

TERM TWO
BASIC SIX
WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B6.1.6.3.1. B6.2.6.3.1 B6.3.4.1.1 B6.4.9.3.2. B6.5.4.1.1. B6.6.1.1.1.	
Performance Indicator		A. Learners can engage in collaborative conversation with unfamiliar audience B. Learners can deduce meaning of words from how they relate to one another C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons D. Learners can edit/proofread draft, checking capitalisation, usage, pun E. Learners can differentiate between how the simple past and the present perfect tense forms are used 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 Sample topics: social issues, social values and manners • Show a video of a talk show or introduce a talk show by drawing on learners'	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>background knowledge of such activities on TV.</p> <ul style="list-style-type: none"> • Identify an interesting topic e.g. "Children should not do WhatsApp". Initiate a conversation using questions. Learners take turns to contribute to the conversation. • Put learners in groups and let them choose topics for conversation. <p>Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation.</p> <p>Assessment: let learners engage in collaborative conversation in groups on the school rules</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p><u>Meaning from context</u></p> <ul style="list-style-type: none"> • Explain and demonstrate that the meaning of a word can be deduced from other words in its environment. E.g. Philip is glad. He is really happy. Aku is tall but her brother is short. • Put learners in groups. Let them read a text and I give the contextual meaning of selected words from the text. • Engage learners in activities such as: – Matching words with their meanings/synonyms/antonyms. – Reading a text and finding 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>replacements for certain words in the text.</p> <ul style="list-style-type: none"> Using other strategies such as the synonym or antonym tree or synonym or antonym 'bingo', have learners build a portfolio of antonyms and synonyms. <p><u>Meaning from word</u> relationships hyponyms: fruit – apple meronyms: hand – finger</p> <p>Have learners use the vocabulary tree and mother to child to build words using hyponyms and meronyms</p> <p>Assessment: let learners use the vocabulary tree and mother to child to build words using hyponyms and meronyms</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the comparatives with learners.</p> <ul style="list-style-type: none"> Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding -er. E.g. Compare the heights of two learners: i. Musah is tall. Safianu is short. ii. Musah is taller than Safianu. Guide learners to form the superlative forms of regular adjectives by adding -est. E.g. Ali is the tallest. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>iii. Do my sentences start with capital letters?</p> <p>iv. Have I capitalised proper nouns?</p> <ul style="list-style-type: none"> • Have learners do peer editing. • Have them prepare neat final copies. • Guide them to proofread the final copies before publishing. <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage, punctuation and spelling of their own written story.</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 underline simple past and the</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		present perfect tense forms in sentences	
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 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)		B6.5.4.1.1	
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?	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc. Assessment: let learners write the report on the findings of the Commission as a post World War II developments in the Gold Coast	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	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc. Assessment: let learners role play the report on the findings of the Commission as a post-	What have we learnt today? Ask learners to summarize the main points in the lesson

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		World War II development in the Gold Coast	
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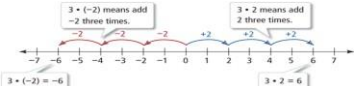
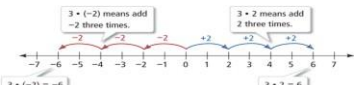
Week Ending			
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B6.3.2.1.1	
Performance Indicator		Learners can explain the difference between a star, a planet and a satellite	
Strand		SYSTEMS	
Sub strand		The Solar System	
Teaching/ Learning Resources		Pictures	
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	Show videos, models or pictures of the solar system and engage learners to identify the planets in the system. <ul style="list-style-type: none">• Draw the solar system on the board, using different colours to illustrate the different bodies.• Learners tell what they see when they view the sky during the night and during day time.• Based on their answers, use the chart to explain that a star is a heavenly body that produces its own light and is stationary (does not move) Assessment: let learners explain the difference	What have we learnt today? Ask learners to summarize the important points of the lesson

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		between a star and a planet	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Using the solar system as an example, guide learners to understand that a planet is a body that moves around a star (e.g. the earth and the other planets move around the sun).</p> <ul style="list-style-type: none"> • Similarly, explain to learners that a satellite is a smaller body that moves around a bigger one, e.g. the moon is a satellite of the earth. • Engage learners in a game that mimics the solar system (e.g. place a chair at the centre of the football field with one learner to represent the sun. Now ask 8 learners to go around the chair in circles to represent the planets). <p>Assessment: let learners explain the difference between a star, a planet and a satellite</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)		B6.1.2.6.2 B6.1.1.4.3 B6.1.3.1	
Performance Indicator		A. Learners can solve simple addition and subtraction problems involving integers (exc B. Learners can perform simple multiplication with integers C. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)	
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	Solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number. (ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben. What is Cam's position relative to the surface of the water?	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like:	Solve word problems; e.g. (i) Some number added to	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>5 is equal to -11. Find the number.</p> <p>(ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben.</p> <p>What is Cam's position relative to the surface of the water?</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 number line to help learners to multiply integers; learners should always start from zero and skip/hop to the left or write on the number line. For instance, to multiply 3 by (-2), have learners start from zero and hop to the left 3 times in an interval of 2.</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 number line to help learners to multiply integers; learners should always start from zero and skip/hop to the left or write on the number line. For instance, to multiply 3 by (-2), have learners start from zero and hop to the left 3 times in an interval of 2.</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>To compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order 0.758, $\frac{5}{8}$ and 73%; we have \rightarrow</p> $\begin{aligned} &= \frac{625}{1000} = 62.5\%, \quad 0.758 = \frac{758}{1000} \\ &= 75.8\%, \text{ and } 73\% = \frac{73}{100} = 73\% \end{aligned}$ <p>Hence the order from least to the largest is 0.758, $\frac{5}{8}$, 73% and 75.8%</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. 2.1.1.3
Performance Indicator	Learners can study how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world
Strand	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	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ select the compositions and performances of any international performing artist that reflect ideas from the physical and social environments of any community in the world; ☐ appreciate: discuss the selected artworks in groups and share findings with the rest of the class focusing on the type of composition or 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>performance, theme/purpose, the idea from the physical and social environment that it reflects, vocabulary used, rhythm, etc.;</p> <p>Assessment: let learners describe how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to select and compare any two of the compositions and performances in terms of type, material, method, finishing, function and suitability, etc.</p> <p>Assessment: let learners compare any two of the international compositions and performances in terms of type, material, method, finishing, function and suitability.</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)		B6.1.2.1.12	
Performance Indicator		Learners can Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person	
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	Learners participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the facilities and materials available. Learners use strategies and tactics in playing the game as a team. Learners play various roles in a team and cooperate with one another in achieving the teams’ objectives. Learners cool down to end the lesson	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Six	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B6.5.1.1.1 B6.5.1.1.2 B6.5.1.1.3	
Performance Indicator		Learners can describe Databases. Learners can identify databases and data structures. Learners can explain Fundamental Database concepts.	
Strand		Programming and Databases	
Sub strand		Introduction to Databases, Algorithm And Programming. Languages	
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 through discussion in groups, to list and describe databases. Guide learners to identify databases structures. ie. database structure is the collection of record type and field type definitions that comprises the database. Guide learners to apply the fundamental database concepts to a sample database in a class discussion Assessment: let learners explain Fundamental Database concepts	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Six	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B6.2.3.1.1	
Performance Indicator		Learners can identify the political regions on a sketch map of Ghana	
Strand		ALL AROUND US	
Sub strand		Map Making and Land Marks Content	
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 the political regions of Ghana e.g. the sixteen regions, their names and capitals. Learners show the locations of the political regions on a sketch map of Ghana. Observe a map of Africa and write out the countries, which border Ghana to the North, East and West. Assessment: let learners identify the political regions on a sketch map of Ghana	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>Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. "From Senegal to Gambia...Benin to Nigeria".</p> <p>Assessment: let learners write and sing a song that locates the position of Ghana in relation to other countries along the Coast of West Africa</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)		B6.2.2.1.2	
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 write essays on the need for celebrating festivals. • Lead learners to discuss their essays for suggestions and corrections. Assessment: let learners explain the need for celebrating various festivals.	What have we learnt today? Ask learners to summarize the main points in the lesson

WEEKLY LESSON PLAN FOR B6 GHANAIAIAN LANGUAGE

Learning Indicator (s) (Ref. No.)		B6.1.7.1.1 Recognise the nuclear family and mention the members in it. B6.1.7.1.2 Recognise the extended family and mention some members in it. B6.1.7.1.3 Use the appropriate terms to describe families.	
Performance Indicators		<ul style="list-style-type: none">• The learner should recognise the nuclear family and mention the members in it.• The learner should recognise the extended family and mention some members in it.• The learner should use the appropriate terms to describe families.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Ask learners to mention the family members they live with.• Discuss who a nuclear family comprises of.• Display a picture of a family.• Aid learners to recognise the nuclear family and mention the members in it. Assessment: let learners identify the nuclear family and mention the members in it	What have we learnt today? Review the lesson with learners

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<p>learners.</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Display a picture or watch a clip of an extended family in class. • Discuss the members of the family seen in the video. • Explain the concept of the extended family to • Aid learners to recognise the extended family and mention some members in it. <p>B6.1.7.1.3 Use the appropriate terms to describe families</p> <p>Assessment: let learners identify the extended family and mention some members in it.</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"> • With flashcards, write terms used in describing members of the family. • Discuss the terms used to describe members with learners. • Ask the learners to talk about their family using the appropriate terms. • In groups, ask learners to act like a family and let learners use the appropriate terms to describe the families <p>Assessment: let learners use the appropriate terms to describe families.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>