B6.3.3.3.1	
Performance Indicator		Learners can perform three sets of 15 continuous push-ups	
Strand		PHYSICAL FITNESS	
Sub strand		ENDURANCE	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners after general and specific warm ups, lie on the ground face down. Learners with their palms 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 repeat the second and third set after rest based on their ability and progress at their own pace	What have we learnt today? Use answers to summarise the lesson.

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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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Guide learners on how to print pages e.g. selected pages, only selected pages etc. Guide learners to create an Internet favourite link Guide learners to delete a favourite link they have created Assessment: let learners describe deleting favourite links	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)		B6.4.3.1.1	
Performance Indicator		Learners can recognise the relationship between energy and forces	
Strand			
Sub strand		FORCES AND MOVEMENT	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Learners form different groups to undertake activities on application of forces, e.g. pulling items across a distance, lifting up loads of different weights. <ul style="list-style-type: none">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	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	<p>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.</p> <ul style="list-style-type: none"> • 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.). <p>Assessment: let learners identify the relationship between energy and forces</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B6.4.1.1.1.	
Performance Indicator		Learners can describe activities for peaceful living	
Strand		OUR NATION GHANA	
Sub strand		Being a Citizen	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss ways of living peacefully with each other e.g. love, tolerance, forgiveness, self-control Learners discuss the importance of peaceful living e.g. togetherness, security, development\ Assessment: let learners describe activities for peaceful living	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 engage in a role - play and other activities to demonstrate peaceful living people of different ethnic groups celebrating together	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe activities for peaceful living	
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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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write group essays on commitment to the society for class discussions. Assessment: let learners demonstrate ways they can commit themselves to the community.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Learning Indicator (s) (Ref. No.)		B6.6.3.1.1 Read short texts, narratives or stories from other materials aloud and correctly. B6.6.3.1.2 Answer questions that are based on the passage.	
Performance Indicators		<ul style="list-style-type: none">• 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 Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Bring to class another material other than the class reader and ask learners to read.• Read a short text material aloud to learners.• Let learners read short text, narratives or stories from other materials with 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.	What have we learnt today? Review the lesson with learners

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explain unfamiliar words in the passage to learners. • Ask questions based on the text read. • Allow learners to answer questions on the passage read <p>Assessment: let learners answer questions that are based on the passage.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explain unfamiliar words in the passage to learners. • Ask questions based on the text read. • Allow learners to answer questions on the passage read <p>Assessment: let learners answer questions that are based on the passage.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>