

TERM TWO
BASIC SIX
WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B6.1.6.2.2. . B6.2.6.2.1 B6.3.3.1.1. B6.4.9.3.1 B6.5.4.1.1. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can listen duration of text/speech/presentation/video etc</p> <p>B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns verbs and adjectives in a text with synonyms /near synonyms</p> <p>C. Learners can Identify and use: reflexive pronouns, relative pronouns reciprocal pronouns</p> <p>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</p> <p>E. Learners can Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>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</p>	
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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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Together with learners choose a text from their readers which has already been read. • Discuss the text e.g. title, characters, simple literary terms. • Guide learners to discuss the character traits of some characters and role-play them. Pause to ask learners questions in the process, e. g. Why do you think the characters said that? <p>B .READING</p> <p>Have learners regularly play several vocabulary games such as “Word hunt”, “Lucky Dip”, “I know it”, etc.</p> <p>Let them build a portfolio on vocabulary and use them in meaningful sentences.</p> <p>Assessment: let learners Use selected words to form sentences</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>Use a text to revise the different pronouns learnt in B1-B5.</p> <ul style="list-style-type: none"> • Introduce reflexive pronouns with examples in sentences. <p>Discuss the reflexive pronouns with learners.</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"> • Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences. • Repeat the procedure to teach relative and reciprocal pronouns. <p>Assessment: let learners mention examples of Identify and use: reflexive pronouns, relative pronouns reciprocal pronouns and use it to form 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: <ul style="list-style-type: none"> i. Are your ideas in order and easy to understand? ii. Are all the sentences talking about the main idea of the paragraph? iii. Are all the paragraphs talking about the topic? • Have learners read their partners' draft and offer suggestions. • Encourage learners to make as many changes as are necessary to improve their drafts. • Have learners make a clean draft for publishing 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners review their partner's draft review to produce a coherent piece</p> <p>.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise the simple present and present perfect tenses by using examples and situations.</p> <ul style="list-style-type: none"> • Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. <p>Use this as a guide to let learners write a story using the simple past.</p> <ul style="list-style-type: none"> • Learners in pairs write their own stories making sure they use both tense forms. • Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense. <p>Assessment: let learners write a story using the simple past</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>	Have learners to tell what they read to the whole class

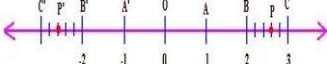
		<ul style="list-style-type: none">• Have learners read books of their choice independently during the library period.• Learners think-pair-share their stories with peers.• Ask each learner to write a two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback.• 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>	
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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 Watson Commission formed? Who were its members?	Discuss the establishment of the Watson Commission. Assessment: let learners explain why Watson commission was established	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 establishment of the Watson Commission. Assessment: let learners explain post World War II developments in the Gold Coast	What have we learnt today? Ask learners to summarize the main points in the lesson

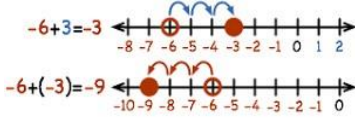
Week Ending			
Class	six		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B6.3.1.1.1		
Performance Indicator	Learners can explain the functions of organs in the excretory system of humans		
Strand	SYSTEMS		
Sub strand	THE HUMAN BODY SYSTEMS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners to review the functions of some human organs. <ul style="list-style-type: none"> Learners explain the need for activities such as breathing, urinating and sweating. With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans (kidneys, lungs, skin, liver). Learners, in an activity, match the parts of the excretory system with their excretory products. <ul style="list-style-type: none"> Build vocabulary of learners by explaining key 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>biological terms such as urea, kidney, lungs and excretion.</p> <ul style="list-style-type: none">• Learners are provided with materials such as blu tack or clay to mould the kidney of humans. NB: The lesson should mainly focus on the kidneys, lungs, skin, and their excretory products. <p>Assessment: let learners explain the functions of organs in the excretory system of humans</p>	
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Week Ending			
Class	six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B6.1.1.6.1 B6.1.2.6.2		
Performance Indicator	<p>A. Learners can Locate, compare and order sets of integers using the number line and symbols "<" or ">".</p> <p>B. Learners can Solve simple addition and subtraction problems involving integers (excluding subtraction of negative numbers)</p>		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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	<p>Sing songs like:</p> <p>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</p>	<p>Use number line to help learners to identify integers as opposites of whole numbers by answering the following questions:</p> <p>i. Which integer is at the point marked B1? ii. Which integer is larger than B1 and which is smaller? iii. How many steps away from B is B1?</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>Use number line to help learners to do the following types (addition)</p>	<p>Review the lesson with Learners</p>

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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>(1) $9 + -4 = \underline{\quad}$</p> <p>(2) $-8 + 4 = \underline{\quad}$</p> <p>(3) $-3 + -5 = \underline{\quad}$</p> <p>(4) $1 + -3 = \underline{\quad}$</p> <p>(5) $-6 + 5 = \underline{\quad}$</p> <p>(6) $6 + -2 = \underline{\quad}$</p> <p>(7) $-6 + 8 = \underline{\quad}$</p> <p>(8) $-2 + 9 = \underline{\quad}$</p> 	
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Learners do the following types (subtraction)</p> <p>(9) $-5 - 1 = \underline{\quad}$</p> <p>(10) $-2 - 1 = \underline{\quad}$</p> <p>(11) $8 - 7 = \underline{\quad}$</p> <p>(12) $2 - 6 = \underline{\quad}$</p> <p>(13) $-1 - 7 = \underline{\quad}$</p> <p>(14) $-5 - 7 = \underline{\quad}$</p> <p>(15) $-8 - 8 = \underline{\quad}$</p> <p>(16) $4 - 6 = \underline{\quad}$</p>	<p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Learners do the following types (subtraction)</p> <p>(9) $-5 - 1 = \underline{\quad}$</p> <p>(10) $-2 - 1 = \underline{\quad}$</p> <p>(11) $8 - 7 = \underline{\quad}$</p> <p>(12) $2 - 6 = \underline{\quad}$</p> <p>(13) $-1 - 7 = \underline{\quad}$</p> <p>(14) $-5 - 7 = \underline{\quad}$</p> <p>(15) $-8 - 8 = \underline{\quad}$</p> <p>(16) $4 - 6 = \underline{\quad}$</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. 1.1.1.3.
Performance Indicator	Learners can Study some artworks created by international visual artists that reflect the physical and social environments of some communities in the world
Strand	Visual Arts
Sub strand	Thinking and Exploring Ideas
Teaching/ Learning Resources	Pictures
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)						
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: 2 select the designs and works of any international visual artist that reflect ideas from the physical and social environments of any community in the world;</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>A bed designed from the concept of a vehicle</td> <td>A building structure based on the concept of a canoe and sail</td> <td>The seat of the government of Ghana developed from the concept of a stool</td> </tr> </table>				A bed designed from the concept of a vehicle	A building structure based on the concept of a canoe and sail	The seat of the government of Ghana developed from the concept of a stool	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
									
A bed designed from the concept of a vehicle	A building structure based on the concept of a canoe and sail	The seat of the government of Ghana developed from the concept of a stool							

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		<p>appreciate: discuss the selected artworks in groups and share findings with the rest of the class while focusing on the type of artwork, theme/purpose, the idea from the physical and social environment that it reflects, materials and methods/approaches used, etc</p> <p>Assessment Learners are to: select and compare any two of the artworks in terms type, material, method, finishing, function and suitability, etc.</p>	
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Week Ending			
Class	six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.1.2.1.11		
Performance Indicator	Learners can Dribble a ball and kick (shoot) it towards a goal while being guarded		
Strand	MOTOR SKILLS AND MOVEMENT PATTERNS		
Sub strand	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Arrange 5 cones in front of a goal post. The last cone should be about 5-10m away from the target or the goal post. Learners in front with the ball dribbles through the cones based on their capabilities and after the last cone kicks it into the goal post. Learners progress at their own pace. Learners play mini football game in groups. Learners cool-down to end the lesson.	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)	B6.3.1.1.1 B6.3.1.1.2 B6.3.1.1.3		
Performance Indicator	<p>Learners can Demonstrate how to use the File menu and Insert, Design, and Layout Ribbons from B5.</p> <p>Learners can Demonstrate how to use icons in the Text group in the Insert Ribbon.</p> <p>Learners can Be able to use the attributes of the ribbons studied in a paragraph.</p>		
Strand	WORD PROCESSING		
Sub strand	INTRODUCTION TO MS-POWERPOINT		
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	<p>Guide learners to use File menu, Insert, Design and Layout Ribbon.</p> <p>Guide learners to properly use the icons in the Insert Ribbon.</p> <p>Guide the learners to create and format text in a document</p> <p>Assessment: let learners format text in a document</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	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B6.2.2.1.1		
Performance Indicator	Learners can explain the importance of animal waste to plants		
Strand	ALL AROUND US		
Sub strand	Plants and Animals		
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 watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility Assessment: let learners explain the importance of animal waste to plants	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	Obtain different plant and animal waste from the community and use such materials to prepare manure. Assessment: let learners describe how to prepare manure.	What have we learnt today? 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)	B6.2.2.1.2:		
Performance Indicator	Learners can explain the need for celebrating various festivals		
Strand	Religious Practices and their Moral Implications		
Sub strand	Festivals in the Three Major Religions		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the festivals celebrated in Ghana. <ul style="list-style-type: none"> • Lead learners to talk about why festivals are celebrated: teach about love and sacrifice, promote unity and brotherliness, etc. • In groups, let learners dramatise a festival of their choice, showing important activities like sharing, reconciliation, unity and brotherliness, etc. <p>Assessment: let learners describe how to prepare manure</p>	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)	B6.1.6.1.1 Explore and say the names of cities in Ghana B6.1.6.1.2 Explore or say some towns and villages in Ghana B6.1.6.1.3 Discuss the major rivers in Ghana and those close to the area.		
Performance Indicators	<ul style="list-style-type: none"> • The learner should explore and say the names of cities in Ghana • The learner should explore or say some towns and villages in Ghana • The learner should discuss the major rivers in Ghana and those close to the area. 		
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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners a current map of Ghana and mention some of the capital towns. • Let learners point to the cities on the map. • Let learners mention the names of cities in Ghana. • Discuss some of the locations of the cities. <p>Assessment: let learner mention the names of cities in Ghana</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Ask learners to mention names of towns and villages they know. • Show learners a current map of Ghana and mention some of the capital towns. • Assist learners to mention the names of some towns and villages in Ghana. • Let learners discuss the locations of these towns and villages. • Ask learners to tell which villages they come from. <p>Assessment: let learners mention some towns and villages in Ghana</p>	<p>What have we learnt today?</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"> • Ask learners to mention the sources of the water that flow in the taps or boreholes in community. • Write out some of the rivers mentioned by learners. • Show learners a current map of Ghana. • Let learners point to the rivers indicated on the map. • Lead learners to mention the major rivers in Ghana after looking at the map. • Talk about the locations of these rivers. 	<p>What have we learnt today?</p>

		<ul style="list-style-type: none">• Let learners look closely at the current map of Ghana.• Help learners to recognise the names of rivers in or close to their area and mention and write the names on the board.• Discuss whether these rivers serve as a source of water to the community <p>Assessment: let learners mention the major rivers in Ghana and those close to the area.</p>	<p>Review the lesson with learners</p>
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