

BASIC SIX



Fayol Inc. 0547824419/0549566881

## **SCHEME OF LEARNING- WEEK 4**

## **BASIC SIX**

Name of School.....

Subject	Week End	ing			
Reference   English Language curriculum	Class		Six		
Learning Indicator(s)   B6.1.3.1.2. B6.2.7.1.1. B6.3.2. 1.2. B6.4.9.1.1. B6.5.3.1.2. B6.6.1.1.1	Subject		ENGLISH LANGUAGE		
A. Learners can discuss values in poems and talk about the importance of these values in society B. Learners can construct meaning from texts C. Learners can identify and use quantifiers. D. Learners can select a topic of choice on a national issue, brainstorm ideas and organize them before writing E. Learners can identify and use: proper nouns F. Learners can identify and use: proper nouns F. Learners can read and critique a variety of age- and level appropriate books  Teaching/ Learning Resources  Word cards, sentence cards, letter cards and a class library  Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration  DAYS  PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)  Monday  Revise learners RPK by asking them to sing previous songs taught.  Play a variety of songs to learners; ranging from circular music, highlife to gospel etc.  Have learners to sing other familiar songs they know.  Play a variety of songs to learners; ranging from circular music, highlife to gospel etc.  Have learners to sing other familiar songs they know.  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners to identify the appropriate letters using the word cards  Call out letter sounds for learners letters using the word cards  Call out letter sounds for learn	Reference		Engli	sh Language curriculum	
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raste a chart on the board   and actively adjust comprehension		Paste a chart on the board		and actively adjust comprehension	
showing multi-syllabic words. while reading/viewing or listening.			ds.		
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Learners connect their					
background knowledge to help				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.	
Wednesday	Revise all the types of nouns with learners.	C. <b>GRAMMAR</b> (Determiners Pg.182)	Give learners task to complete whiles you go round to guide those who
	Learners give examples and form short/complex	Revise nouns and articles briefly.	don't understand.
	sentences with the types of nouns	Introduce quantifiers in context. Learners listen to or read a text having several quantifiers.	Give remedial learning to those who special help.
		Learners identify the nouns and the words that go with them (quantifiers).	
		Elicit examples from learners.	
		In pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers. Role(s) are reversed	
Thursday	Engage learners in the	D. <b>WRITING</b>	Give learners task to
,	memory game. The students are shown a chart with many sentences on it. The catch is they are	(Writing as a Process Pg.200)  Scaffold the writing process. i. Prewriting	complete whiles you go round to guide those who don't understand.
	shown it for just a few seconds. The students are then asked to recall what they saw and write it down in their	Have learners select and discuss a national issue with their partners.	Give remedial learning to those who special help.
	books	Have learners brainstorm to generate as many ideas as possible about the topic.	
		Have them organize the ideas into a writing plan using an outline, a chart or an appropriate graphic organizer. E.g. line diagram	
Friday	Play games and recite rhymes that learners are familiar with to begin the lesson.	E.WRITING CONVENTIONS  & GRAMMAR USAGE  (Using Naming Words Pg.211)	Give learners task to complete whiles you go round to guide those who don't understand.
	Ask learners questions to review their understanding in the previous lesson.	Provide learners with opportunities to further practice using these nouns.  E.g. a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.	Give remedial learning to those who special help.
		b. Use language drills and games to help learners to practice.	

Learners play "popcorn reading" game. The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.	e.g. a pair drill for singular/plural nouns  - Learner "A" gives a noun - mango - Learner "B" gives its plural form  "mangoes" and uses it in a sentence - I love mangoes.  Provide further practice activities to build on learners' knowledge on nouns.  F.EXTENSIVE READING  Have learners read books of their choice independently during the library period.  Let learners write a one-page critical commentary based on the books read  Invite individuals to present their work to the class for feedback.	Encourage them to visit the local library to read and borrow books
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Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.1.2.1.1
Performance Indicator	Apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts
Strand	Number
Sub strand	Number Operations
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square

**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision

		<u>,                                      </u>	
DAYS	PHASE I: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3:
	MINS	(New Learning Including	REFLECTION 10MINS
	(Preparing The Brain For	Assessment)	(Learner And Teacher)
	Learning)		
Monday	Play games and recite rhymes	Describe the mental maths	Give learners task to
	that learners are familiar with	strategies used to determine a	complete whiles you go
	to begin the lesson.	given basic fact, such as	round to guide those who don't understand.
	Ask learners questions to	Skip count up by one or two	
	review their understanding in	groups from a known fact	Give remedial learning to
	the previous lesson.	E.g., if $5 \times 7 = 35$ ,	those who special help.
		then 6 × 7 is equal to 35 + 7	
	Have leaners to recite	and (7 × 7 is a suplice 35 + 7 + 7)	
	multiplication tables from 2 to 9	(7 × 7 is equal to 35 + 7 + 7)	
		Skip count down by one or	
		two groups from a known	
		fact (e.g., if $8 \times 8 = 64$ , then	
		7 × 8 is equal to 64 – 8 and	
		6 × 8 is equal to 64 – 8 – 8)	
		➤ Doubling	
		E.g., for $8 \times 3$ think $4 \times 3 = 12$ ,	
		and $8 \times 3 = 12 + 12$	
		Assessment: engage and guide	
		leaners to solve several	
		examples.	
Tuesday	Play games and recite rhymes	Describe the mental maths	Give learners task to
	that learners are familiar with	strategies used to determine a	complete whiles you go
	to begin the lesson.	given basic fact, such as	round to guide those who don't understand.
	Ask learners questions to	Patterns when multiplying by	
	review their understanding in	9	Give remedial learning to
	the previous lesson.	E.g., for $9 \times 6$ , think $10 \times 6 =$	those who special help.
		60, and $60 - 6 = 54$ ; for $7 \times 9$ ,	
	Have leaners to recite	think $7 \times 10 = 70$ , and $70 - 7 =$	
	multiplication tables from 2 to 9	63	
		Repeated Doubling	

		E.g., if 2 × 6 is equal to 12, then 4 × 6 is equal to 24 and 8 × 6 is	
		equal to 48	
		<ul> <li>Repeated Halving</li> <li>E.g., for 60 ÷ 4, think 60 ÷ 2 =</li> <li>30 and 30 ÷ 2 = 15)</li> </ul>	
		<ul><li>Relating Division to Multiplication</li></ul>	
		E.g., for 64 ÷ 8, think 8 × = 64	
		Assessment: guide learners to solve several examples on how to answer basic multiplication facts to 81 using different strategies	
Wednesday	Play games and recite rhymes	Determine the products when	Give learners task to
,	that learners are familiar with to begin the lesson.	one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros	complete whiles you go round to guide those who don't understand.
	Ask learners questions to	F = f== 3×200 shiple of 3×2 and	Circa mana adial laamain a sa
	review their understanding in the previous lesson.	E.g. for 3×200 think of 3×2 and then add two zeros	Give remedial learning to those who special help.
		E.g. Apply halving and doubling when determining a given product E.g. 32×5 is the same as 16×10	
		Assessment: guide leaners to solve several examples in their work books.	
Thursday	Play games and recite rhymes that learners are familiar with to begin the lesson.	Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded	Give learners task to complete whiles you go round to guide those who don't understand.
	Ask learners questions to review their understanding in the previous lesson.	form E.g., $6 \times 18 = (6 \times 10) + (6 \times 8) =$ 60 + 48 = 108. Or apply distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) =$	Give remedial learning to those who special help.
		Explain the property for determining the answer when multiplying numbers by I and 0	
Friday	Play games and recite rhymes that learners are familiar with to begin the lesson.	Describe the mental maths strategies used to determine a given basic fact, such as	Give learners task to complete whiles you go round to guide those who don't understand.
	Ask learners questions to review their understanding in the previous lesson.	<ul> <li>Skip count up by one or two groups from a known fact</li> <li>E.g., if 5 × 7 = 35,</li> </ul>	Give remedial learning to those who special help.

then 6 × 7 is equal to 35 + 7
and
(7 × 7 is equal to 35 + 7 + 7)
➤ Skip count down by one or
two groups from a known
fact (e.g., if 8 × 8 = 64, then
7 × 8 is equal to 64 – 8 and
6 × 8 is equal to 64 – 8 – 8)
➤ Doubling
E.g., for $8 \times 3$ think $4 \times 3 = 12$ ,
and 8 × 3 = 12 + 12
Assessment: Engage and guide
leaners to solve several
examples.

Week Ending	
Class	Six
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B6.1.2.1.2
Performance Indicator	Investigate the uses of metals in everyday life and link the uses to their properties
Strand	Diversity Of Matter
Sub strand	Materials
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons balloons

**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision

DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Display different objects made from metals.  Engage learners in groups to write names of the objects and present their answers in class	Learners, through discussion, come out with uses of metals by observing the objects displayed in class or from a video (these include farm tools, jewelry, ornaments, cars, bridges, metallic spoons).  Have leaners to investigate the use of metals in everyday life	What have we learnt today?  Uses of metals in everyday life.  Have learners to summarize the main points in the lesson.
		and presents their findings to class	
	Revise learners RPK by engaging them in the 'Mystery Box' The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson	Have learners to link the use of the metal to its property  E.g. copper is used to make wires because it conducts electricity, aluminum is used to make roofing sheets because it is malleable.  Relate the lesson to everyday life to promote curiosity	What have we learnt today?  Uses of metals in everyday life.  Have learners to summarize the main points in the lesson.

Week Ending	
Class	Six
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page45
Learning Indicator(s)	B6.1.2.1.2.
Performance Indicator	Explain how to manage the problems that occur during adolescence
Strand	All About Us
Sub strand	Myself
Teaching/ Learning Resources	Pictures, Charts, Video Clips

Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship

DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION IOMINS (Learner And Teacher)
	Have leaners to write on a sheet of paper the following	Revise with learners on the challenges facing adolescence	What have we learnt today?
	What is adolescence?	using the Future's Wheel e.g.	problems associated with adolescence
	list changes that occur during adolescence	i. engaging in sexual activity can result in ii. acquiring sexually transmitted infections (STIs) including HIV iii. teenage pregnancy and parenthood iv. streetism and poverty v. drug use and abuse vi. negative peer pressure	Have learners to summarize the important points in the lesson
	Have leaners to write on a sheet of paper the following  What is adolescence?	leading to criminal activities  Learners in groups discuss how to manage the challenges that come with changes during adolescence.	What have we learnt today?  Solving problems associated with adolescence
	list 3 problems associated with adolescence	e.g. i. counselling from a responsible adult ii. discussing problems with peers and siblings iii. dressing in a modest way to avoid enticing the iv. opposite sex v. being assertive (self-confidence to say 'NO' to premarital vi. sex and other actions which may destroy vii. your future plans) viii. respecting the sexual rights of others ix. not forcing to have sex with pupils, etc.	Have learners to summarize the important points in the lesson
		Groups to present reports for class discussion	

Week Ending	
Class	Six
Subject	RELIGIOUS & MORAL EDUCATION
Reference	RME curriculum Page 47
Learning Indicator(s)	B6.1.2.1.1:
Performance Indicator	Explain how humankind and the environment interrelate.
Strand	God's Creation And Attributes
Sub strand	The Environment
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.

Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy

DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Tell learners story about creation	With questions and answers, guide learners to explain the natural environment: things	Ask learners leading questions to review their understanding of the lesson
	Learners to sing a song about creation	around us that were created by God and can affect our lives.	Have learners read the key words written on the board
		Let learners mention things around us that were created by God: - air, water, land, plants, animals, etc.	
		Guide learners to discuss the inter relationship among God's creatures:  - Humankind and animals depend on plants for air, food, medicine, shelter,	
		etc Plants depend on humankind and other animals	

Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page 40
Learning Indicator(s)	B6.3.4.1.1
Performance Indicator	Assess the changes that the European presence brought to Ghana.
Strand	Europeans In Ghana
Sub strand	Impact Of European Presence
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc

**Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates

DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners watch video on pre independence era	Show and discuss a documentary of European presence in Ghana	What have we learnt today?  The change that the
		Discuss the activities the Europeans engaged in (trade, vocational training centers, health	European presence brought to Ghana
		facilities, development of local alphabet, translation of the Bible)	Have learners to summarize the important points in the lesson
	Have learners watch video on pre independence and post-	Debate the impacts of European presence on Ghana	What have we learnt today?
	independence era	Engage learners in a 'fish bowl' activity	Impacts of European presence on Ghana
		Have learners in the fish bowl discuss the impacts of European presence in Ghana, while the learners observe them	Have learners to summarize the important points in the lesson

Week En	ding					
Class		Six				
Subject		CREATIVE ARTS				
Reference			Creative Arts curriculum Page			
Learning Indicator(s)			B6 2.2.2.1 B6 2.2.3.1			
Performance Indicator				media and techniques to		
i ci ioi mance muicacor			Experiment with available performing arts media and techniques to create performing artworks			
Strand			Performing Arts			
Sub strand			Planning, Making and Composing (Performing Arts)			
Teaching/ Learning Resources			Photos, videos, art paper, colors and traditional art tools, other materials			
		availab	available in the community			
Core Corr	petencies: Decision Making	Creativi	ty, Innovation Communication Collabor	ration Digital Literacy		
DAYS	PHASE I: STARTER	0	PHASE 2: MAIN 40MINS	PHASE 3:		
	MINS (Propaging The Prain F		(New Learning Including Assessment)	REFLECTION 10MINS		
	(Preparing The Brain F Learning)	-or	Assessment	(Learner And Teacher)		
	Play games and recite rhyr	nes	Learners are to critically	Ask learners to tell the		
	that learners are familiar v		examine the compositions and	whole class what they have		
	begin the lesson.		performances of some	learnt.		
			international artists.			
	Ask learners questions to			Learners tell what they will		
	review their understanding	g in	Make similar compositions or	like to learn.		
	the previous lesson.		performances of the			
			international artists studied			
			using available media,			
			techniques, elements, instruments, melodies etc. for			
			example: - Dance by Michael			
			Jackson.			
			Discuss and share their			
			experiences through peer			
			review			
	Play games and recite rhyr		Put learners in groups to	Use series of questions and		
	that learners are familiar v	vith to	present and share concepts that	answers to review learners		
	begin the lesson.		reflect knowledge and understanding of the history and	understanding of the lesson.		
	Ask learners questions to		culture of some communities in	Call learners in turns to		
	review their understanding	g in	the world.	summarize the lesson.		
	the previous lesson.	o				
	'		Compose and share own music,			
			dance, drama and poems similar			
			to the works and style of the			
			international artists studied			
			using available media,			
			instruments, etc. from the local			
			environment.			
			Discuss compositions through			
			peer review			
	1		peci remen	I		

Week Ending		
Class	Six	
Subject	GHANAIAN LANGUAGE	
Reference	Ghanaian Language curriculum Page 74	
Learning Indicator(s)	B6.2.4.1.13	
Performance Indicator	Read and recognize words with diagraphs in sentences and paragraphs.	
<b>Strand</b> Reading		
Sub strand	Phonics: Letter And Sound Knowledge	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card	
Core Competencies: Creativity and innovation Communication and collaboration Critical thinking		

Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking

DAYS	PHASE I: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3:
	MINS (Branaving The Brain For	(New Learning Including	REFLECTION IOMINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Review learners	Ask learners to mention some	Use questions to review
	understanding in the	words and write them on the board.	their understanding of the
	previous lesson using	Croup the words into two these	lesson
	questions and answers	Group the words into two, those consisting of diagraphs and those	Ask learners to summarize
		without diagraphs.	what they have learnt
	Engage learners to play		ac droj nave learne
	games and sing songs to	Discuss the concept of diagraphs	
	begin the lesson.	with learners.	
		Write words which consist of	
		diagraphs with their diagraphs	
	D : 1	underlined on flashcards	
	Review learners	Revise the lesson on syllables with	Use questions to review
	understanding in the previous lesson using	the learners.	their understanding of the lesson
	questions and answers.	Write some words on the board and	1633011
	questions and answers.	ask learners to form sentences with	Ask learners to summarize
	Engage learners to play	them.	what they have learnt
	games and sing songs to		,
	begin the lesson.	Show flashcards with syllables	
		written on them to the learners.	
		Help learners blend three or more	
		syllables to form words and read	
		them out aloud.	
	Engage learners to sing the	Ask learners to mention words they	Use questions to review
	alphabets song	know and write the words on the	their understanding of the
	A B C SONG	board.	lesson
	A,B,C,D,E,F,G,H,I,J,K,L,M	Discuss the sounds in the words and	Ask learners to summarize
	N,O,P,Q,R,S,T,U,V,W,X,Y,Z.	discuss consonant clusters.	what they have learnt
	Now I know my ABC's		,
	Next time won't you sing	Show flashcards with words that	
	with me	have consonant clusters written on	
		them to learners.	
		Help learners recognize and read the	
		words with consonant clusters	

Class	Six	
Subject	PHYSICAL EDUCATION	
Reference	PE curriculum Page	
Learning Indicator(s)	B6.1.3.1.4	
Performance Indicator	Roll ball using a stick in a game situation (hockey	
Strand	Motor Skill And Movement Patterns	
Sub strand	Manipulative Skills	
Teaching/ Learning Resources	Ball and stick	
Core Competencies: Learners develop personal skills such as flexibility, muscular strength, agility		

(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Take learners through 5 minutes jogging to warm the body up	Learner rolls a ball with their sticks to a distance after general and specific warm-up.  Learner practice ball rolling in varied patterns such as straight rolling, curve rolling, etc.	Learners to practice individually and in groups how to roll a ball with stick.  Help those who finds it difficult and help them  Assessment: Organize mini game for learners for fun and enjoyment.  Take learners through cool

Week Ending	
Class	Six
Subject	COMPUTING
Reference	Computing curriculum Page 31
Learning Indicator(s)	B6.1.2.1.46
Performance Indicator	Illustrate the use of File Explorer window
Strand	Programming And Databases
Sub strand	Introduction To MS-Windows Interface
Teaching/ Learning Resources	Pictures or projected images

**Core Competencies:** Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy

DAYS	PHASE I: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3:
	MINS	(New Learning Including	REFLECTION 10MINS
	(Preparing The Brain For	Assessment)	(Learner And
	Learning)		Teacher)
	Play games and recite rhymes	Guide learners to the use of the	Use questions to review
	that learners are familiar with	Copy, Paste, Delete tools, the	their understanding of the
	to begin the lesson.	moving of folders by using the	lesson
		Desktop Pop-Up menu.	
	Ask learners questions to		Ask learners to
	review their understanding in	Guide learners to the use File	summarize what they have
	the previous lesson.	Explorer window and locations of	learnt
		the computer through the file	
		explorer.	
		File Computer View	
		Properties  Gunnstall or change a program  System properties	
		Access Map network Add a network  Access Map network Add a network  Docation  Access Map network Copen  Metwork  Settings Manage  System	
		← → - ↑ ♥ This PC > V & P Search T	
		Desitop Documents Decuments Devices and drives (4)	
		UndateAdvisor E  Local Disk (C:) NTFS	
		This PC 55.2 GB free of 233 GB GB free of 2	
		■ Desktop  B Documents  Local Disk (E)	
		Downloads Durp PM Drive (Fr)	
		Fictures	
		■ Videos □ Local Disk (C:)	
		Network 11 terms	
		Guide learners to locate the hard	
		drives and other removable storage	
		icons in the File explorer.	
		Guide learners to use the File	
		Explorer Ribbon (Home Ribbon	
		only); the use of the Clipboard and	
		Organize tools of the Home Ribbon	
		of the File Explorer, and Open New	
		Window and Close tools of the File	
		Menu of the File Explorer	