

**THE GODFATHER
TERM ONE
SAMPLE BASIC THREE
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 - 12**

WHATSAPP 0245350591

**TERM ONE
BASIC THREE
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 - 12**

NANA FIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

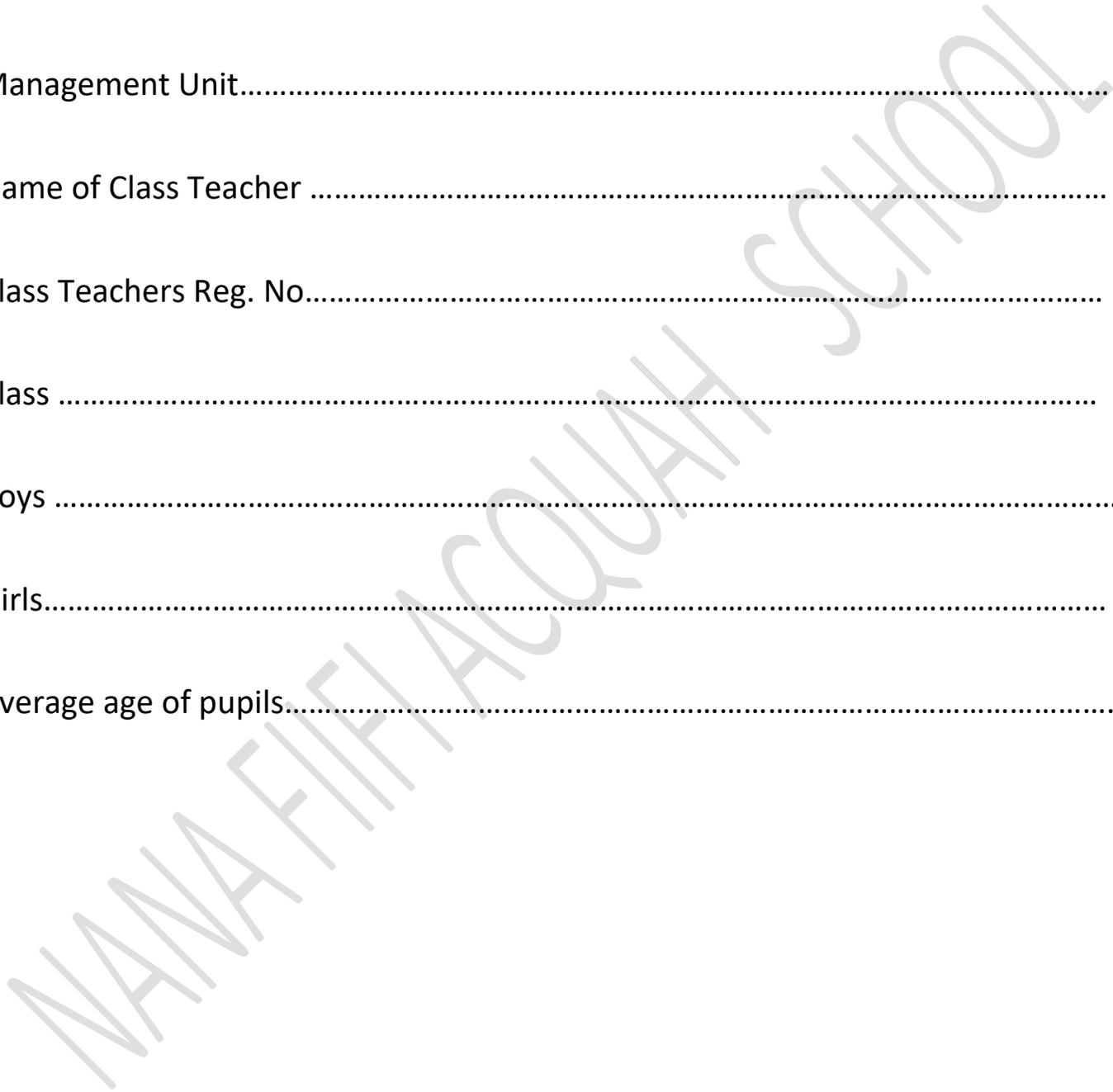
Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....



YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
	Penmanship/Handwriting	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Capitalisation	Using Capitalisation	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Story Telling	Story Telling
	Phonics	Phonics	Phonics
	Penmanship/Handwriting	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Capitalisation	Using Capitalisation	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Rhymes	Conversation	Conversation
	Word Families-Rhyming Endings and Common Digraphs	Word Families-Rhyming Endings and Common Digraphs	Vocabulary
	Writing /Copying Letters – Small and Capital	Writing as a Process	Writing as a Process
	Using Punctuation	Using Capitalisation	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Conversation	Conversation
	Word Families-Rhyming Endings and Common Digraphs	Word Families-Rhyming Endings and Common Digraphs	Vocabulary

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	Writing /Copying Letters – Small and Capital	Writing as a Process	Writing as a Process
	Using Punctuation	Using Punctuation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Conversation	Listening Comprehension
	Diphthongs	Vocabulary	Comprehension
	Labelling Items	Writing as a Process	Writing as a Process
	Using Action Words	Using Punctuation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Dramatisation and Role Play	Listening Comprehension	Listening Comprehension
	Diphthongs	Vocabulary	Comprehension
	Writing Simple Words and Sentences	Writing as a Process	Writing as a Process
	Using Action Words	Using Punctuation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Conversation	Asking and Answering Questions	Asking and Answering Questions
	Blends and Consonant Cluster	Comprehension	Comprehension
	Writing Simple Words and Sentences	Narrative Writing	Narrative Writing
	Using Qualifying Words – Adjectives	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Conversation	Asking and Answering Questions	Asking and Answering Questions
	Blends and Consonant Cluster	Comprehension	Comprehension

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	Writing Simple Words and Sentences	Narrative Writing	Narrative Writing
	Using Qualifying Words – Adjectives	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
9	Conversation	Giving and Responding to Commands/Instructions/Directions and Making Requests	Giving and Responding to Commands
	Vocabulary	Comprehension	Fluency
	Guided Composition	Descriptive Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Conversation	Giving and Responding to Commands/Instructions/Directions and Making Requests	Giving and Responding to Commands
	Vocabulary	Comprehension	Fluency
	Guided Composition	Descriptive Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing as a Process	Persuasive/Argumentative Writing	Informative/ Academic Writing

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	Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing as a Process	Persuasive/Argumentative Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

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YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	MATERIALS	MATERIALS
2	MATERIALS	MATERIALS	MATERIALS
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	EARTH SCIENCE	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY
5	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	FORCES AND MOVEMENT
6	LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF ENERGY	DISEASES
7	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
8	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
9	THE SOLAR SYSTEM	FORCES AND MOVEMENT	Climate Change
10	THE SOLAR SYSTEM	FORCES AND MOVEMENT	Climate Change
11	ECOSYSTEM	PERSONAL HYGIENE AND SANITATION	Climate Change
12	ECOSYSTEM	PERSONAL HYGIENE AND SANITATION	Climate Change

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YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Nature of God	Nature of God
2	Nature of God	Nature of God	Nature of God
3	Myself	Map Making and Land Marks	Map Making and Land Marks
4	My Family and the Community	Festivals	Being a Leader
5	Home and School	Basic Human Rights	Power and Authority
6	The Environment and the Weather	Being a Leader	Our Neighbouring Countries
7	Plants and Animals	Being a Citizen	Introduction to Computing
8	Map Making and Land Mark	Power and Authority	Sources of Information
9	Population and Settlement	Responsible use of Resources	Technology in Communication
10	Worship	Responsible use of Resources	Technology in Communication
11	Worship	Farming in Ghana	Technology in Communication
12	Worship	Farming in Ghana	Technology in Communication

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YEARLY SCHEME OF LEARNING

MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation, Cardinality & Ordinality	Number Operations	2D & 3D Shapes
2	Counting, Representation, Cardinality & Ordinality	Number Operations	2D & 3D Shapes
3	Counting, Representation, Cardinality & Ordinality	Number Operations	2D & 3D Shapes
4	Counting, Representation, Cardinality & Ordinality	Number Operations	Position/ Transformation
5	Counting, Representation, Cardinality & Ordinality	Number Operations	Position/ Transformation
6	Counting, Representation, Cardinality & Ordinality	Number Operations	Measurement – Length, Mass, Time
7	Counting, Representation, Cardinality & Ordinality	Number Operations	Measurement – Length, Mass, Time
8	Counting, Representation, Cardinality & Ordinality	Fractions	Measurement – Length, Mass, Time
9	Counting, Representation, Cardinality & Ordinality	Fractions	Data Collection, Organisation, Presentation, Interpretation and Analysis
10	Counting, Representation, Cardinality & Ordinality	Fractions	Data Collection, Organisation, Presentation, Interpretation and Analysis
11	Counting, Representation, Cardinality & Ordinality	Money	Data Collection, Organisation, Presentation, Interpretation and Analysis
12	Counting, Representation, Cardinality & Ordinality	Algebraic Expressions	Data Collection, Organisation, Presentation, Interpretation and Analysis

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YEARLY SCHEME OF LEARNING

RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and other Religious Practices	The Youthful Life of the Leaders of the three Major Religions
2	God the Creator	Religious Worship, Prayer and other Religious Practices	The Youthful Life of the Leaders of the three Major Religions
3	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
4	The Environment	Festivals in the Three Major Religions	Roles and Relationships
5	The Environment	Festivals in the Three Major Religions	Roles and Relationships
6	The Environment	Festivals in the Three Major Religions	Roles and Relationships
7	The Purpose of God's Creation	Festivals in the Three Major Religions	Roles and Relationships
8	The Purpose of God's Creation	Festivals in the Three Major Religions	Roles and Relationships
9	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	Roles and Relationships
10	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	Personal Safety in the Community
11	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	Personal Safety in the Community
12	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	Personal Safety in the Community

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YEARLY SCHEME OF LEARNING

HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	The People of Ghana	Inter-Group Relations	Some Selected Individuals
2	The People of Ghana	Inter-Group Relations	Some Selected Individuals
3	The People of Ghana	Inter-Group Relations	Some Selected Individuals
4	The People of Ghana	Inter-Group Relations	Some Selected Individuals
5	The People of Ghana	Inter-Group Relations	Arrival of Europeans
6	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
7	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
8	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
9	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
10	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
11	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
12	Inter-Group Relations	Major Historical Locations	Arrival of Europeans

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring (Visual arts)	Thinking and exploring (Visual Arts)	Thinking and exploring (Visual Arts)
2	Thinking and exploring (Performing arts)	Thinking and exploring (Performing Arts)	Thinking and exploring (Performing Arts)
3	Planning, Making and Composing (Visual arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
4	Planning, Making and Composing (Performing arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
5	Planning, Making and Composing (Visual arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
6	Planning, Making and Composing (Performing arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
7	Displaying and Sharing (Visual arts)	Displaying and Sharing (Visual Arts)	Displaying and Sharing (Visual Arts)
8	Displaying and Sharing (Performing arts)	Displaying and Sharing (Performing Arts)	Displaying and Sharing (Performing Arts)
9	Displaying and Sharing (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual Arts)
10	Displaying and Sharing / Appreciating and	Appreciating and Appraising (Visual and	Appreciating and Appraising (Performing Arts)

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	Appraising (Visual and Performing Arts)	Performing Arts)	
11	Appreciating and Appraising (Performing arts)	Display and Sharing (Performing Arts) School-Based Project (Visual and Performing Arts)	Display and Sharing School-Based Project (Visual and Performing Arts)
12	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs Rhymes	Dramatisation and Role Play/ Conversation	Asking and Answering Questions
2	Rhymes Poems Listening and Story Telling	Conversation/ Talking about Oneself, Family, People and Places	Giving and Following Commands /Instructions
3	Listening and Story Telling Dramatisation and Role Play	Listening Comprehension/ Asking and Answering Questions	Presentation
4	Phonological and Phonemic Awareness	Phonics: Letter and Sound Knowledge	Comprehension
5	Phonological and Phonemic Awareness Phonics: Letter and Sound Knowledge	Phonics: Letter and Sound Knowledge	Silent Reading
6	Phonics: Letter and Sound Knowledge	Phonics: Letter and Sound Knowledge / Vocabulary (Sight and Content Vocabulary)	Fluency
7	Penmanship/Handwriting	Writing Simple Words/Names of People and Places (Proper	Copying/ Writing Simple Sentences with Correct Spacing

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		Nouns) Labelling Items in the Environment/Classroom	
8	Integrating Grammar in Written Language (Capitalization)	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	Copying/ Writing Simple Sentences with Correct Spacing
9	Integrating Grammar in Written Language (Punctuation)	Integrating Grammar in Written Language (Use of Action Words)	Integrating Grammar in Written Language (Use of Simple and Compound Sentences)
10	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words) CONTENT	Integrating Grammar in Written Language (Use of Qualifying Words)	Integrating Grammar in Written Language (Spelling)
11	Building the Love and Culture of Reading	Integrating Grammar in Written Language (Use of Postpositions)	Integrating Grammar in Written Language (Spelling)
12	Read Aloud with Children	Building the Love and Culture of Reading	Reading Short Texts/Poems/Narratives/Short Stories and Respond to Them

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative skills	FLEXIBILITY
2	LOCOMOTOR SKILLS	Manipulative skills	BODY COMPOSITION
3	LOCOMOTOR SKILLS	Rhythmic skills	FITNESS PROGRAMME,
4	LOCOMOTOR SKILLS	Rhythmic skills	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	Space Awareness,	HEALTHY DIET
6	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
7	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	Relations	SUBSTANCES / DRUGS
9	MANIPULATIVE SKILLS	Strategies	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	Strategies	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	Aerobic capacity	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	strength	CRITICAL THINKING

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TERMLY SCHEME OF LEARNING

(SOL) for B3 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B3.2.2.1.	B3.2.2.1.1	Word cards sentence cards, class library
	Writing	Penmanship/Handwriting	B3.4.2.1.	B3.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
2	Oral Language	Songs	B3.1.1.1.	B3.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B3.2.2.1.	B3.2.2.1.1	
	Writing	Penmanship/Handwriting	B3.4.2.1.	B3.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
3	Oral Language	Rhymes	B3.1.2.1.	B3.1.2.1.1	Word cards sentence cards, class library
	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1.	B3.2.3.1.1	
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1.	B3.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
4	Oral Language	Story Telling	B3.1.4.1.	B3.1.4.1.1	Word cards sentence cards, class library
	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1.	B3.2.3.1.1	
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1.	B3.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
5	Oral Language	Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B3.2.4.1.	B3.2.4.1.1	
	Writing	Labelling Items	B3.4.4.1.	B3.4.4.1.1	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.1	

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	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
6	Oral Language	Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B3.2.4.1.	B3.2.4.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.1	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
7	Oral Language	Conversation	B3.1.6.1..	B3.1.6.1.1.	Word cards sentence cards, class library
	Reading	Blends and Consonant Cluster	B3.2.5.1.	B3.2.5.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.2	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B3.5.5.1.	B3.5.5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
8	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.2	Word cards sentence cards, class library
	Reading	Blends and Consonant Cluster	B3.2.5.1.	B3.2.5.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.2	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B3.5.5.1.	B3.5.5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
9	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.1	
	Writing	Guided Composition	B3.4.8.1.	B3.4.8.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
10	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.2	
	Writing	Guided Composition	B3.4.8.1.	B3.4.8.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	

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11	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
12	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	

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TERMLY SCHEME OF LEARNING

(SOL) for B3 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B3.1.1.1.	B3.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	EARTH SCIENCE	B3.2.1.1.	B3.2.1.1.1	
5	CYCLES	EARTH SCIENCE	B3.2.1.2.	B3.2.1.2.1	
6	CYCLES	LIFE CYCLES OF ORGANISMS	B3.2. 2.1	B3.2. 2.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper
7	CYCLES	LIFE CYCLES OF ORGANISMS	B3.2. 2.1.	B3.2. 2.1.2	
8	SYSTEMS	THE HUMAN BODY SYSTEMS	B3.3.1.1.	B3.3.1.1.1	
9	SYSTEMS	THE SOLAR SYSTEM	B3.3.2.1.	B3.3.2.1.1	
10	SYSTEMS	THE SOLAR SYSTEM	B3.3.2.1.	B3.3.2.1.1	
11	SYSTEMS	ECOSYSTEM	B3.3.3.1.	B3.3.3.1.1	
12	SYSTEMS	ECOSYSTEM	B3.3.3.1.	B3.3.3.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper

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TERMLY SCHEME OF LEARNING

(SOL) for B3 Term 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	The Environment	B3.1.2.1.	B3.1.2.1.1	wall charts, wall words, posters, video clip, etc
5	God, His Creation and Attributes	The Environment	B3.1.2.1.	B3.1.2.1.1	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	The Environment	B3.1.2.1.	B3.1.2.1.1	wall charts, wall words, posters, video clip, etc
7	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.1:	wall charts, wall words, posters, video clip, etc
8	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.1:	wall charts, wall words, posters, video clip, etc
9	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.1:	wall charts, wall words, posters, video clip, etc
10	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.2	wall charts, wall words, posters, video clip, etc
11	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.2	wall charts, wall words, posters, video clip, etc
12	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.2	wall charts, wall words, posters, video clip, etc

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Date :

TERMLY SCHEME OF LEARNING

(SOL) for B3 Term 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.1	
3	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
6	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
7	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.2.	B3.1.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.2.	B3.1.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.3.	B3.1.1.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.3.	B3.1.1.3.2	Counters, bundle and loose straws, Paper strips, Cut out cards

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11	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.2.1.	B3.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.2.1.	B3.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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TERMLY SCHEME OF LEARNING

(SOL) for B3 Term 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	Inter-Group Relations	B3 2.2.1.1	B3 2.2.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	Inter-Group Relations	B3 2.2.1.1	B3 2.2.1.1	A map of Ghana, Posters, documentary
8	My Country Ghana	Inter-Group Relations	B3 2.2.1.	B3 2.2.1.1	A map of Ghana, Posters, documentary
9	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana,

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					Posters, documentary
10	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana, Posters, documentary
11	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana, Posters, documentary
12	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana, Posters, documentary

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TERMLY SCHEME OF LEARNING

(SOL) for B3 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B3.1.1.1.	B3.1.1.1.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B3.1.1.1..	B3.1.1.1.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B3.1.2.1..	B3.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B3.1.3.1.	B3.1.3.1. 1.	Pictures, Charts, Video Clip
5	ALL ABOUT US	Home and School	B3.1.4.1.	B3.1.4.1. 1.	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B3.2.1.1.	B3.2.1.1. 1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Plants and Animals	B3.2.2.1.	B3.2.2.1.1.	Pictures, Charts, Video Clip
8	ALL AROUND US	Map Making and Land Mark	B3.2.3.1..	B3.2.3.1. 1.	Pictures, Charts, Video Clip
9	ALL AROUND US	Population and Settlement	B3.2.4.1.	B3.2.4.1. 1.	Pictures, Charts, Video Clip
10	OUR BELIEFS AND VALUES	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts, Video Clip
11	OUR BELIEFS AND VALUES	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts, Video Clip
12	OUR BELIEFS AND VALUES	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.1	Balls, Videos and Picture,
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.2	Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.3	Balls, Videos and Picture,
4	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.4	Drums, Speakers
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.1	Balls, Videos and Picture,
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3 1.2.1.	B3 1.2.1.2	Drums, Speakers
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.3	Balls, Videos and Picture,
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.4	Drums, Speakers
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1:	B3.1.2.1.5:	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1	B3.1.2.1.6	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.7	Videos and Picture, Drums
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1. B3.1.2.1.	B3.1.2.1.8 B3.1.2.1.9	Videos and Picture, Drums

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TERMLY SCHEME OF LEARNING

(SOL) for B1 Term 2

CREATIVE ART

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring	B3 1.1.1.	B3 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B3 2.1.1.	B3 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing	B3 1.2.2.	B3 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B3.2.2.2.	B3.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B3 1.2.3.	B3 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B3 2.2.3.	B3 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B3 1.3.5.	B3 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B3 2.3.5.	B3 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing	B3 1.4.6. B3 2.4.6.	B3 1.3.4.2 B3 2.3.5.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B3 1.4.7. B3 2.4.7.	B3 1.3.5.1 B3 2.4.7.2	-do-
11	Performing Arts	Appreciating and Appraising	B3 2.3.4.	B3 1.4.6.2 B3 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B3.1.4.7. B3.2.4.7.	B3 1.4.6.2 B3 2.4.6.2	-do-

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TERMLY SCHEME OF LEARNING

Scheme of Learning GHANAIAN LANGUAGE for P3 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs Rhymes	B3.1.1.1. B3.1.2.1.	B3.1.1.1.1 B3.1.2.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Rhymes Poems Listening and Story Telling	B3.1.2.1. B3.1.3.1.. B3.1.4.1..	B3.1.2.1.2 B3.1.3.1.1. B3.1.4.1.1.	
3.	Oral Language	Listening and Story Telling Dramatisation and Role Play	B3.1.4.1. B3.1.4.1. B3.1.5.1.	B3.1.4.1.2 B3.1.4.1.3 B3.1.5.1.1	
4.	Reading	Phonological and Phonemic Awareness	B3.2.3.1. B3.2.3.1.	B3.2.3.1.1 B3.2.3.1.2	Manila cards, markers, recorded audio-visual
5.	Reading	Phonological and Phonemic Awareness Phonics: Letter and Sound Knowledge	B3.2.3.1. B3.2.4.1.	B3.2.3.1.3 B3.2.4.1.1	Manila cards, markers, recorded audio- visual
6.	Reading	Phonics: Letter and Sound Knowledge	B3.2.4.1. B3.2.4.1.	B3.2.4.1.2 B3.2.4.1.3	Manila Cards, Class reader
7.	Writing	Penmanship/Handwriting	B3.3.1.1 B3.3.1.1.	B3.3.1.1.1 B3.3.1.1.2	Manila Cards, Markers
8.	Writing Conventions/ Usage	Integrating Grammar in Written Language (Capitalization)	B3.5.1.1. B3.5.1.1. B3.5.1.1.	B3.5.1.1.1 B3.5.1.1.2 B3.5.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,

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9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation)	B3.5.2.1. B3.5.2.1.	B3.5.2.1.1 B3.5.2.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words) CONTENT	B3.5.2.1. B3.5.3.1.	B3.5.2.1.3 B3.5.3.1.1	Reading materials
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	Manila Cards, Markers
12.	Extensive Reading/ Children Library	Read Aloud with Children	B3.6.2.1.	B3.6.2.1.1	Manila Cards, Markers

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TERM ONE
BASIC THREE
WEEK 1

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards). • Provide activities for learners to use letter names and sounds to spell and sound out words <p>Assessment: let learners use letter names and sounds to spell and sound out words</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. WRITING</p> <ul style="list-style-type: none"> • Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters. • Let learners practise copying a short paragraph legibly and correctly on the board. • Have learners copy short paragraphs from a book into their exercise books <p>Assessment: let learners copy short paragraphs clearly</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 CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce initials and abbreviations in context. • Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu • Give texts having full names of people and organisations. • Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations <p>Assessment: let learners use capital letters to write initials and abbreviations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite	<p>E. EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p>	<p>What have we learnt today?</p>

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	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>B. READING</p> <ul style="list-style-type: none"> • Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards). • Provide activities for learners to use letter names and sounds to spell and sound out words <p>Assessment: let learners use letter names and sounds to spell and sound out words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.1.1.1		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can use number names and the counting sequence to count and estimate quantities up to 10,000.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Sing songs like:	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence	Review the lesson with Learners

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	I'm counting one, what is one.	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one,	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one.	Count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B3.1.1.1.1		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can classify living things into plants and animals by their life processes		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners watch pictures and videos on living things. • Learners collect and display cut-out pictures or flash cards of plants and animals • Learners sort the living things into plants and animals through an activity. • Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes. • Produce more materials for different activities. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners draw two large circles and let learners place living things into different circles for plants and animals based on their life processes.	
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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B3 1.1.1.1		
Content standard (code)	B3 1.1.1.		
Performance Indicator	Learners can study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ watch documentaries on artworks from Africa; ☑ visit museums, galleries and art centres to see samples of visual artworks from other countries in Africa and the rest of the world; ☑ document the information gathered by taking pictures of artworks from Africa, photocopying them and by recording and downloading videos and images for future use; 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none">☑ gather information through library research, surfing the Internet for artworks (e.g. mask, sculptures, painting, pottery, beads, body arts) from Africa;☑ identify ideas and concepts for artistic expression from artworks produced by Africans;☑ discuss the visual artworks of people in the identified communities in Africa. <p>Assessment: let learners describe visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa</p>	
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SUBJECT: HISTORY

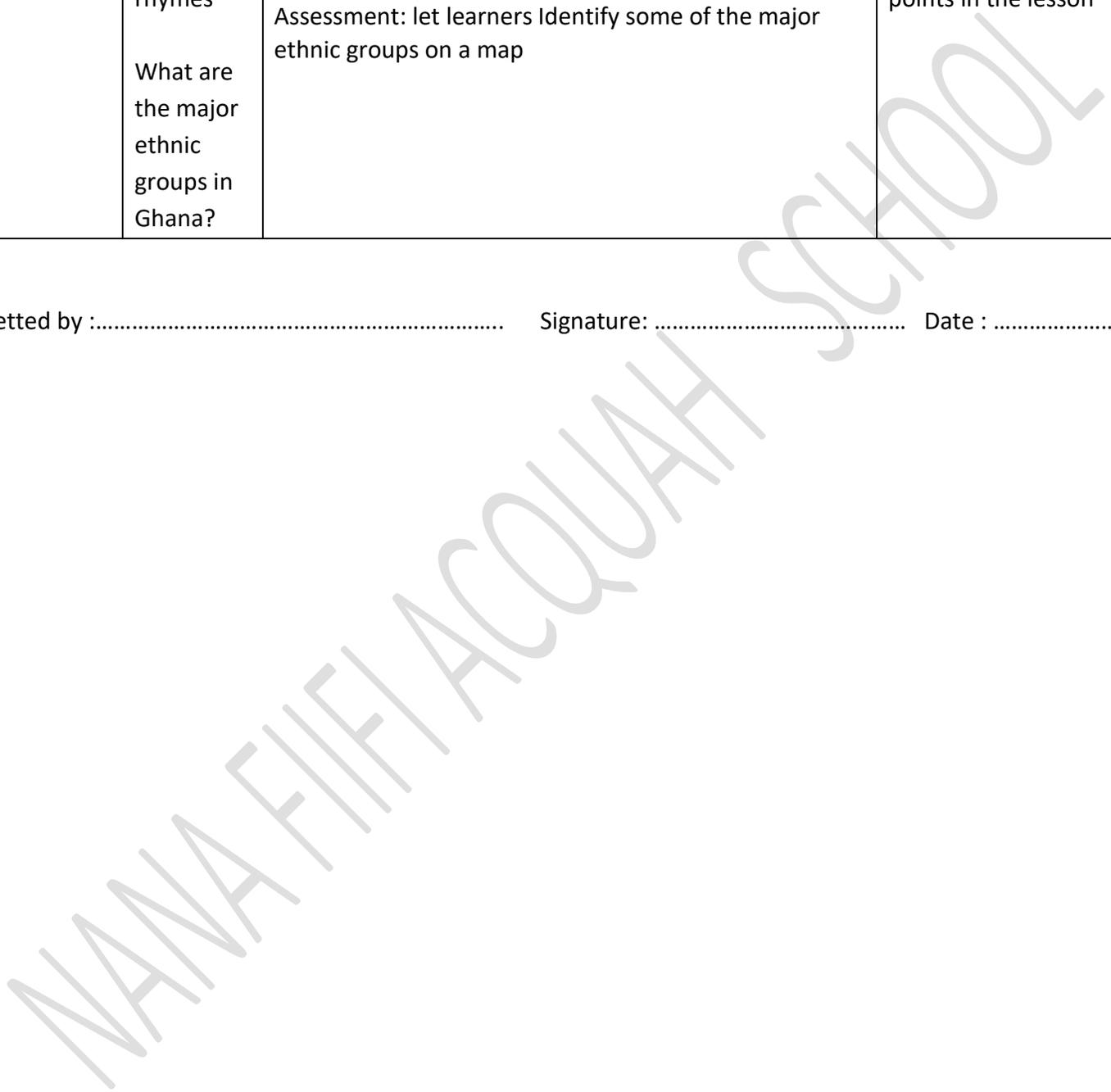
CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People of Ghana	
Indicator (code)	B3.2.1.1.1		
Content standard (code)	B3.2.1.1.		
Performance Indicator	Learners can discuss the origins of the major ethnic groups in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		History curriculum Page	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	1. Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe 2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana. Assessment: let learners Identify some of the major ethnic groups on a map	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>What are the major ethnic groups in Ghana?</p>	<p>1. Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</p> <p>2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.</p> <p>Assessment: let learners Identify some of the major ethnic groups on a map</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B3.1.1.1.1.		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can examine the purpose of God’s creation of human beings		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the creation of humankind. i. Who were the first people God created? ii. Who was created first? Learners tell creation stories. iii. Explain why God created human beings e.g. to take care of other creatures, to worship and serve Him, etc. Learners think-pair-share on why we should protect and care for God’s creation: i. to maintain creation for generations ii. it is a command from God	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>iii. our survival depends on other creation: food, medicine, shelter, air, etc. iv. it is service to God and humankind</p> <p>Assessment: Let learners explain why God created human beings</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Group learners to discuss the usefulness of plants and animals to human beings using pictures, models (use videos where available). With pictures, learners identify uses of plants and animals. Guide learners to perform series of activities to consolidate learning e.g. draw and colour food plants and domestic animals</p> <p>Assessment: Let learners explain why we should protect and care for God's creation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B3.1.1.1.1		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can change direction from forward and back and right and left while walking, running, hopping, and jumping (i.e., locomotor skills).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Mark points on the court with cones/skittles with directions. After warm ups lead learners to direction from forward to backward, right to left whiles starting with walking, to running, hopping to jumping, etc. in a fun way. Allow learners to progress at their own pace. Observe learner's performance and give corrective feedback to improve performance. End the lesson by leading learners to jog slowly to walking with fun whiles flexing the body parts for quick recovery.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B3. 1.1.1.1:		
Content standard (code)	B3. 1.1.1.		
Performance Indicator	Learners can narrate the creation stories of the three main religions of Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Using Think-Pair-Share, let learners talk about things around them. Let learners talk about who created the things around them Assessment: let learners narrate who created the things around them.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: GHANAIAI LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Songs Rhymes	
Indicator (code)	B3.1.1.1.1	B3.1.2.1.1	
Content standard (code)	B3.1.1.1.1	B3.1.2.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should sing songs with the correct rhythms and discuss the meaning and moral values of the song Learners should recognise rhyming words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners sing a familiar occupational song they know. Play familiar traditional songs on a tape/clip for learners to listen. Teach learners the song and let them sing the song alone. Allow learners to sing the song with correct rhythms. Lead learners to brainstorm the meaning of the song. 	What have we learnt today? Review the lesson with learners

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		<ul style="list-style-type: none"> • Lead learners through discussion to tell the moral values in the song. <p>Assessment: let learners sing songs with the correct rhythms and discuss the meaning and moral values of the song</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a popular play song they know. • Read aloud a rhyme to learners. • Let learners read aloud the rhyme in turns. • Lead learners through discussions to recognise rhyming words in the rhyme. <p>Assessment: let learners identify rhyming words</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"> • Let learners sing a popular play song they know. • Read aloud a rhyme to learners. • Let learners read aloud the rhyme in turns. • Lead learners through discussions to recognise rhyming words in the rhyme. <p>Assessment: let learners identify rhyming words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 2

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Songs B. Phonics C. Penmanship/Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.1.1.1.	B3.2.2.1.1	B3.4.2.1.1.	B3.5.1.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.1.1.	B3.2.2.1.	B3.4.2.1.	B3.5.1.1.	B3.6.1.1.
Performance Indicator	A. Learners can talk about the benefits of songs B. Learners can understand the relationship between spelling of words and sounds of speech C. Learners can copy short paragraphs clearly D. Learners can use capital letters to write initials and abbreviations E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
T. L .R. (s)					

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Let learners identify some familiar songs e.g. patriotic songs such as “The National Anthem”. • Teach the songs identified, e. g. “The National Anthem” • Let learners sing rhythmically, using claps, gestures and dance where necessary. • Let learners, in convenient groups, identify and talk about the moral lessons in the songs. • Have learners think-pair-share the benefits of songs. Let the pairs then share their views with the whole class. <p>Assessment: let learners talk about the benefits of songs</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> <ul style="list-style-type: none"> • Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards). • Provide activities for learners to use letter names and sounds to spell and sound out words. <p>Assessment: let learners use letter names and sounds to spell and sound out words.</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. WRITING</p> <ul style="list-style-type: none"> • Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards). • Provide activities for learners to use letter names and sounds to spell and sound out words <p>Assessment: let learners copy short paragraphs clearly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce initials and abbreviations in context. • Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu • Give texts having full names of people and organisations. • Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations <p>Assessment: let learners use capital letters to write initials and abbreviations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.1.1.1		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can Use number names and the counting sequence to count and estimate quantities up to 10,000.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Represent numbers or quantities to 1000 with written numerals	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Represent numbers or quantities to 1000 with written numerals Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990 Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990 Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990 Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B3.1.2.1.1		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can identify the uses of everyday materials and link the uses to their properties		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc. Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class. Learners use think-pair-share to discuss the uses of the materials collected. Brainstorm with learners to come out with the uses of the materials in relation to their properties, e.g. metals 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<p>are used for making car bodies because they are hard, plastics are used for making bottles, buckets, bowls because they can be moulded into different shapes</p> <p>Assessment: let learners identify the uses of everyday materials and link the uses to their properties</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Engage learners in an activity to match some products such as buckets, cups, books, tables with their material sources such as metals, clay, glass, wood, plastics. • Provide a lot of materials for the learners to do more activities. <p>Assessment: let learners identify the uses of everyday materials and link the uses to their properties</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B3 2.1.1.1		
Content standard (code)	B3 2.1.1.		
Performance Indicator	Learners can study and talk about performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ gather information through library research, surfing the internet for African music, dances and drama; ☑ watch short documentaries on the performing arts of Africa; ☑ discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world; 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>imitate the skills and techniques that the composers, arrangers and performers use;</p> <p>discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows, sporting activities, independence anniversary celebrations and their social and cultural importance;</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People of Ghana	
Indicator (code)	B3.2.1.1.1		
Content standard (code)	B3.2.1.1.		
Performance Indicator	Learners can discuss the origins of the major ethnic groups in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the major ethnic	In groups, learners discuss the origin of the major ethnic groups. Assessment: let learners mention the origin of the major ethnic groups	What have we learnt today? Ask learners to summarize the main points in the lesson

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	groups in Ghana?		
Thursday	Engage learners to sing songs and recite familiar rhymes What are the major ethnic groups in Ghana?	In groups, learners discuss the origin of the major ethnic groups. Assessment: let learners the origin of the major ethnic groups	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B3.1.1.1.1.		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can examine the purpose of God's creation of human beings		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about ways of caring for the environment: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc. Learners draw and colour some of the creations of God in the environment Assessment: Let learners mention ways of caring for the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Group learners to discuss the usefulness of plants and animals to human beings using pictures, models (use videos where available). With pictures, learners identify uses of plants and animals.</p> <p>Guide learners to perform series of activities to consolidate learning e.g. draw and colour food plants and domestic animals</p> <p>Learners talk about ways of caring for the environment: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Learners organise and do clean-up exercises in the school environment.</p> <p>Learners, in groups, to do a project on clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p> <p>Assessment: Let learners explain the usefulness of plants and animals to human beings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B3.1.1.1.2		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can jump continuously forward and backward over a turning rope		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Learners find free space and skip 10 times always landing on the balls of both feet. Learners find free space and skip 5 times on one foot always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 5 times always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 10 times always landing on the balls of both feet. In groups of three, two holding each end of the rope, a learner jumps continuously a	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries	forward-turning rope 10 times after which they change roles. In groups of three, two holding each end of the rope, a learner jumps continuously a backward-turning rope 10 time after which they change roles. In groups of three a learner jumps continuously, a forward and backward-turning rope 10 times. Alternate roles. End lesson with cool down activities.	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B3. 1.1.1.1:		
Content standard (code)	B3. 1.1.1.		
Performance Indicator	Learners can narrate the creation stories of the three main religions of Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners narrate the creation story of each religion As project work, let learners create things from corn husk and cob, palm fronds, clay, pebbles, etc. Assessment: let learners narrate the creation stories of the three main religions of Ghana.	What have we learnt today? As project work, let learners create things from corn husk and cob, palm fronds, clay, pebbles, etc.

Vetted by :..... Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Rhymes Poems Listening and Story Telling	
Indicator (code)	B3.1.2.1.2	B3.1.3.1.1.	B3.1.4.1.1.
Content standard (code)	B3.1.2.1.	B3.1.3.1.	B3.1.4.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should produce own rhyming words • Learners should explore poems and note the words and discuss what the poem is about • Learners should mention some of the key words in a story. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Let learners sing a popular work song they know. • Write your own rhyme and read it to the learners. • Lead learners to read the rhyme in turns. 	What have we learnt today?

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	familiar rhymes	<ul style="list-style-type: none"> • Discuss the skills involved in writing a rhyme with learners. • Encourage learners to produce their own rhyming words. <p>Assessment: let learners write own rhyming words</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explore poems to learners. • As you read the poem, allow them to note words in the poem. • Let learners explore poems and take note of the words. • Lead learners to explore the poem with gestures. • Let learners tell what the poem is about <p>Assessment: let learners describe what the poem is about</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"> • Revise occupational songs with learners. • Tell/show an interesting story. • Discuss the story with learners. • Help learners to mention some of the key words in the story. <p>Assessment: let learners mention some of the key words in a story.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 3

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Rhymes B. Word Families-Rhyming Endings and Common Digraphs C. Writing /Copying Letters – Small and Capital D. Using Punctuation E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.2.1.1	B3.2.3.1.1	B3.4.3.1.1.	B3.5.2.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.2.1.	B3.2.3.1.	B3.4.3.1.	B3.5.2.1.	B3.6.1.1
Performance Indicator	A. Learners can compose short rhymes and tongue-twisters and recite them B. Learners can use common rhyming/endings words for decoding of words C. Learners can use letter-sound relationships to represent most letters in words correctly D. Learners can use full stops in initials and abbreviations E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Revise some previously taught rhymes. • Present the new rhymes and perform them as learners listen and observe. • Read through the lines meaningfully with learners. • Let learners read through the lines in groups and individually on their own. • Focus on rhyming words by helping learners to identify them. • Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one. • Have groups recite their rhymes with the class. <p>Assessment: let learners compose short rhymes and tongue-twisters and recite them</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> <ul style="list-style-type: none"> • Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin • Have learners build on these rhyming endings and read out the words to their group members. • Have learners form sentences with these rhyming words. <p>Assessment: let learners form sentences with these rhyming words.</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. WRITING</p> <ul style="list-style-type: none"> • Let learners play the alphabet sound game. • Dictate words and simple sentences for learners to write <p>Assessment: let learners use letter-sound relationships to represent most letters in words correctly</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>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise the use of the full stop (.). • Provide a short passage of about four sentences. • Pair learners place a full stop at the end of each sentence. • Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng • Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations. <p>Assessment: let learners use full stops in initials and abbreviations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:					
Day :		Date :					
Period :		Lesson :					
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality					
Indicator (code)	B3.1.1.1.2						
Content standard (code)	B3.1.1.1.						
Performance Indicator	Learners can identify numbers in different positions around a given number in a number chart						
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematics curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Sing songs like: I'm counting one, what is one	Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1204</td> <td>1204</td> <td>1204</td> <td>1204</td> </tr> </table>	1204	1204	1204	1204	Review the lesson with Learners
1204	1204	1204	1204				

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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>Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc.</p> <table border="1"> <tr><td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr> <tr><td>253</td><td>253</td><td>253</td><td>253</td></tr> <tr><td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr> <tr><td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr> <tr><td>910</td><td>910</td><td>910</td><td>910</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	Review the lesson with Learners
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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B3.1.2.1.2		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can demonstrate an understanding that an object is made of one or more materials		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Display objects such as computer, football, clothes, mobile phone, pencils etc. • Provide materials such as glass, plastics, wood, metals etc. • Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals. • Engage learners to give examples of objects and the materials used to make them. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<ul style="list-style-type: none"> • Do more activities with learners to build the concepts of objects and materials. <p>Assessment: let learners give examples of objects and the materials used to make them</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Display objects such as computer, football, clothes, mobile phone, pencils etc. • Provide materials such as glass, plastics, wood, metals etc. • Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals. • Engage learners to give examples of objects and the materials used to make them. • Do more activities with learners to build the concepts of objects and materials. <p>Assessment: let learners give examples of objects and the materials used to make them</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p> <p>task learners to find out some different cyclic events from their homes</p> <p>This should include day and night, wet and dry seasons, going to school, Independence Day celebrations, cultivation of crops [e.g. maize] and others).</p>

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 1.2.2.1		
Content standard (code)	B3 1.2.2.		
Performance Indicator	Learners can plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ examine the history and culture of the people from other countries in Africa(beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority) as a guide; ☑ talk about artworks produced/performed in Africa (e.g. masks, beads sculptures, paintings, pottery wares, woven baskets and leather products);	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>☑ identify and experiment with the tools, materials and methods of production the artists use</p> <p>Assessment: let learners write plan to make own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>organise and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting; collage; mosaic; montage, prints, patterns, letter collé, greeting cards, posters, cast, carved and modelled works, knitted, stitched, constructed, quilled (origami) and assembled stables, etc.</p> <p>Assessment: let learners write plan to make own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

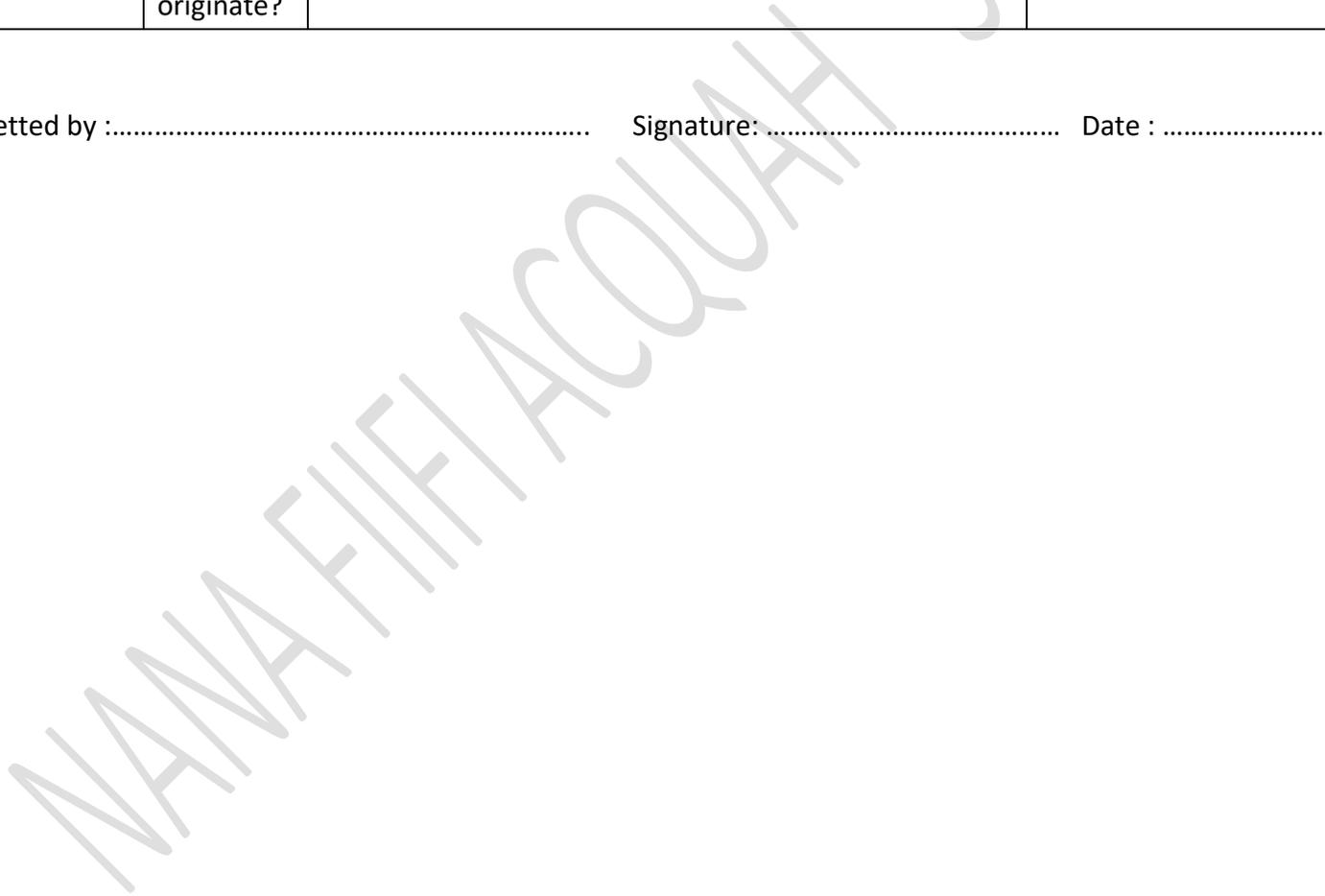
CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People of Ghana	
Indicator (code)	B3.2.1.1.1		
Content standard (code)	B3.2.1.1.		
Performance Indicator	Learners can discuss the origins of the major ethnic groups in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where did the major ethnic	Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing). Assessment: let learners mention the names of the major ethnic groups and where they originated	What have we learnt today? Ask learners to summarize the main points in the lesson

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	groups originate?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did the major ethnic groups originate?	Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing). Assessment: let learners mention the names of the major ethnic groups and where they originated	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :



SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B3.1.2.1.1.		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can explain ways of promoting personal hygiene and safety as a responsible citizen		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail cutter, etc. Learners talk about things they do to show personal hygiene, through think-pair-share, e.g. bathing twice a day, brushing of the teeth, at least twice daily, washing of clothes regularly, washing of hands regularly, etc. Assessment: Let learners explain ways of promoting personal hygiene and safety as a responsible citizen	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	Learners draw items used in keeping our bodies clean. Learners sing and tell stories about the importance of keeping personal hygiene Assessment: Let learners mention the importance of keeping personal hygiene	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B3. 1.1.1.3:		
Content standard (code)	B3. 1.1.1.		
Performance Indicator	Learners can Jump continuously a self forward turning rope in a circle (skipping with rope).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Take learners through 5 minutes jogging to warm the body up. Guide learners to pick their skipping ropes and find self-space. Hold the handle of the skipping rope side by side with the two hands with the middle of the rope on the ground or slightly above. Hop over it and swing the rope clockwise to turn round the body in circle as they continue series of step-hops starting with double take-off. Advance should progress to single step-hops and change clockwise rope movement to	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries	anti-clockwise. Allow learners to progress at their own pace. Give corrective feedback for skill improvement. End the lesson with cool down activities.	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B3. 1.1.1.1:		
Content standard (code)	B3. 1.1.1.		
Performance Indicator	Learners can Narrate the creation stories of the three main religions of Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Through group activities, let learners talk about things they can also create out of God’s creation Assessment: let learners mention things they can also create out of God’s creation	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Listening and Story Telling Dramatisation and Role Play	
Indicator (code)	B3.1.4.1.2.	B3.1.4.1.3	B3.1.5.1.1
Content standard (code)	B3.1.4.1.	B3.1.4.1.	B3.1.5.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should mention issues and morals in a story. • Learners should dramatise the story. • Learners should give details of characters and costumes for a drama 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a song they know. • Tell/show an interesting story. • Discuss the setting of the story with learners. • Help learners to mention issues and morals in the stories 	What have we learnt today?

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		Assessment: let learners mention issues and morals in a story	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners demonstrate an occasional greeting in pairs. • Lead learners to sing a popular traditional song. • Tell/play an interesting story. • Discuss the story with learners. • Assign roles to learners. • Direct learners to dramatise the story. <p>Assessment: let learners dramatise the story</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"> • Lead learners to sing a song. • Tell or read an interesting story to learners. • Discuss the story with learners and assign roles to them. • Direct learners to role play the story. • Lead learners to discuss details of characters and costumes for the drama. <p>Assessment: let learners give details of characters and costumes for a drama</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 4

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Story Telling B. Word Families-Rhyming Endings and Common Digraphs C. Writing /Copying Letters – Small and Capital D. Using Punctuation E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.4.1.1.	B3.2.3.1.1.	B3.4.3.1.1.	B3.5.2.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.4.1.	B3.2.3.1.	B3.4.3.1.	B3.5.2.1.	B3.6.1.1.
Performance Indicator	A. Learners can respond to and ask questions based on stories heard B. Learners can use common rhyming/endings words for decoding of words C. Learners can use letter-sound relationships to represent most letters in words correctly D. Learners can use full stops in initials and abbreviations E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Select a suitable story to tell or read to the class. e.g. Ananse and the family. • Let learners tell their favourite parts of the story. • Have learners respond to the story by asking and answering relevant questions to enhance comprehension. <p>Assessment: let learners respond to questions based on stories heard</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> <ul style="list-style-type: none"> • Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin • Have learners build on these rhyming endings and read out the words to their group members. <p>Assessment: let learners form sentences with these rhyming words</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. WRITING</p> <ul style="list-style-type: none"> • Let learners play the alphabet sound game. • Dictate words and simple sentences for learners to write <p>Assessment: Dictate words and simple sentences for learners to write</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 CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Revise the use of the full stop (.). • Provide a short passage of about four sentences. • Pair learners place a full stop at the end of each sentence. • Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng • Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use full stops in initials and abbreviations	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

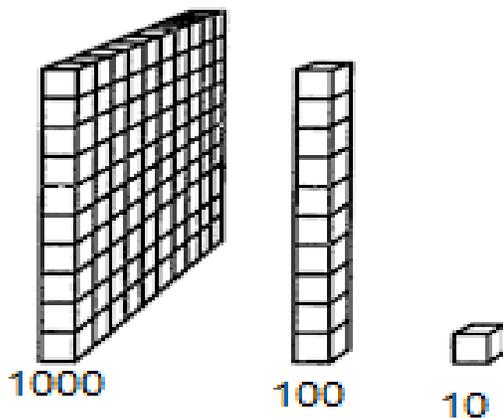
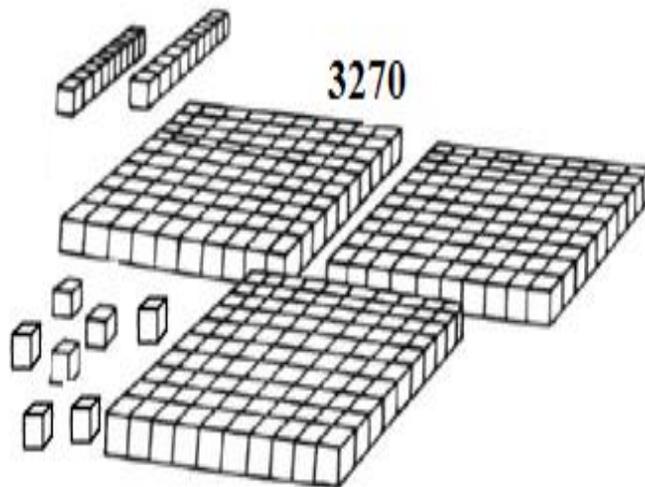
Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.1.1.3		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value concept.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by:	Review the lesson with Learners

I'm counting one, what is one

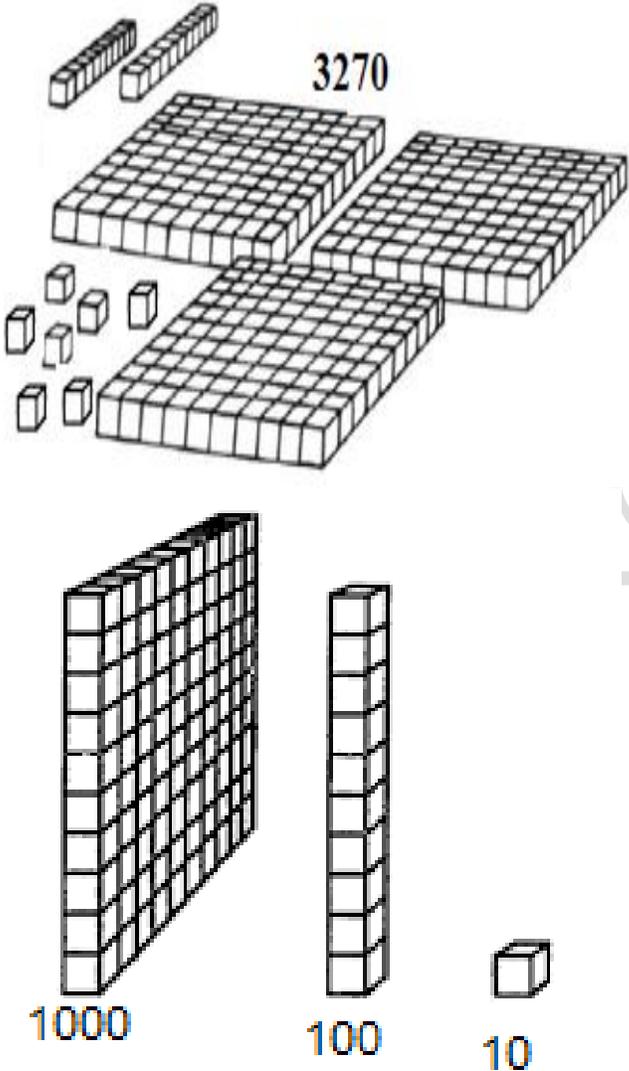
- explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame
 - explaining why the value of a digit depends upon its placement within a numeral.

using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares)

Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000; learners model 327 with the appropriate materials



		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>Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by:</p> <ul style="list-style-type: none"> - explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame - explaining why the value of a digit depends upon its placement within a numeral. <p>using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares)</p> <p>Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000; learners model 327 with the appropriate materials</p>	Review the lesson with Learners

		 <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one.</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: $5000 = 1000 + 1000 + 1000 + 1000 + 1000$ or $4036 = 4000 + 30 + 6$; etc.)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: $5000 = 1000 + 1000 + 1000 + 1000 + 1000$ or $4036 = 4000 + 30 + 6$; etc.)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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	one, what is one		
Friday	Sing songs like: I'm counting one, what is one	Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: $5000 = 1000 + 1000 + 1000 + 1000 + 1000$ or $4036 = 4000 + 30 + 6$; etc.) Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : EARTH SCIENCE	
Indicator (code)	B3.2.1.1.1		
Content standard (code)	B3.2.1.1.		
Performance Indicator	Learners can describe some cyclic events like day and night, wet and dry seasons and their intervals/periods		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners mention the importance of some cyclic events. Guide learners to identify some activities associated with each event. Assessment: let learners describe some cyclic events like day and night and their intervals/periods	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs	Learners draw any of the cycles e.g. day and night, wet and dry seasons, etc	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners describe some cyclic events like, wet and dry seasons and their intervals/periods	Ask learners to summarize the important points of the lesson
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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 2.2.2.1		
Content standard (code)	B3 2.2.2.		
Performance Indicator	Learners can plan own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the: ☑ talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>symbols of authority, politics) of people from other parts of Africa; ☑ experiment with compositions produced/performed in other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana);</p> <p>Assessment: let learners write plan to make own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the:</p> <p>☑ talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority, politics) of people from other parts of Africa; ☑ experiment with compositions produced/performed in other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana);</p> <p>Assessment: let learners write plan to make own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People of Ghana	
Indicator (code)	B3.2.1.1.1		
Content standard (code)	B3.2.1.1.		
Performance Indicator	Learners can discuss the origins of the major ethnic groups in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why did they move to their present locations?	Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.) Assessment: let learners draw a map to locate the migratory routes of the ethnic groups on a manila card	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	Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)	What have we learnt today? Ask learners to summarize the main points in the lesson

	Why did they move to their present locations?	Assessment: let learners draw a map to locate the migratory routes of the ethnic groups on a manila card	
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B3.1.3.1. 1.		
Content standard (code)	B3.1.3.1.		
Performance Indicator	Learners can explain factors that promote good relationships at home, school and community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about good relationship. In groups, guide learners to talk about things that promote good relationship, e.g. comporment, respect, love, obedience, humility, friendliness, honesty. Learners role play behaviours that show good relations Assessment: Let learners explain factors that promote good relationships at home, school and community	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	In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness Assessment: Let learners explain the need to promote good relationship	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B3.1.1.1.4:		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can Demonstrate the difference between a jog and a run, a hop and a jump, and a gallop and a slide.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learner demonstrate jogging and running and compare their similarities and differences. Do same for other hop and jump as well as gallop and slide. Demonstrate to confirm the similarities and differences.	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B3.1.2.1.1		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can demonstrate ways to care for the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Use questions and answers for learners to explain the environment. • Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc. Assessment: let learners mention ways to care for the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonological and Phonemic Awareness	
Indicator (code)	B3.2.3.1.1	B3.2.3.1.2	
Content standard (code)	B3.2.3.1.	B3.2.3.1	
Performance Indicator	<ul style="list-style-type: none"> • Learners should recognise and separate syllables • Learners should add individual sounds in simple one-syllable words to make up new words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Practice syllable recognition and separation with learners on the board. 	What have we learnt today?

		<ul style="list-style-type: none"> • Allow learners to apply the knowledge to recognise and separate syllables in words <p>Assessment: let learners identify and separate syllables in words</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"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Practice adding individual sounds to one syllabic words. • Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat <p>Assessment: let learners add individual sounds in simple one-syllable words to make up new words</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"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Practice adding individual sounds to one syllabic words. • Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat <p>Assessment: let learners add individual sounds in simple one-syllable words to make up new words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 5

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SUBJECT:

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Diphthongs C. Labelling Items D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.5.1.1.	B3.2.4.1.1	B3.4.4.1.1.	B3.5.4.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.5.1.	B3.2.4.1.	B3.4.4.1.	B3.5.4.1.	B3.6.1.1.
Performance Indicator	A. Learners can dramatise and role-play stories heard and read B. Learners can use diphthongs to build words C. Learners can make a list of objects found in the environment D. Learners can identify the present continuous form of action words in spoken and written communication E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Let learners mention titles of stories they have heard or read, e.g. The Magic Pot. • Let learners identify some characters in the stories mentioned. • Let learners dramatise or role-play stories they have heard, read or created, with appropriate characters. • Discuss stories dramatised or role-played. <p>Assessment: let learners dramatise and role-play stories heard and read</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> <ul style="list-style-type: none"> • Revise digraphs and have learners identify them in words. • Introduce diphthongs in context. e.g. ou-out, loud, cloud • Through think-pair-share, let learners generate diphthongs and build words with them. <p>Assessment: let learners use diphthongs to build words</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. WRITING</p> <ul style="list-style-type: none"> • Lead the class to make a list of objects found in a given thematic area. e.g. The Bus Stop. • Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially. • Guide learners to edit and self-correct the errors before presenting their work to the class. They may use children's pictures, dictionaries and other sources. <p>Assessment: let learners make a list of objects found in the environment</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>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball.</p> <p>Assessment: let learners make a list of objects found in the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

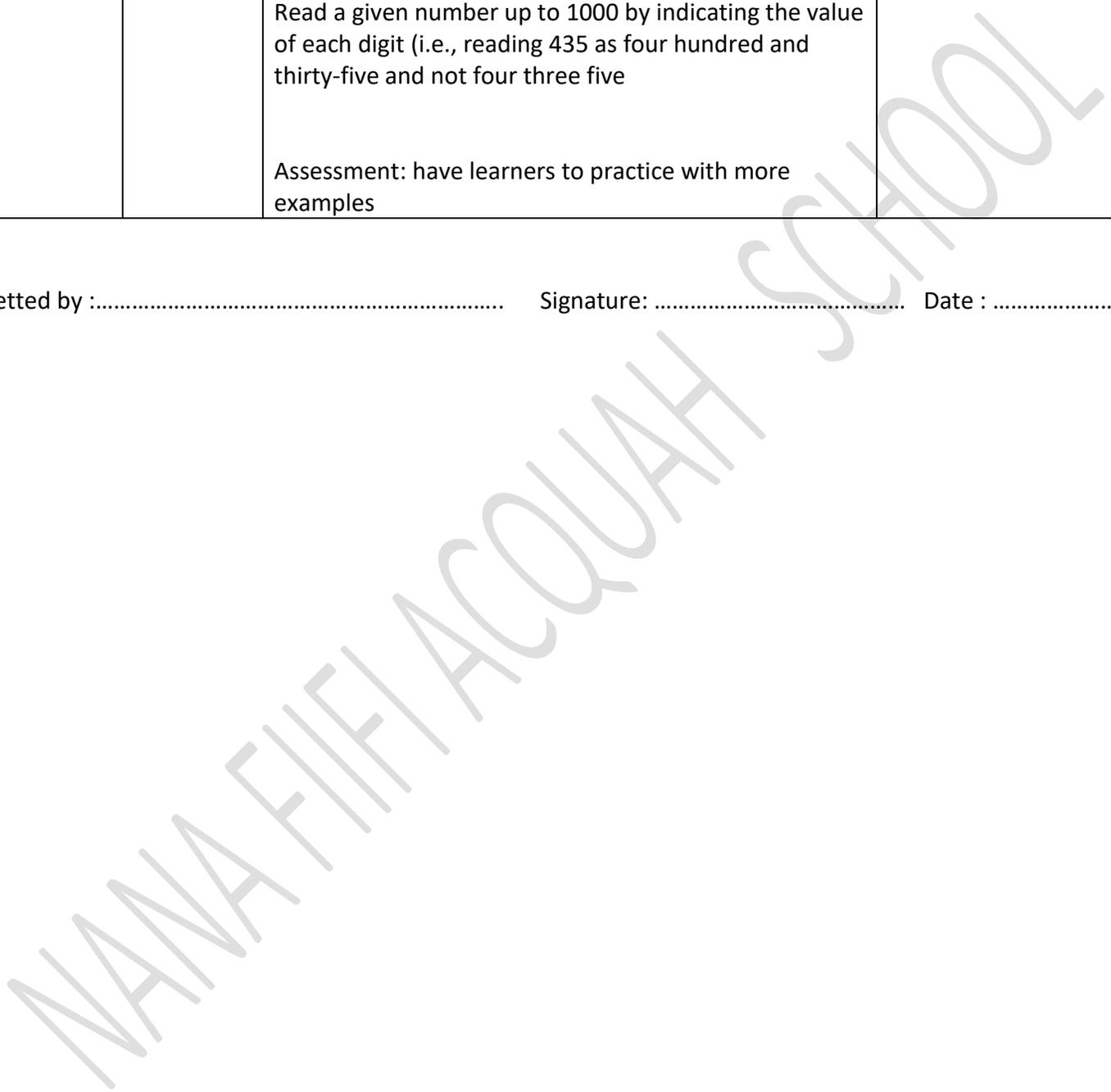
Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.1.1.3		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can Describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value concept		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Explain why the value of a digit depends upon its placement within a numeral.	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>Hundreds frame</p> <table border="1" data-bbox="456 237 1109 499"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ten Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Hundred</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Tens</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ones</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>	Ten Thousand	Thousand	Hundred	Tens	Ones						
Ten Thousand	Thousand	Hundred	Tens	Ones									
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Explain why the value of a digit depends upon its placement within a numeral.</p> <p>Hundreds frame</p> <table border="1" data-bbox="456 1056 1109 1287"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ten Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Hundred</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Tens</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ones</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>	Ten Thousand	Thousand	Hundred	Tens	Ones						<p>Review the lesson with Learners</p>
Ten Thousand	Thousand	Hundred	Tens	Ones									
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Explain why the value of a digit depends upon its placement within a numeral.</p> <p>Hundreds frame</p>	<p>Review the lesson with Learners</p>										

	<p>1 - One is one alone, alone it shall be.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ten Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Hundred</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Tens</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ones</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p style="text-align: right;">Read a</p> <p>given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>	Ten Thousand	Thousand	Hundred	Tens	Ones						
Ten Thousand	Thousand	Hundred	Tens	Ones									
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Explain why the value of a digit depends upon its placement within a numeral.</p> <p>Hundreds frame</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ten Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Hundred</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Tens</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ones</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>	Ten Thousand	Thousand	Hundred	Tens	Ones						<p>Review the lesson with Learners</p>
Ten Thousand	Thousand	Hundred	Tens	Ones									
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone,</p>	<p>Explain why the value of a digit depends upon its placement within a numeral.</p> <p>Hundreds frame</p>	<p>Review the lesson with Learners</p>										

	alone it shall be.	<i>Ten Thousand</i>	<i>Thousand</i>	<i>Hundred</i>	<i>Tens</i>	<i>Ones</i>
<p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>						

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B3.2.1.2.1		
Content standard (code)	B3.2.1.2.		
Performance Indicator	Learners can know the importance of the sun to the earth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Begin by discussing with learners the role of the sun and its importance to life on earth. • Ask the following questions: (a) what is the sun? (b) What are some of the ways through which the earth benefits from the sun? • Learners perform outdoor activities to illustrate the importance of the sun. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		Assessment: let learners mention the importance of the sun to the earth	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to know other major uses of the sun to the earth. • Learners outline everyday uses of the sun. • Evaluate the lesson by asking learners to draw a picture showing one benefit of the sun to life on earth (drying of clothes). <p>Assessment: let learners draw a picture showing one benefit of the sun to life on earth (drying of clothes).</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 1.2.3.1		
Content standard (code)	B3 1.2.3.		
Performance Indicator	Learners can create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ Create own artworks based on the history and culture of the people from other countries in Africa (e.g. beliefs, customs, religion, festivals, rites of passage); Assessment: let learners create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual	What have we learnt today? Ask learners to summarize the main points in the lesson

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		artworks that reflect the history and culture of people in other African communities	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>Create own artworks based on what is produced in other countries in Africa (e.g. masks, sculptures, paintings, pottery wares, woven, printed and dyed fabrics; leather products; beads).</p> <p>Assessment: let learners create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People of Ghana	
Indicator (code)	B3.2.1.1.1		
Content standard (code)	B3.2.1.1		
Performance Indicator	Learners can discuss the origins of the major ethnic groups in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why did they move to their	Develop a timeline of the periods each ethnic group arrived in Ghana. Assessment: let learners develop a timeline of the periods each ethnic group arrived in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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	present locations?		
Thursday	Engage learners to sing songs and recite familiar rhymes Why did they move to their present locations?	Develop a timeline of the periods each ethnic group arrived in Ghana. Assessment: let learners develop a timeline of the periods each ethnic group arrived in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B3.1.4.1. 1.		
Content standard (code)	B3.1.4.1.		
Performance Indicator	Learners can sketch a map of the neighbourhood showing major home, major routes and other important locations		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss location of their homes and other important places in their neighbourhood. Learners draw/sketch a map of their neighbourhood showing their home and other important places in the community e.g. the chief's palace, post office, the market, police station	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners sketch a map of the neighbourhood showing major home, major routes and other important locations	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners write simple sentences giving direction to their home and important places in the community Assessment: Let learners write simple sentences giving direction to their home and important places in the community	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B3.1.2.1.1		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can Roll a ball from stationary forward and back, using sticks.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After warm ups, learners roll ball with sticks from stationary to a demarcated point and back to the starting point. Supervise their practice and give them feedback. Learners end lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B3.1.2.1.1:		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can Demonstrate ways to care for the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners organise and do clean-up exercises in the school environment Assessment: let learners draw and colour activities of caring for the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAI LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonological and Phonemic Awareness Phonics: Letter and Sound Knowledge	
Indicator (code)	B3.2.3.1.3. B3.2.4.1.1		
Content standard (code)	B3.2.3.1 . B3.2.4.1.		
Performance Indicator	<ul style="list-style-type: none"> • Learners should substitute one sound in two-syllable words to make up new words. • Learners should use alphabetic awareness to decode words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Call learners to say the letters of the alphabet in turns. • Demonstrate adding one sound to two-syllabic words to form new words on the board. • Let learners apply the knowledge to substitute one sound in two-syllable words to make up new words. E.g. /table/ -/t/ + /c/ = /cable/ /carrot/ - /c/ + /p/ = /parrot/ /toffee/ -/t/ + /c/=/coffee/ 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>Assessment: let learners substitute one sound in two-syllable words to make up new words.</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Practice alphabetic awareness to decode words on the board for learners to observe. • Aid learners to use alphabetic awareness to decode simple words <p>Assessment: let learners use alphabetic awareness to decode words</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"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Practice alphabetic awareness to decode words on the board for learners to observe. • Aid learners to use alphabetic awareness to decode simple words <p>Assessment: let learners use alphabetic awareness to decode words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 6

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Diphthongs C. Writing Simple Words and Sentences D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.5.1.1	B3.2.4.1.1	B3.4.5.1.1.	B3.5.4.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.5.1.	B3.2.4.1.	B3.4.5.1.	B3.5.4.1.	B3.6.1.1.
Performance Indicator	A. Learners can dramatise and role-play stories heard and read B. Learners can use diphthongs to build words C. Learners can write simple sentences to express personal opinions about favourite characters in texts D. Learners can identify the present continuous form of action words in spoken and written communication E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Let learners mention titles of stories they have heard or read, e.g. The Magic Pot. • Let learners identify some characters in the stories mentioned. • Let learners dramatise or role-play stories they have heard, read or created, with appropriate characters. • Discuss stories dramatised or role-played. • Let learners comment on stories dramatised or role-played. <p>Assessment: let learners dramatise and role-play stories heard and read</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> <ul style="list-style-type: none"> • Revise digraphs and have learners identify them in words. • Introduce diphthongs in context. e.g. ou-out, loud, cloud • Through think-pair-share, let learners generate diphthongs and build words with them. <p>Assessment: let learners use diphthongs to build words</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. WRITING</p> <ul style="list-style-type: none"> • Put learners in groups to discuss characters in a story read. • Have learners write simple sentences to express personal opinions on favourite characters. • Let learners exchange their books and do peer editing by checking for: <ul style="list-style-type: none"> i. correct spelling of words, ii. correct writing of capitals, iii. correct writing of small letters, iv. correct spacing of letters and words. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners write simple sentences to express personal opinions about favourite characters in texts	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball.</p> <p>Assessment: let learners identify the present continuous form of action words in spoken and written communication</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author's chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.1.1.4		
Content standard (code)	B3.1.1.1.		
Performance Indicator	Learners can Compare and order whole numbers up to 10,000 and represent comparisons using the symbols $>$, $<$, or $=$.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:	Review the lesson with Learners

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	I'm counting one, what is one	<ul style="list-style-type: none"> - describing the relative size of two numbers (i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer) - identifying which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols < and >; <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:</p> <ul style="list-style-type: none"> - describing the relative size of two numbers (i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer) - identifying which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols < and >; <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:</p> <p>putting a small group of numbers in increasing or decreasing order and justifying the order using a hundreds frame, a number line or place value;</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:</p> <p>identifying the missing numbers or errors in a section of number line from 100 to 10,000 or in a hundreds chart and justifying the answer using place value</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p>	<p>Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:</p>	Review the lesson with Learners

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	I'm counting one, what is one .	solving word problems that involve comparing quantities to 1000 (i.e., Agbo has 230 chickens. Dzifa has 460. What can you say?) Assessment: have learners to practice with more examples	
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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)	B3.2. 2.1.2		
Content standard (code)	B3.2. 2.1.		
Performance Indicator	Learners can observe the germination of maize and bean seeds		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate/sprout in water without soil. • Place learners into groups and give each group two transparent glasses or plastic containers (labeled A and B), cotton wool, water and viable maize and bean seeds. • Learners pack container A with the cotton wool and push one of each of the different seeds through the side of the container but not to touch the bottom. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Guide learners to pour a little water to soak the cotton wool. The setup is left to stand for one week while keeping the cotton wool always wet. • Guide learners to prepare container B using the same method but with a dry cotton wool <p>Assessment: let learners perform the set-up</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners observe the set-up critically and record whatever they see. <p>Assessment: let learners observe the set-up critically and record whatever they see.</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 2.2.3.1		
Content standard (code)	B3 2.2.3.		
Performance Indicator	Learners can create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ use available instruments, resources and techniques to create own music, dance and drama based on the history and culture of the people from Africa (e.g. their occupation, customs, staple foods, traditions, festivals); Assessment: let learners create own artworks by skilfully using available instruments, resources and	What have we learnt today? Ask learners to summarize the main points in the lesson

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		techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ create own music, dance and drama based on the concept of performances in Africa using available instruments, resources and techniques <p>Assessment: let learners create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Inter-Group Relations	
Indicator (code)	B3 2.2.1.1		
Content standard (code)	B3 2.2.1.		
Performance Indicator	Learners can discuss the nature of exchanges among the ethnic groups.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances. Assessment: let learners mention the nature of exchanges among the ethnic groups	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.	What have we learnt today?

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	familiar rhymes What form did the exchanges take?	Assessment: let learners mention the nature of exchanges among the ethnic groups	Ask learners to summarize the main points in the lesson
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B3.2.1.1. 1.		
Content standard (code)	B3.2.1.1.		
Performance Indicator	Learners can explain problems with the use of land and water		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Through pictures/films of illegal mining sites e.g. Galamsey sites, indiscriminate dumping of refuse, choked gutters, roads with potholes etc. Compare situations in the pictures with what pertains in their area: Learners talk about the problems with the use of land: i. Describe activities taking place on land in your community. (Slash and bush burning, sand winning, quarrying).	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners explain problems with the use of land	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Teacher shows pictures of water bodies or conduct a study tour to observe water bodies within their communities.</p> <p>Learners talk about activities taking place around water bodies in their community e.g. fishing, swimming, irrigation, farming, throwing waste in water bodies, defecating in streams</p> <p>Assessment: Let learners explain problems with the use of water</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B3 1.2.1.2		
Content standard (code)	B3 1.2.1.		
Performance Indicator	Learners can Manipulate an object while distributing weight and base of support.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners go through warm ups. Review base of support as the feet, hands, etc. Learners to volley light balls at a spot. Learners should also bounce balls at a spot or with a stick and ball, learners should lean slightly down and use the stick to manipulate the ball at a spot. Learners end the lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B3.1.2.1.1:		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can demonstrate ways to care for the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc. • Let learners present their work in class for appreciation and discussion Assessment: let learners mention ways to care for the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter and Sound Knowledge	
Indicator (code)	B3.2.4.1.2	B3.2.2.1.3	
Content standard (code)	B3.2.4.1.	B3.2.2.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should use alphabetic awareness to decode compound words Learners should read simple short sentences that include compound word 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners say the letters of the alphabet as a group and individually. Practice alphabetic awareness with learners to decode compound words on the board. Assist learners to use alphabetic awareness to decode compound words. 	What have we learnt today? Review the lesson with learners

		Assessment: let learners use alphabetic awareness to decode compound words	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write and read simple short sentences that include compound words on the board. • Lead learners to read the sentences aloud. • Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words. Assessment: let learners read simple short sentences that include compound word	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"> • Let learners say the letters of the alphabet. • Write and read simple short sentences that include compound words on the board. • Lead learners to read the sentences aloud. • Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words. Assessment: let learners read simple short sentences that include compound word	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC THREE
WEEK 7

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Blends and Consonant Cluster C. Writing Simple Words and Sentences D. Using Qualifying Words –Adjectives E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.6.1.1	B3.2.5.1.1	B3.4.5.1.2.	B3.5.5.1.1	B3.6.1.1.1
Content standard (code)	B3.1.6.1.	B3.2.5.1.	B3.4.5.1.	B3.5.5.1.	B3.6.1.1.
Performance Indicator	A. Learners can use appropriate greetings for special occasions B. Learners can use consonant blends to build words C. Learners can write simple meaningful sentences to express feelings and opinions about people and things D. Learners can identify and use adjectives in short sentences to describe height, length, etc E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE <ul style="list-style-type: none"> • Revise greetings for special occasions such as birthdays, anniversaries, festivals. • Let learners take turns to demonstrate greetings for special occasions and practise the appropriate responses. • Put learners into groups. Assign each group a special occasion for them to practise greetings and responses for that occasion <p>Assessment: let learners use appropriate greetings for special occasions</p>	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	B. READING <ul style="list-style-type: none"> • Have learners revise diphthongs and use them in sentences. • Introduce consonant blends and have learners identify words having the blends. e.g. bl - black br- brush st- stone tr- tree • Let learners work in pairs/groups to identify consonant blends and build words from them. <p>Assessment: let learners use consonant blends to build words</p>	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING <ul style="list-style-type: none"> • Guide learners, with examples, to write simple sentences to express their feelings and opinions about their peers and things found in the environment. • Have the groups edit their work and publish them 	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners write simple meaningful sentences to express feelings and opinions about people and things	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree. • Put learners in groups to use the adjectives identified in simple sentences <p>Assessment: let learners identify and use adjectives in short sentences to describe height, length, etc</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.1.2.1		
Content standard (code)	B3.1.1.2.		
Performance Indicator	Learners can Describe situations having opposite directions or values		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Invite pairs of learners to play the "opposite game" (i.e. a learner performs an action and the partner does the opposite whilst the rest of the class serve as referees)	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Invite pairs of learners to play the "opposite game" (i.e. a learner performs an action and the partner does the opposite whilst the rest of the class serve as referees) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Make a space down the centre of the classroom and mark with chalk cross and ask a pair to stand on the cross with their back facing. the learners then move in the opposite direction a straight line Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Make a space down the centre of the classroom and mark with chalk cross and ask a pair to stand on the cross with their back facing. the learners then move in the opposite direction a straight line Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Make a space down the centre of the classroom and mark with chalk cross and ask a pair to stand on the cross with their back facing. the learners then move in the opposite direction a straight line Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)	B3.2. 2.1.2		
Content standard (code)	B3.2. 2.1.		
Performance Indicator	Learners can observe the germination of maize and bean seeds		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners observe the set-up critically and record whatever they see. Assessment: let learners observe the set-up critically and record whatever they see.	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite	<ul style="list-style-type: none"> Learners observe the set-up critically and record whatever they see. Challenge learners with the question: What made the seeds germinate in set-up A? 	What have we learnt today? Ask learners to summarize the

	familiar rhymes	Assessment: What made the seeds germinate in set-up A?	important points of the lesson
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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B3 1.3.4.1		
Content standard (code)	B3 1.3.4.		
Performance Indicator	Learners can plan a display of own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ watch a short video on an exhibition of other African cultures; ☑ discuss the need for displaying a portfolio of own visual artworks; ☑ Plan a display of portfolio of own visual artworks (e.g. drawing and colouring) to share ideas, educate and inform the public on the history and culture of people in other parts of Africa 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners write a plan to display own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ watch a short video on an exhibition of other African cultures; ☑ discuss the need for displaying a portfolio of own visual artworks; ☑ Plan a display of portfolio of own visual artworks (e.g. drawing and colouring) to share ideas, educate and inform the public on the history and culture of people in other parts of Africa <p>Assessment: let learners write a plan to display own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Inter-Group Relations	
Indicator (code)	B3 2.2.1.1		
Content standard (code)	B3 2.2.1.		
Performance Indicator	Learners can discuss the nature of exchanges among the ethnic groups.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What form did the	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances. Assessment: let learners mention the nature of exchanges among the ethnic groups	What have we learnt today? Ask learners to summarize the main points in the lesson

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	exchanges take?		
Thursday	Engage learners to sing songs and recite familiar rhymes What form did the exchanges take?	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances. Assessment: let learners mention the nature of exchanges among the ethnic groups	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)	B3.2.2.1.1.		
Content standard (code)	B3.2.2.1.		
Performance Indicator	Learners can explain how to make and maintain a garden		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the importance of gardens in the home, school and community Learners visit various gardens e.g. school garden, flower garden Assessment: Let learners explain the importance of gardens in the home, school and community	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners make a simple garden in the school and care for them e.g. flower pots, flower beds, vegetable beds Learners watch picture/films of gardens	What have we learnt today?

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	and recite familiar rhymes	Assessment: Let learners explain how to make and maintain a garden	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B3.1.2.1.3		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can balance while moving and manipulating an object on a ground-level balance beam.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Learners go through warm ups. Learners lean forward and bounce balls while moving on a ground-level balance beam. They roll a ball with stick while moving. Learners practice the skill at their own pace. End the lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Purpose of God’s Creation	
Indicator (code)	B3.1.3.1.1		
Content standard (code)	B3.1.3.1.		
Performance Indicator	Learners can explain the purpose of God’s creation of humankind		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Discuss with learners the creation of humankind. -Who were the first people God created? -Who was created first? Assessment: let learners narrate the creation of humankind	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B3.3.1.1.1	B3.3.1.1.2.	
Content standard (code)	B3.3.1.1.	B3.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should write letters and words. Learners should copy simple sentences boldly and clearly. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners say the letters of the alphabet as a group and individually. Write letter and words boldly on the board. Give learners some letters and words to write on their own. Assist learners to write letters and words given them Assessment: let learners write letters and words	What have we learnt today? Review the lesson with learners

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Write simple sentences boldly on the board. • Lead learners to read the sentences aloud as a group. • Let learners read the sentences aloud in turns. • Let learners copy the simple sentences boldly and clearly in their books. <p>Assessment: let learners copy simple sentences boldly and clearly</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"> • Let learners say the letters of the alphabet as a group and individually. • Write simple sentences boldly on the board. • Lead learners to read the sentences aloud as a group. • Let learners read the sentences aloud in turns. • Let learners copy the simple sentences boldly and clearly in their books. <p>Assessment: let learners copy simple sentences boldly and clearly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 8

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Blends and Consonant Cluster C. Writing Simple Words and Sentences D. Using Qualifying Words –Adjectives E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.6.1.2	B3.2.5.1.1	B3.4.5.1.2.	B3.5.5.1.1	B3.6.1.1.1
Content standard (code)	B3.1.6.1..	B3.2.5.1.	B3.4.5.1..	B3.5.5.1.	B3.6.1.1.
Performance Indicator	A. Learners can talk about events in the community B. Learners can use consonant blends to build words C. Learners can write simple meaningful sentences to express feelings and opinions about people and things D. Learners can identify and use adjectives in short sentences to describe height, length, etc E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Have learners sing a familiar song about a topic. • Show pictures of events in the community, e.g. durbar, festival, naming ceremony, birthday. • Have learners think-pair-share the events with the person sitting next to them. • Have the pairs share their experiences with the class. • Have learners talk about which of the events they like most and why they like them. • Let learners, in groups, role-play the events of their choice. <p>Assessment: let learners talk about events in the community</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> <ul style="list-style-type: none"> • Have learners revise diphthongs and use them in sentences. • Introduce consonant blends and have learners identify words having the blends. e.g. bl - black br- brush st- stone tr- tree • Let learners work in pairs/groups to identify consonant blends and build words from them. <p>Assessment: let learners use consonant blends to build words</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	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners, with examples, to write simple sentences to express their feelings and opinions about their peers and things found in the environment. 	<p>What have we learnt today?</p>

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	familiar rhymes	<ul style="list-style-type: none"> • Have the groups edit their work and publish them <p>Assessment: let learners can write simple meaningful sentences to express feelings and opinions about people and things</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree. • Put learners in groups to use the adjectives identified in simple sentences <p>Assessment: let learners use adjectives in short sentences to describe height, length, etc</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.1.2.2		
Content standard (code)	B3.1.1.2.		
Performance Indicator	Learners can Use real life contexts to deduce positive and negative number representations		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an	Review the lesson with Learners

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	<p>I'm counting one, what is one</p>	<p>octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level</p> <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the</p>	Review the lesson with Learners

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	1 - One is one alone, alone it shall be.	plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE HUMAN BODY SYSTEMS	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can explain that the external parts of the human body work interdependently to perform a function		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Engage pupils in songs on the various parts of the body, e.g. head, shoulders, knees and toes, show me your head, my head, my shoulders my knees, my toes. Learners brainstorm on how the various parts of the human body support each other to perform various functions, e.g. assuming a dog is barking towards you, how do the eyes, ears, feet help you to recognise danger and escape? 	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners explain how the various parts of the human body support each other to perform various functions	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners engage in various activities (skipping), playing football and explain how the various parts of the body contribute to undertake the activity successfully. <p>NB: The key lesson for learners is to appreciate the fact that every part of the body is important and must be taken care of.</p> <p>Assessment: let learners explain how the various parts of the body contribute to undertake an activity successfully.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B3 2.3.4.2		
Content standard (code)	B3 2.3.4.		
Performance Indicator	Learners can plan a display of own music, dance and drama to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ watch a short video that reflects the natural and manmade environments of other African cultures; ☑ select compositions by considering criteria like creativity and originality; ☑ plan the arrangement of own music, dance and drama to share with the public on the natural and manmade environments of other parts of Africa 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Assessment: let learners write a plan to display their own music, dance and drama to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ watch a short video that reflects the natural and manmade environments of other African cultures; ☑ select compositions by considering criteria like creativity and originality; ☑ plan the arrangement of own music, dance and drama to share with the public on the natural and manmade environments of other parts of Africa <p>Assessment: let learners write a plan to display their own music, dance and drama to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

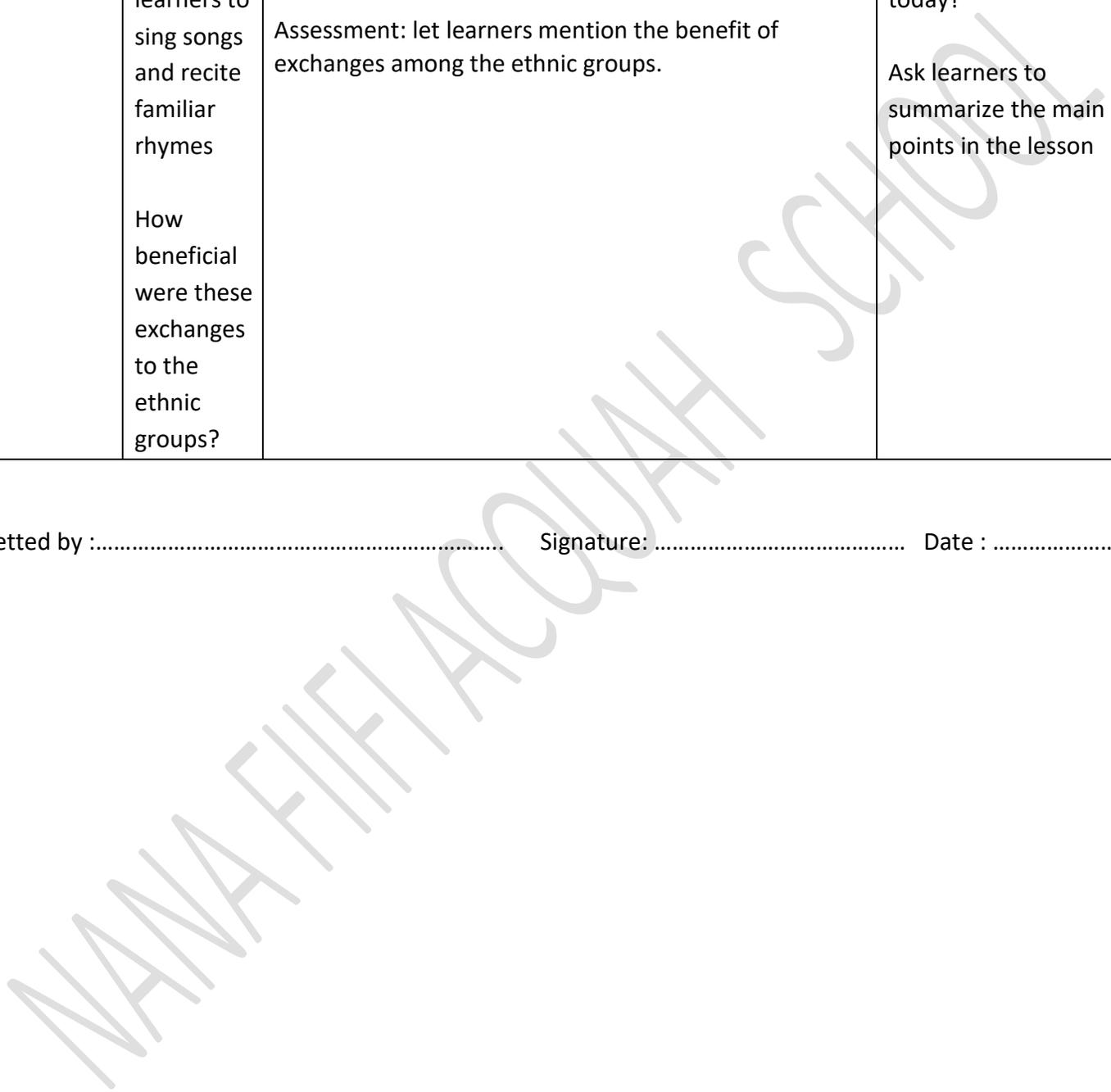
CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Inter-Group Relations	
Indicator (code)	B3 2.2.1.1		
Content standard (code)	B3 2.2.1.		
Performance Indicator	Learners can discuss the nature of exchanges among the ethnic groups.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How beneficial were these	Discuss the benefit of these exchanges Assessment: let learners mention the benefit of exchanges among the ethnic groups.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	exchanges to the ethnic groups?		
Thursday	Engage learners to sing songs and recite familiar rhymes How beneficial were these exchanges to the ethnic groups?	Discuss the benefit of these exchanges Assessment: let learners mention the benefit of exchanges among the ethnic groups.	What have we learnt today? Ask learners to summarize the main points in the lesson

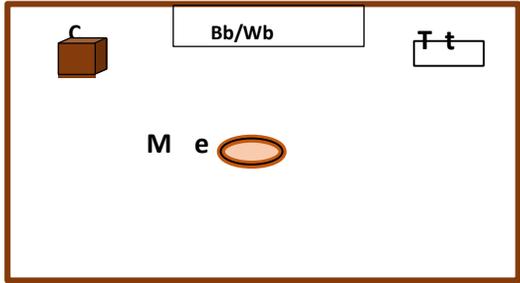
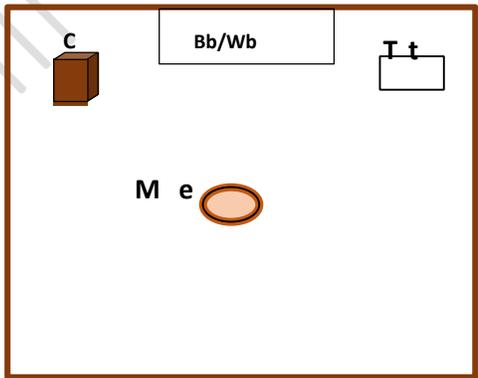
Vetted by : Signature: Date :



SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Map Making and Land Mark	
Indicator (code)	B3.2.3.1. 1.		
Content standard (code)	B3.2.3.1.		
Performance Indicator	Learners can sketch the shape of the classroom and indicate the position of the teacher's desk		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners sketch the shape of the classroom. Through questions and answers, guide learners to indicate where they sit in the classroom, on their sketches with a small round shape. Learners show on their sketches the location of the following: i) Chalk/White board (Bb/Wb) ii) Cupboard (C) iii) Teacher's table (Tt)	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Learners label their objects with abbreviations as in the list of objects.</p>  <p>Learners describe the shape of the cupboard</p> <p>Assessment: Let learners sketch the shape of the classroom and indicate where they sit</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners sketch the shape of the classroom. Through questions and answers, guide learners to indicate where they sit in the classroom, on their sketches with a small round shape.</p> <p>Learners show on their sketches the location of the following:</p> <ul style="list-style-type: none"> i) Chalk/White board (Bb/Wb) ii) Cupboard (C) iii) Teacher's table (Tt) <p>Learners label their objects with abbreviations as in the list of objects.</p>  <p>Learners describe the shape of the cupboard</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: Let learners sketch the shape of the classroom and indicate the position of the teacher's desk	
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B3.1.2.1.4		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can Strike (serve) a lightweight ball to a partner, using the underhand movement pattern		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	After warm ups as usual, put learners in pairs with a ball. Learners toss a ball and swing the arm from behind to strike the ball to a partner about 6m away. Learners strike the ball back to continue the rally. The process should continue when the ball drops. Supervise and give support to learners. End lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Purpose of God's Creation	
Indicator (code)	B3.1.3.1.1		
Content standard (code)	B3.1.3.1.		
Performance Indicator	Learners can explain the purpose of God's creation of humankind		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners tell creation stories from the three religious groups in Ghana Assessment: let learners narrate the creation stories from the three religious groups in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization)	
Indicator (code)	B3.5.1.1.1	B3.5.1.1.2	B3.5.1.1.3
Content standard (code)	B3.5.1.1.	B3.5.1.1.	B3.5.1.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should understand the use of capital letters to write proper nouns • Learners should comprehend the use of capital letters to write sentences • Learners should understand and use capital letters after sentences and full stops 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing any play song they know. • Create a game that helps to use capital letters to write proper nouns. • Through the game help learners to understand the use of capital letters to write proper nouns 	What have we learnt today?

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		Assessment: let learners use capital letters to write proper nouns	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing any play song they know. • Create a game that helps learners to use capital letters to write sentences. • Help learners to understand the use of capital letters to write correct sentences. <p>Assessment: let learners use of capital letters to write 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"> • Let a learner lead the class to sing a popular song they know. • Tell learners why we use capital letters after sentences and full stops. • Help learners to understand the use of capital letters after sentences and full stops using illustrations on the board. <p>Assessment: let learners use capital letters after sentences and full stops</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 9

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Guided Composition D. Using Qualifying Words – Adverbs E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.6.1.3	B3.2.6.1.1.	B3.4.8.1.1	B3.5.6.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.6.1.	B3.2.6.1.	B3.4.8.1.	B3.5.6.1.	B3.6.1.1.
Performance Indicator	A. Learners can talk about important places in their communities B. Learners can read level-appropriate sight words, understand and use them in meaningful complex sentences C. Learners can develop two coherent paragraphs on one idea or concept using leading questions D. Learners can identify qualifying words E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Show pictures of important places in their communities such as the community centre, the lorry station, the mission house, the market, the fire service station etc. • Let learners think-pair-share their views and opinions about the pictures. • Put learners into groups according to the number of pictures. • Have each group talk about the activities that go on in these places and their importance to the community and the nation. <p>Assessment: let learners talk about important places in their communities</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>Provide learners with texts containing level-appropriate sight words.</p> <ul style="list-style-type: none"> • Put them into groups to identify, read and use sight words in meaningful sentences. <p>Assessment: let learners read level-appropriate sight words, understand and use them in meaningful complex 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. WRITING</p> <ul style="list-style-type: none"> • Have learners brainstorm to choose a topic, e. g. My Home • Write the topic on the board. • Ask questions for learners to generate ideas on the topic • Discuss the questions with learners for them to answer appropriately 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>e.g. My home i. Where do you live? ii. How many of you live there? iii. What kind of buildings are there?</p> <p>Assessment: let learners develop two coherent paragraphs on one idea or concept using leading questions</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE B3.5.6.1.1. Identify qualifying words</p> <ul style="list-style-type: none"> • Provide sentences with simple adverbs for learners to identify. <p>e.g. i. He walked quickly to the church. ii. She danced beautifully.</p> <ul style="list-style-type: none"> • Elicit other adverbs and provide practice <p>Assessment: let learners identify qualifying words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author's chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.1.3.1		
Content standard (code)	B3.1.1.3.		
Performance Indicator	Learners can Describe situations using positive and negative values		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (centre) with their back facing. The learners then move in the opposite direction a straight line on the number line.	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>Have learners move on the opposite direction on the number line and name the numbers as shown:</p>  <p>Learners also build their own number line to include -10</p>  <p>A blank number line</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</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>Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (centre) with their back facing. The learners then move in the opposite direction a straight line on the number line. Have learners move on the opposite direction on the number line and name the numbers as shown:</p>  <p>Learners also build their own number line to include -10</p>  <p>A blank number line</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like:</p>	<p>Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (centre) with</p>	<p>Review the lesson with Learners</p>

	<p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>their back facing. The learners then move in the opposite direction a straight line on the number line. Have learners move on the opposite direction on the number line and name the numbers as shown:</p>  <p>Learners also build their own number line to include -10</p>  <p>A blank number line</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (centre) with their back facing. The learners then move in the opposite direction a straight line on the number line. Have learners move on the opposite direction on the number line and name the numbers as shown:</p>  <p>Learners also build their own number line to include -10</p>  <p>A blank number line</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (centre) with their back facing. The learners then move in the opposite direction a straight line on the number line. Have learners move on the opposite direction on the number line and name the numbers as shown:</p>  <p>Learners also build their own number line to include -10</p>  <p>A blank number line</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
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Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE SOLAR SYSTEM	
Indicator (code)	B3.3.2.1.1		
Content standard (code)	B3.3.2.1.		
Performance Indicator	Learners can know the sun, earth and moon as parts of the solar system		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	<ul style="list-style-type: none"> Show learners pictures, charts or drawings of parts of the solar system containing the sun, earth and moon. Engage learners in a recital of the poem "I see the moon, and the moon sees me". 	What have we learnt today?

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	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • Assist learners to identify the sun, moon and earth in the pictures. • Guide learners to mention the uses of the sun and moon <p>Assessment: let learners mention the uses of the sun and moon</p>	<p>Ask learners to summarize the important points of the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Assist learners to know that the earth moves around the sun, and the moon moves around the earth. • Engage learners in an activity to role play the movement of the earth around the sun, and the moon around the earth <p>Assessment: let learners sun, earth and moon as parts of the solar system</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B3 1.3.4.2	B3 2.3.5.1	
Content standard (code)	B3 1.3.4	B3 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> Learners can plan for a display of own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities. Learners can perform own artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Monday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ discuss and display own artworks to reflect other African communities; ☑ plan the arrangement of own artworks in order to share, educate and inform the public on the natural and manmade environments in other parts of Africa. <p>Assessment: let learners write a plan for a display of their own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ watch a video or live performance of music, dance and drama of other parts of Africa; ☑ perform some of the music, dance and drama displayed during a festival of other African communities; ☑ perform own music, dance and drama compositions to share ideas, educate and inform the public on own knowledge and understanding of the history and culture of other African communities <p>Assessment: let learners perform own artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Inter-Group Relations	
Indicator (code)	B3.2.2.1.2		
Content standard (code)	B3.2.2.1.		
Performance Indicator	Learners can name some of the items exchanged among the various groups		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	History curriculum Page		
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What items were exchanged	1. Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, shea butter, pottery and cloth and iron utensils. 2. Match items with the areas/sources where the items were obtained. e.g. shea butter - savannah belt. Assessment: let learners match items with the areas/sources where the items were obtained	What have we learnt today? Ask learners to summarize the main points in the lesson

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	among the various ethnic groups?		
Thursday	Engage learners to sing songs and recite familiar rhymes Why were these items exchanged ?	<p>1. Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, shea butter, pottery and cloth and iron utensils.</p> <p>2. Match items with the areas/sources where the items were obtained. e.g. shea butter - savannah belt.</p> <p>Assessment: let learners match items with the areas/sources where the items were obtained</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B3.2.4.1. 1.		
Content standard (code)	B3.2.4.1.		
Performance Indicator	Learners can recognise the need to be proud of their communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the need to be proud of their communities e.g. that is where they live, peace Assessment: Let learners explain the need to be proud of their communities	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Through role play/dramatisation/fieldtrip guide learners to talk about how they will protect their environment and the facilities in their community. e.g. do not litter the environment, do not engage in open	What have we learnt today?

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	familiar rhymes	defecation, report people who destroy public utilities, switch off light in public place if not in use, shut open tap if not in use, etc., Assessment: Let learners explain how they will protect their environment and the facilities in their community	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B3.1.2.1.5:		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can strike a gently tossed ball with a bat, using a side orientation (movement).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Learners go through warm ups. Learners put in pairs with bats and tennis/table tennis balls. Learners stand with the shoulder facing the partner. Guide them to bounce ball and gently and strike sideways to the partner using inward and outward orientation. Support them to practice but at their pace. End lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

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	ce and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Purpose of God's Creation	
Indicator (code)	B3.1.3.1.1		
Content standard (code)	B3.1.3.1.		
Performance Indicator	Learners can explain the purpose of God's creation of humankind		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Explain why God created human beings: to take care of other creatures to worship and serve Him, etc. Assessment: let learners explain the purpose of God's creation of humankind	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Punctuation)	
Indicator (code)	B3.5.2.1.1	B3.5.2.1.2	
Content standard (code)	B3.5.2.1.	B3.5.2.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners should understand and use full stops and commas • Learners should understand the use of full stops at the end of sentences. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let a learner lead the class to sing a popular song they know. • Create a game on the Show an understanding of the use of full stops and commas. • Play the game with learners. • Help learners to understand the use of full stops and commas. 	What have we learnt today? Review the lesson with learners

		Assessment: let learners use full stops and commas	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let the class sing a popular traditional occupational song they know. • Create a game on the use of full stops. • Play the game with learners and let learners play the game in groups. • Help learners to show an understanding of the use of full stops at the end of sentences. <p>Assessment: let learners use of full stops at the end of 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"> • Let the class sing a popular traditional occupational song they know. • Create a game on the use of full stops. • Play the game with learners and let learners play the game in groups. • Help learners to show an understanding of the use of full stops at the end of sentences. <p>Assessment: let learners use of full stops at the end of sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 10

NANA FIIFI ACQUAH SCHOOL

SUBJECT:

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Guided Composition D. Using Qualifying Words – Adverbs E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.6.1.3	B3.2.6.1.2	B3.4.8.1.1	B3.5.6.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.6.1.	B3.2.6.1.	B3.4.8.1.	B3.5.6.1.	B3.6.1.1.
Performance Indicator	A. Learners can talk about important places in their communities B. Learners can use knowledge of prefixes and suffixes to interpret unfamiliar words C. Learners can develop two coherent paragraphs on one idea or concept using leading questions D. Learners can identify qualifying words E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Show pictures of important places in their communities such as the community centre, the lorry station, the mission house, the market, the fire service station etc. • Let learners think-pair-share their views and opinions about the pictures. • Put learners into groups according to the number of pictures. • Have each group talk about the activities that go on in these places and their importance to the community and the nation. <p>Assessment: let learners talk about important places in their communities</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>Use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>Assessment: let learners use knowledge of prefixes and suffixes to interpret unfamiliar words</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. WRITING</p> <ul style="list-style-type: none"> • Have learners brainstorm to choose a topic, e. g. My Home • Write the topic on the board. • Ask questions for learners to generate ideas on the topic • Discuss the questions with learners for them to answer appropriately <p>e.g. My home</p> <p>i. Where do you live?</p> <p>ii. How many of you live there?</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

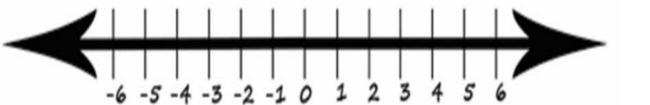
		<p>iii. What kind of buildings are there?</p> <p>Assessment: let learners develop two coherent paragraphs on one idea or concept using leading questions</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>B3.5.6.1.1. Identify qualifying words</p> <ul style="list-style-type: none"> • Provide sentences with simple adverbs for learners to identify. <p>e.g.</p> <p>i. He walked quickly to the church.</p> <p>ii. She danced beautifully.</p> <ul style="list-style-type: none"> • Elicit other adverbs and provide practice <p>Assessment: let learners identify qualifying words in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B4.1.1.3.2		
Content standard (code)	B4.1.1.3.		
Performance Indicator	Learners can Count forwards and backwards with positive and negative whole numbers through zero.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	 <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it s</p>	<p>Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.  Assessment: have learners to practice with more examples	Review the lesson with Learners
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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE SOLAR SYSTEM	
Indicator (code)	B3.3.2.1.1		
Content standard (code)	B3.3.2.1.		
Performance Indicator	Learners can know the sun, earth and moon as parts of the solar system		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Assist learners to know that the earth moves around the sun, and the moon moves around the earth. Engage learners in an activity to role play the movement of the earth around the sun, and the moon around the earth Assessment: let learners sun, earth and moon as parts of the solar system	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	<ul style="list-style-type: none">• Learners in groups make a model of the solar system showing only the sun, earth and moon Assessment: let learners make a model of the solar system showing only the sun, earth and moon	What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B3 1.3.5.1		
Content standard (code)	B3 1.3.5.		
Performance Indicator	<ul style="list-style-type: none"> Learners can display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities Learners can based on the agreed guidelines, generate feedback or reports on how own and others' displayed performing artworks could be modified or enhanced for future presentations 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture of other African people	What have we learnt today?

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	familiar rhymes	Assessment: let learners display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> display (real/photographs/video) selected own and others' displayed ☑ performing artworks ☑ talk about the works dispassionately using agreed guidelines; ☑ use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☑ talk about appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately; ☑ use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition and performance; ☑ record/document the activity and share using a social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc <p>Assessment: let learners write reports on how own and others' displayed performing artworks could be modified or enhanced for future presentations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Inter-Group Relations	
Indicator (code)	B3.2.2.1.2		
Content standard (code)	B3.2.2.1.		
Performance Indicator	Learners can name some of the items exchanged among the various groups		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How and why did cowrie	<i>Discuss the transformation from barter system to the use of cowry shells as a medium of exchange</i> Explain the medium of exchange. Trace the origin of the name 'cedi'. Assessment: let learners narrate the origin of the name 'cedi'.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	shells (cedie) become the most common medium of exchange?		
Thursday	Engage learners to sing songs and recite familiar rhymes How and why did cowrie shells (cedie) become the most common medium of exchange?	Explain the medium of exchange. Trace the origin of the name 'cedi'. Assessment: let learners narrate the origin of the name 'cedi'.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

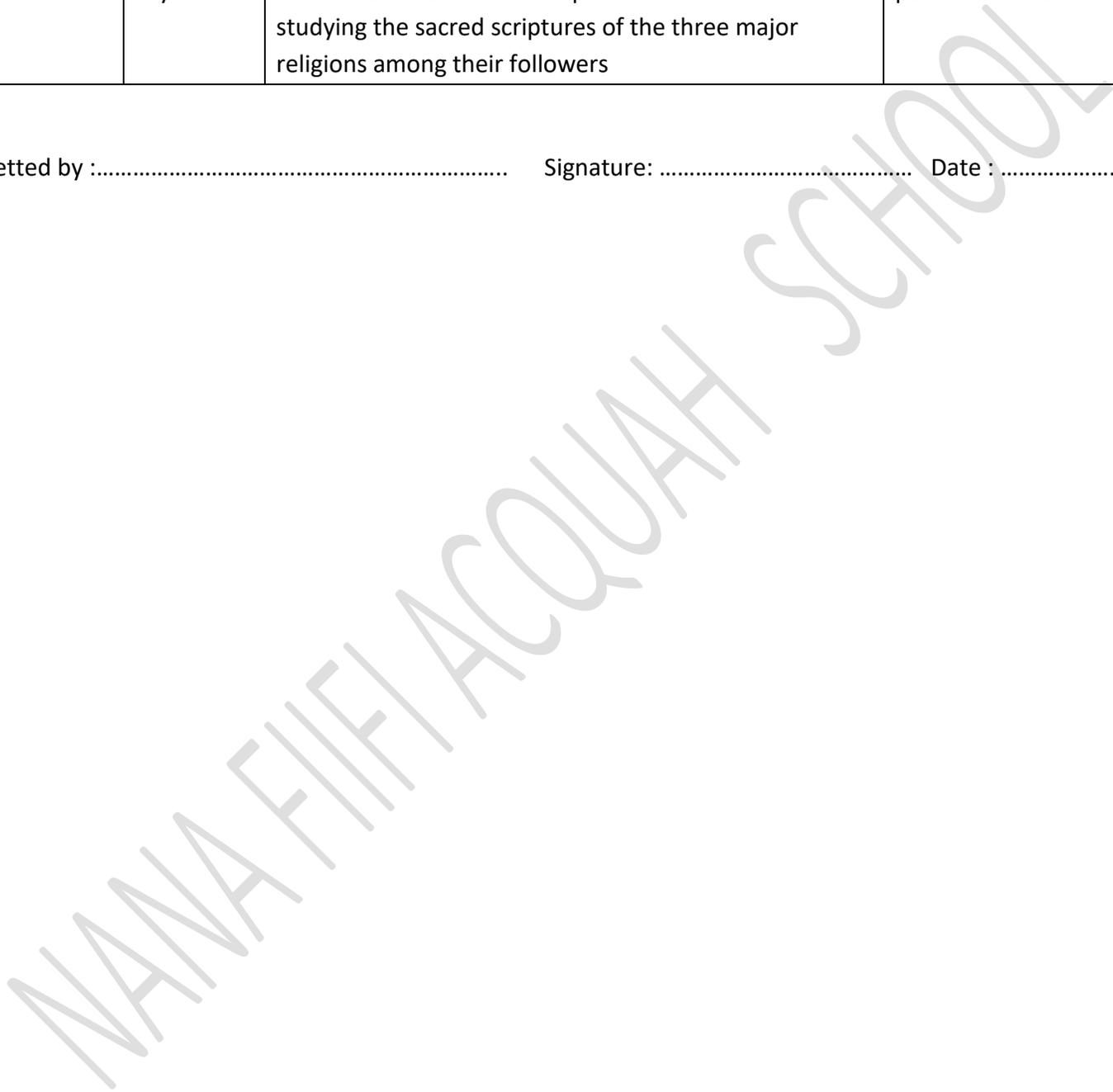
CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention and talk about why they study the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam) Assessment: Let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners mention and talk about why they study the sacred scriptures: Sacred Myths, parables and taboos (Traditional Religion), etc.</p> <p>Assessment: Let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :



SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B3.1.2.1.6		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can Perform the two-handed throw pattern (as throwing in football).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners start by going through warm ups. Learners with balls stand fee apart and shoulders straight. Learners hold the ball with two hands and move their hands with balls above their head. Learners slightly flex their knees and swing their hands to throw ball over the head as in soccer. Learners practice two-hand chest throw and side throw as in basketball and netball, etc. cool down to end the lesson.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Purpose of God’s Creation	
Indicator (code)	B3.1.3.1.2:		
Content standard (code)	B3.1.3.1.		
Performance Indicator	Learners can give reasons for protecting God’s creation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to think-pair-share on why we should protect God’s creation: - to preserve creation for generations, - it is a command from God, - our survival depends on other creation: food, medicine, shelter, air, etc. and - it is a service to God and humankind	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners give reasons for protecting God's creation	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words) CONTENT	
Indicator (code)	B3.5.2.1.3.	B3.5.3.1.1	
Content standard (code)	B3.5.2.1.	B3.5.3.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should recognise and use punctuation marks in sentences. Learners should recognise present continuous action words in sentences 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let the class sing a popular traditional occupational song they know. Create a game on the use of punctuation marks. Play the game with learners and let learners play the game in groups. 	What have we learnt today?

		<ul style="list-style-type: none"> • Help learners to recognise and use punctuation marks in sentences <p>Assessment: let learners use punctuation marks in sentences.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write sentences in continuous action on cardboards. • Discuss it with learners. • Help learners to recognise present continuous action words in sentences. E.g. going, coming, eating and drinking. <p>Assessment: let learners present continuous action words 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"> • Write sentences in continuous action on cardboards. • Discuss it with learners. • Help learners to recognise present continuous action words in sentences. E.g. going, coming, eating and drinking. <p>Assessment: let learners present continuous action words in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 11

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Writing as a Process D. Using Qualifying Words – Adverbs E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.7.1.1.	B3.2.7.1.1	B3.4.9.1.1.	B3.5.6.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.7.1.	B3.2.7.1.	B3.4.9.1.	B3.5.6.1.	B3.6.1.1.
Performance Indicator	A. Learners can listen to and interact actively within information texts B. Learners can use self-correction strategies to make meaning when reading texts C. Learners can select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing D. Learners can identify qualifying words E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners ask questions about what they want to know (W). • While you read the text, pause often to give the children the chance to share what they have learned • Let learners answer the questions they asked before reading. • After the reading, have learners share what they have learned. <p>Assessment: let learners answer the questions within information texts</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> <ul style="list-style-type: none"> • Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures). • Model reading the text aloud and have learners echo-read the text (if necessary). • Read out words and sentences for learners to identify in the text. • Let learners read aloud in groups and pairs and answer question <p>Assessment: let learners read aloud in pairs and answer questions</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. WRITING</p> <p>Take learners through the writing process: Pre-writing stage</p> <ul style="list-style-type: none"> • Consider composition writing as a process. That is, it should be done in stages. • Take learners through stages such as preparation, writing, editing and publishing. 	<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"> • Assist learners to prepare for writing by discussing the topic to write on, e.g. My School. • In groups, let learners discuss their ideas. • Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic <p>Assessment: let learners select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>B3.5.6.1.1. Identify qualifying words</p> <ul style="list-style-type: none"> • Provide sentences with simple adverbs for learners to identify. <p>e.g.</p> <ol style="list-style-type: none"> He walked quickly to the church. She danced beautifully. <ul style="list-style-type: none"> • Elicit other adverbs and provide practice <p>Assessment: let learners identify qualifying words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.2.1.1		
Content standard (code)	B3.1.2.1.1		
Performance Indicator	Learners can Use standard strategy or procedure to do addition or subtraction within 1000		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Explain the purpose of a symbol like a square or an underline in a given addition or subtraction	Review the lesson with Learners

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	I'm counting one, what is one	<p>mathematics sentences with one unknown (e.g.: $227 + \square = 609$)</p> <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Explain the purpose of a symbol like a square or an underline in a given addition or subtraction mathematics sentences with one unknown (e.g.: $227 + \square = 609$)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Create an addition or subtraction question with an unknown for a classmate to solve, and using either \square or $\underline{\quad}$ to represent the unknown</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Create an addition or subtraction question with an unknown for a classmate to solve, and using either \square or $\underline{\quad}$ to represent the unknown</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Create an addition or subtraction question with an unknown for a classmate to solve, and using either \square or $\underline{\quad}$ to represent the unknown</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : ECOSYSTEM	
Indicator (code)	B3.3.3.1.1		
Content standard (code)	B3.3.3.1.		
Performance Indicator	Learners can identify organisms in a habitat and describe why they live in a particular place		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show pictures, videos and drawings of organisms in their various homes (habitats). • Take learners on a field trip (or a tour of the school environment) to study about some ecosystems, e. g. <ol style="list-style-type: none"> (1) Birds and insects on a tree (2) Frogs and fish in a pond/stream (3) Grasshoppers, insects on a grass field (4) Different plant on a farm. <p>Assessment: let learners identify organisms in a habitat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Assist learners to identify some observable features that enable organisms to live successfully in their habitat e.g. tilapia has fins to help it swim in a pond. Birds have wings to help them. • Guide learners to discuss the following: <ol style="list-style-type: none"> (1) is a frog a fish? (2) Why can't a fish live on land? • Learners plan, design and draw posters showing organisms in their natural homes. <p>Assessment: let learners identify organisms in a habitat and describe why they live in a particular place</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
<p>Monday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Show pictures, videos and drawings of organisms in their various homes (habitats). • Take learners on a field trip (or a tour of the school environment) to study about some ecosystems, e. g. <ol style="list-style-type: none"> (1) Birds and insects on a tree (2) Frogs and fish in a pond/stream (3) Grasshoppers, insects on a grass field (4) Different plant on a farm. <p>Assessment: let learners identify organisms in a habitat</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Assist learners to identify some observable features that enable organisms to live successfully in their habitat e.g. tilapia has fins to help it swim in a pond. Birds have wings to help them. • Guide learners to discuss the following: <ol style="list-style-type: none"> (1) is a frog a fish? (2) Why can't a fish live on land? • Learners plan, design and draw posters showing organisms in their natural homes. <p>Assessment: let learners identify organisms in a habitat and describe why they live in a particular place</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
<p>Monday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Show pictures, videos and drawings of organisms in their various homes (habitats). • Take learners on a field trip (or a tour of the school environment) to study about some ecosystems, e. g. <ol style="list-style-type: none"> (1) Birds and insects on a tree (2) Frogs and fish in a pond/stream 	<p>What have we learnt today? Ask learners to summarize the</p>

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		(3) Grasshoppers, insects on a grass field (4) Different plant on a farm. Assessment: let learners identify organisms in a habitat	important points of the lesson
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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Appreciating and Appraising	
Indicator (code)	B3 1.4.6.2	B3 2.4.6.2	
Content standard (code)	B3 1.4.6.	B3 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> Learners can agree on guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities Learners can use the agreed guidelines to examine and derive meaning from own and others' performances as representations of artworks produced or found in other African communities 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express the meaning of each displayed artwork.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express and report the meaning of each displayed artwork <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☑ discuss and accept guide for appreciating and appraising own and/or others; compositions and performances based on the guide guidelines suggested above; ☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☑ agree on what to use the appraisal report for and how to share it ; ☑ 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>Assessment: let learners write agreed guidelines to examine and derive meaning from own and others' performances as representations of artworks produced or found in other African communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Inter-Group Relations	
Indicator (code)	B3.2.2.1.2		
Content standard (code)	B3.2.2.1.		
Performance Indicator	Learners can name some of the items exchanged among the various groups		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How and why did cowrie	Explain the medium of exchange. Trace the origin of the name 'cedi'. Assessment: let learners narrate the origin of the name 'cedi'.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	shells (cedie) become the most common medium of exchange?		
Thursday	Engage learners to sing songs and recite familiar rhymes How and why did cowrie shells (cedie) become the most common medium of exchange?	Explain the medium of exchange. Trace the origin of the name 'cedi'. Assessment: let learners narrate the origin of the name 'cedi'.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recite simple texts from the scriptures: Al-fatihah (Islam), Psalm 23 (Christianity) Assessment: Let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners recite simple texts from the scriptures: Sacred Myths, folktales, parables, etc. (Traditional Religion).	What have we learnt today?

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	familiar rhymes	Assessment: Let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MANIPULATIVE SKILLS		Sub-strand : Aerobic capacity	
Indicator (code)	B3.1.2.1.7:		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can Throw and catch a ball with a partner while both partners are moving using underhand, overhand and sidearm throw patterns.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learners go through general and specific warm ups. Group learners in pairs with a ball. Learners stand about 6m apart facing the direction of movement. Guide them to perform throwing and catching as they move from one point to the other. Supervise them and give the feedback to improve their performance. They play handball, netball or a basketball game. End the lesson with cool down activities	What have we learnt today? Use answers to summarise the lesson.

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	prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Purpose of God’s Creation	
Indicator (code)	B3.1.3.1.2		
Content standard (code)	B3.1.3.1.		
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to think-pair-share on why we should protect God’s creation: - to preserve creation for generations, - it is a command from God, - our survival depends on other creation: food, medicine, shelter, air, etc. and - it is a service to God and humankind Assessment: let learners give reasons for protecting God’s creation	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading	
Indicator (code)	B3.6.1.1.1		
Content standard (code)	B3.6.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should read short stories aloud correctly 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners explore a popular rhyme they know. Read a short story aloud and correctly to learners. Discuss the short story with learners. Call them out one by one to read short stories aloud correctly. Ask them questions based on the story read. 	What have we learnt today?

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		Assessment: let learners read short stories aloud correctly	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners explore a popular rhyme they know. • Read a short story aloud and correctly to learners. • Discuss the short story with learners. • Call them out one by one to read short stories aloud correctly. • Ask them questions based on the story read. <p>Assessment: let learners read short stories aloud correctly</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"> • Let learners explore a popular rhyme they know. • Read a short story aloud and correctly to learners. • Discuss the short story with learners. • Call them out one by one to read short stories aloud correctly. • Ask them questions based on the story read. <p>Assessment: let learners read short stories aloud correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM ONE
BASIC THREE
WEEK 12

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Writing as a Process D. Using Qualifying Words – Adverbs E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.7.1.1	B3.2.7.1.1	B3.4.9.1.1	B3.5.6.1.1	B3.6.1.1.1
Content standard (code)	B3.1.7.1.	B3.2.7.1.	B3.4.9.1.	B3.5.6.1.	B3.6.1.1.
Performance Indicator	A. Learners can listen to and interact actively within information texts B. Learners can use self-correction strategies to make meaning when reading texts C. Learners can select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing D. Learners can identify qualifying words E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners ask questions about what they want to know (W). • While you read the text, pause often to give the children the chance to share what they have learned • Let learners answer the questions they asked before reading. • After the reading, have learners share what they have learned. <p>Assessment: let learners answer the questions within information texts</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> <ul style="list-style-type: none"> • Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures). • Model reading the text aloud and have learners echo-read the text (if necessary). • Read out words and sentences for learners to identify in the text. • Let learners read aloud in groups and pairs and answer question <p>Assessment: let learners read aloud in pairs and answer questions</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	<p>C. WRITING</p> <p>Take learners through the writing process: Pre-writing stage</p>	<p>What have we learnt today?</p>

	familiar rhymes	<ul style="list-style-type: none"> • Consider composition writing as a process. That is, it should be done in stages. • Take learners through stages such as preparation, writing, editing and publishing. • Assist learners to prepare for writing by discussing the topic to write on, e.g. My School. • In groups, let learners discuss their ideas. • Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic <p>Assessment: let learners select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>B3.5.6.1.1. Identify qualifying words</p> <ul style="list-style-type: none"> • Provide sentences with simple adverbs for learners to identify. <p>e.g.</p> <ol style="list-style-type: none"> He walked quickly to the church. She danced beautifully. <ul style="list-style-type: none"> • Elicit other adverbs and provide practice <p>Assessment: let learners identify qualifying words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Using the Author’s chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B3.1.2.1.1		
Content standard (code)	B3.1.2.1.		
Performance Indicator	Learners can use standard strategy or procedure to do addition or subtraction within 1000		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Solve an addition or subtraction question with one unknown, using a variety of strategies and explaining the strategy used.	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Solve an addition or subtraction question with one unknown, using a variety of strategies and explaining the strategy used. Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Use the methods of decomposition to find the sums and difference of numbers within 1000 Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one.	Use the methods of decomposition to find the sums and difference of numbers within 1000 Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one.	Use the methods of decomposition to find the sums and difference of numbers within 1000 Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

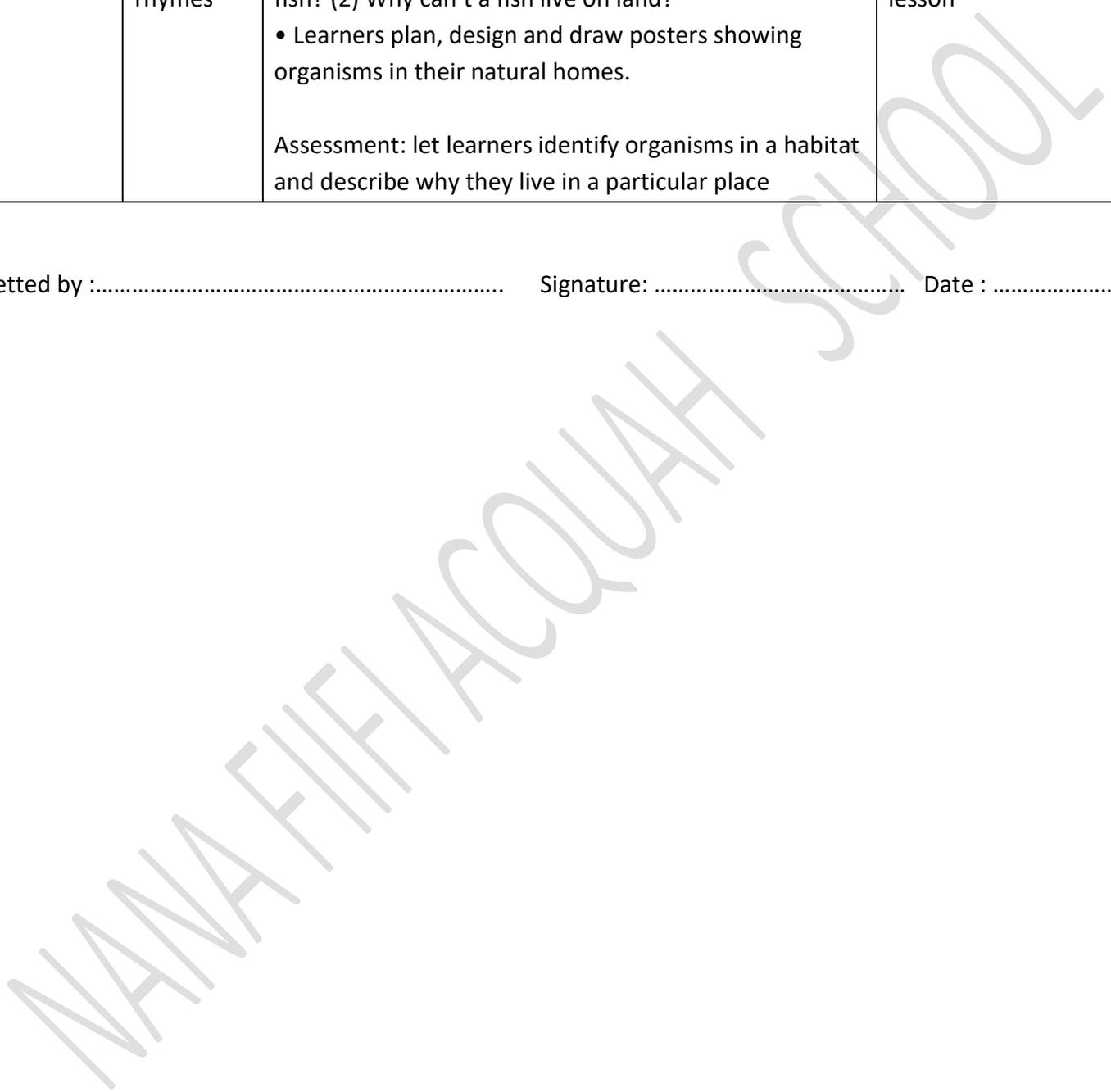
CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : ECOSYSTEM	
Indicator (code)	B3.3.3.1.1		
Content standard (code)	B3.3.3.1.		
Performance Indicator	Learners can identify organisms in a habitat and describe why they live in a particular place		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show pictures, videos and drawings of organisms in their various homes (habitats). Take learners on a field trip (or a tour of the school environment) to study about some ecosystems, e. g. (1) Birds and insects on a tree (2) Frogs and fish in a pond/stream (3) Grasshoppers, insects on a grass field (4) Different plant on a farm. <p>Assessment: let learners identify organisms in a habitat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Assist learners to identify some observable features that enable organisms to live successfully in their habitat e.g. tilapia has fins to help it swim in a pond. Birds have wings to help them. • Guide learners to discuss the following: (1) is a frog a fish? (2) Why can't a fish live on land? • Learners plan, design and draw posters showing organisms in their natural homes. <p>Assessment: let learners identify organisms in a habitat and describe why they live in a particular place</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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Vetted by : Signature: Date :



SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS, PERFORMING ARTS		Sub-strand : Appreciating and Appraising	
Indicator (code)	B3 1.4.6.2	B3 2.4.6.2	
Content standard (code)	B3 1.4.6.	B3 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> Learners can agree on guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities Learners can use the agreed guidelines to examine and derive meaning from own and others' performances as representations of artworks produced or found in other African communities 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express the meaning of each displayed artwork.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities</p>	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express and report the meaning of each displayed artwork <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☑ discuss and accept guide for appreciating and appraising own and/or others; compositions and performances based on the guide guidelines suggested above; ☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☑ agree on what to use the appraisal report for and how to share it ; ☑ 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>Assessment: let learners write agreed guidelines to examine and derive meaning from own and others' performances as representations of artworks produced or found in other African communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Inter-Group Relations	
Indicator (code)	B3.2.2.1.2		
Content standard (code)	B3.2.2.1.		
Performance Indicator	Learners can Name some of the items exchanged among the various groups		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How and why did cowrie	Explain the medium of exchange. Trace the origin of the name 'cedi'. Assessment: let learners narrate the origin of the name 'cedi'.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>shells (cedie) become the most common medium of exchange?</p>		
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>How and why did cowrie shells (cedie) become the most common medium of exchange?</p>	<p>Explain the medium of exchange. Trace the origin of the name 'cedi'.</p> <p>Assessment: let learners narrate the origin of the name 'cedi'.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Let learners recite texts from the scriptures Assessment: Let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners to talk about the moral lessons from the scriptures.	What have we learnt today?

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	familiar rhymes	Assessment: Let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B3.1.2.1.8:	B3.1.2.1.9	
Content standard (code)	B3.1.2.1.	B3.1.2.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can Catch a flying ball away from the body • Learners can Kick a stationary ball from the ground into the air to a stationary partner and a moving partner using the inside of the f 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners to stand straight, shoulders straight, with the foot opposite the throwing hand slightly forward. Learners stretch their arms and hands fully sideways. With fingers open catch the ball away from their body. They can step sideways to get them closer to the ball for easy catching. Give them corrective feedback as they practice at their pace.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries	learners place balls in front about 2m away. Learners demonstrate how to kick by stepping forward to kick the stationary ball into the air to a partner at 10m apart using the inside of the foot. Learners practice at their pace and give feedback. Organise a mini football game for learners. End lesson with cool down activities.	
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Vetted by : Signature: Date :

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Purpose of God's Creation	
Indicator (code)	B3.1.3.1.2		
Content standard (code)	B3.1.3.1.		
Performance Indicator	Learners can give reasons for protecting God's creation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to think-pair-share on why we should protect God's creation: - to preserve creation for generations, - it is a command from God, - our survival depends on other creation: food, medicine, shelter, air, etc. and - it is a service to God and humankind Assessment: let learners give reasons for protecting God's creation	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud with Children	
Indicator (code)	B3.6.2.1.1		
Content standard (code)	B3.6.2.1.		
Performance Indicator	Learners should read Aloud with Children		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Sing a popular song with learners. • Read a short story aloud and correctly to learners. • Discuss the story with learners and read the story again. • Call them out one by one to read short stories aloud correctly. • Call learners to read a sentence each from the story. Assessment: let learners read Aloud with Children	What have we learnt today? Review the lesson with learners

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Sing a popular song with learners. • Read a short story aloud and correctly to learners. • Discuss the story with learners and read the story again. • Call them out one by one to read short stories aloud correctly. • Call learners to read a sentence each from the story. <p>Assessment: let learners read Aloud with Children</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"> • Sing a popular song with learners. • Read a short story aloud and correctly to learners. • Discuss the story with learners and read the story again. • Call them out one by one to read short stories aloud correctly. • Call learners to read a sentence each from the story. <p>Assessment: let learners read Aloud with Children</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

