

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

WHATSAPP 0245350591

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

NANA FIIFI 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
	Story Telling	Conversation	Conversation
4	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	
12	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	

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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

B3 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Geometry and Measurement	2D & 3D Shapes	B3.3.1.1. B3.3.1.1.	B3.3.1.1.1 B3.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Geometry and Measurement	2D & 3D Shapes	B3.3.1.1. B3.3.1.1.	B3.3.1.1.3 B3.3.1.1.4	
3	Geometry and Measurement	2D & 3D Shapes	B3.3.1.1. B3.3.1.1.	B3.3.1.1.1 B3.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Geometry and Measurement	Position/ Transformation	B3.3.2.1. B3.3.3.1.	B3.3.2.1.1 B3.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Geometry and Measurement	Position/ Transformation	B3.3.3.1. B3.3.3.1.	B3.3.3.1.2 B3.3.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Geometry and Measurement	Measurement – Length, Mass, Time	B3.3.3.2. B3.3.3.2.	B3.3.3.2.1 B3.3.3.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Geometry and Measurement	Measurement – Length, Mass, Time	B3.3.3.3. B3.3.3.3.	B3.3.3.3.1 B3.3.3.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Geometry and Measurement	Measurement – Length, Mass, Time	B3.3.3.3. B3.3.3.3.	B3.3.3.3.2 B3.3.3.3.3	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Data	Data Collection, Organisation, Presentation, Interpretation and Analysis	B3.4.1.1.	B3.4.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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10	Data	Data Collection, Organisation, Presentation, Interpretation and Analysis	B3.4.1.2.	B3.4.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Data	Data Collection, Organisation, Presentation, Interpretation and Analysis	B3.4.1.2.	B3.4.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Data	Data Collection, Organisation, Presentation, Interpretation and Analysis	B3.4.1.2.	B3.4.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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TERMLY SCHEME OF LEARNING**B3 Term 3 HISTORY OF GHANA**

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
5	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
6	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
7	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
8	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
9	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary

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					Posters, documentary
10	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
11	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
12	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary

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TERMLY SCHEME OF LEARNING

B3 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	MATERIALS	B3.1.2.3.	B3.1.2.3.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	MATERIALS	B3.1.2.3	B3.1.2.3.1	
3	CYCLES	EARTH SCIENCE	B3.2.1.4	B3.2.1.4.2	Plants and animals in the environment, plastics, stones, pictures videos paper
4	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B3.4.1.2.	B3.4.1.2.2	
5	FORCES AND ENERGY	FORCES AND MOVEMENT	B3.4.3.2..	B3.4.3.2.1.	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B3.5.2.1.	B3.5.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	HUMANS AND THE ENVIRONMENT	DISEASES	B3.5.2.1.	B3.5.2.1.2	
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B3.5.3.2.	B3.5.3.2.1	
9	HUMANS AND THE ENVIRONMENT	Climate Change	B3.5.4.1.	B3.5.4.1.1	
10	HUMANS AND THE ENVIRONMENT	Climate Change	B3.5.4.1	B3.5.4.1.1	
11	HUMANS AND THE ENVIRONMENT	Climate Change	B3.5.4.1.	B3.5.4.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
12	HUMANS AND THE ENVIRONMENT	Climate Change	B3.5.4.1.	B3.5.4.1.1	

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TERMLY SCHEME OF LEARNING

B3 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B3.2.2.1.	B3.2.2.1.3	Word cards sentence cards, class library
	Writing	Writing Simple Words and Sentences	B3.4.5.1..	B3.4.5.1.4.	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
2	Oral Language	Story Telling	B3.1.4.1.	B3.1.4.1.3	Word cards sentence cards, class library
	Reading	Phonics	B3.2.2.1.	B3.2.2.1.3	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.4.	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
3	Oral Language	Conversation	B3.1.6.2..	B3.1.6.2.3.	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1..	B3.2.6.1.4.	
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.2	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
4	Oral Language	Conversation	B3.1.6.2.	B3.1.6.2.4	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1..	B3.2.6.1.4.	
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.2	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
5	Oral Language	Listening Comprehension	B3.1.7.1..	B3.1.7.1.3.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.2.	
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.3	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.3	

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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	Listening Comprehension	B3.1.7.1.	B3.1.7.1.3.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.3	
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.3	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
7	Oral Language	Asking and Answering Questions	B3.1.8.1..	B3.1.8.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.4	
	Writing	Narrative Writing	B3.4.10.1..	B3.4.10.1.2.	
	Using Writing Conventions	Using Simple and Compound Sentences	B3.5.9.1..	B3.5.9.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
8	Oral Language	Asking and Answering Questions	B3.1.8.1..	B3.1.8.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.4	
	Writing	Narrative Writing	B3.4.10.1..	B3.4.10.1.2.	
	Using Writing Conventions	Using Simple and Compound Sentences	B3.5.9.1..	B3.5.9.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
9	Oral Language	Giving and Responding to Commands	B3.1.9.1..	B3.1.9.1.2.	Word cards sentence cards, class library
	Reading	Fluency	B3.2.9.1..	B3.2.9.1.2.	
	Writing	Informative/ Academic Writing	B3.4.14.1.	B3.4.14.1.1.	
	Using Writing Conventions	Using Simple and Compound Sentences	B3.5.9.1..	B3.5.9.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
10	Oral Language	Giving and Responding to Commands	B3.1.9.1..	B3.1.9.1.2.	Word cards sentence cards, class library
	Reading	Fluency	B3.2.9.1..	B3.2.9.1.2.	
	Writing	Informative/ Academic Writing	B3.4.14..	B3.4.14.1.1.	
	Using Writing Conventions	Spelling	B3.5.10..	B3.5.10.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1	B3.6.1.1.1	
11	Oral Language	Presentation	B3.1.10.1.	B3.1.10.1.2	Word cards
	Reading	Fluency	B3.2.9.1.	B3.2.9.1.3.	

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	Writing	Informative/ Academic Writing	B3.4.14.1.	B3.4.14.1.2.	sentence cards, class library
	Using Writing Conventions	Spelling	B3.5.10.1.	B3.5.10.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
12	Oral Language	Presentation	B3.1.10.1.	B3.1.10.1.2	Word cards sentence cards, class library
	Reading	Fluency	B3.2.9.1.	B3.2.9.1.3.	
	Writing	Informative/ Academic Writing	B3.4.14.1..	B3.4.14.1.2.	
	Using Writing Conventions	Spelling	B3.5.10.1.	B3.5.10.1.1	
	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 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	FLEXIBILITY	B3.3.4.3.	B3.3.4.3.1	Balls, Videos and Picture,
2	PHYSICAL FITNESS	BODY COMPOSITION	B3.3.5.3.	B3.3.5.3.1	Drums, Speakers
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B3.4.1.4.	B3.4.1.4.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B3.4.1.4.	B3.4.1.4.2	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	HEALTHY DIET	B3.4.2.4.	B3.4.2.4.1	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B3.4.3.4.	B3.4.3.4.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B3.4.3.4.	B3.4.3.4.2	Balls, Videos and Picture,
8	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SUBSTANCES / DRUGS	B3.4.4.4	B3.4.4.4 1	Drums, Speakers
9	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF-RESPONSIBILITY	B3.5.1.5.	B3.5.1.5.1	Balls, Videos and Picture, Drums, Speakers
10	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SOCIAL INTERACTION	B3.5.2.5.	B3.5.2.5.1	Balls, Videos and Picture, Drums, Speakers
11	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	GROUP DYNAMICS	B3.5.3.5.	B3.5.3.5.1	Videos and Picture, Drums
12	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	CRITICAL THINKING	B3.5.4.5.	B3.5.4.5.1	Videos and Picture, Drums

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TERMLY SCHEME OF LEARNING

B3 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B3 1.1.1.	B3 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B3 2.1.1.	B3 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B3 1.2.2.	B3 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B3.2.2.2.	B3.2.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B3 1.2.3.	B3 1.2.3.3	-do-
6	Performing arts	Planning, Making and Composing	B3 2.2.3.	B3 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B3 1.3.4.	B3 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B3 2.3.4.	B3 2.3.4.3	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B3 1.1.1. B3 2.1.1.	B3 1.1.1.4 B3 2.1.1.4	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B3 1.2.2. B3 2.2.2.	B3 1.2.2.4 B3 2.2.2.4	-do-
11	Visual and Performing Arts	Display and Sharing School-Based Project	B3 1.3.5. B3 2.3.5.	B3 1.3.5.3 B3 2.3.5.3	-do-

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		(Visual and Performing Arts)			
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B3 1.3.5. B3 2.3.5.	B3 1.3.5.3 B3 2.3.5.3	-do-

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TERMLY SCHEME OF LEARNING**B3 Term 3 RELIGIOUS AND MORAL EDUCATION**

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious Leaders	The Youthful Life of the Leaders of the three Major Religions	B3.3.1.1.	B3.3.1.1.2	wall charts, wall words, posters, video clip, etc
2	Religious Leaders	The Youthful Life of the Leaders of the three Major Religions	B3.3.1.1.	B3.3.1.1.2	wall charts, wall words, posters, video clip, etc
3	The Family and the Community	Roles and Relationships	B3.4.1.1.	B3.4.1.1.1	wall charts, wall words, posters, video clip, etc
4	The Family and the Community	Roles and Relationships	B3.4.1.1.	B3.4.1.1.1	wall charts, wall words, posters, video clip, etc
5	The Family and the Community	Roles and Relationships	B3 4.1.1.	B3 4.1.1.2:	wall charts, wall words, posters, video clip, etc
6	The Family and the Community	Roles and Relationships	B3 4.1.1.:	B3 4.1.1.2:	wall charts, wall words, posters, video clip, etc
7	The Family and the Community	Roles and Relationships	B3. 4.1.1.:	B3. 4.1.1.3:	wall charts, wall words, posters, video clip, etc
8	The Family and the Community	Roles and Relationships	B3. 4.1.1.:	B3. 4.1.1.3:	wall charts, wall words, posters, video clip, etc
9	The Family and the Community	Roles and Relationships	B3. 4.2.1.	B3. 4.2.1.1	wall charts, wall words, posters, video clip, etc
10	The Family and the Community	Personal Safety in the Community	B3. 4.2.1.	B3. 4.2.1.1	wall charts, wall words, posters, video clip, etc
11	The Family and the Community	Personal Safety in the Community	B3. 4.2.1.	B3. 4.2.1.1	wall charts, wall words, posters, video clip, etc
12	The Family and the Community	Personal Safety in the Community	B3. 4.2.1.	B3. 4.2.1.1	wall charts, wall words, posters, video clip, etc

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TERMLY SCHEME OF LEARNING**B3 Term 3 OUR WORLD AND OUR PEOPLE**

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B3.1.1.2.	B3.1.1.2.2.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B3.1.1.2..	B3.1.1.2.2.	Pictures, Charts, Video Clip
3	ALL AROUND US	Map Making and Land Marks	B3.2.3.2..	B3.2.3.2.1.	Pictures, Charts, Video Clip
4	ALL AROUND US	Being a Leader	B3.3.4.1. .	B3.3.4.1. 2.	Pictures, Charts, Video Clip
5	ALL AROUND US	Power and Authority	B3.4.2.2.	B3.4.2.2. 1.	Pictures, Charts, Video Clip
6	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B3.5.1.1. .	B3.5.1.1. 1.	Pictures, Charts, Video Clip
7	MY GLOBAL COMMUNITY	Introduction to Computing	B3.5.2.1.	B3.5.2.1.1	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Sources of Information	B3.5.3.1..	B3.5.3.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Technology in Communication	B3.5.4.1.	B3.5.4.1.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Technology in Communication	B3.5.4.1..	B3.5.4.1.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Technology in Communication	B3.5.4.1..	B3.5.4.1.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Technology in Communication	B3.5.4.1..	B3.5.4.1.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING**GHANAIAN LANGUAGE for P3 Term 3**

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Asking and Answering Questions	B3.1.9.1. B3.1.9.1.	B3.1.9.1.2 B3.1.9.1.3	Drums, drum sticks, recorded audios,
2.	Oral Language	Giving and Following Commands /Instructions	B3.1.10.1. B3.1.10.1. B3.1.10.1.	B3.1.10.1.1 B3.1.10.1.2 B3.1.10.1.3	Manila cards, recorded audio visuals
3.	Oral Language	Presentation	B3.1.11.1. B3.1.11.1. B3.1.11.1.	B3.1.11.1.1 B3.1.11.1.2 B3.1.11.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension	B3.2.5.1. B3.2.6.1.	B3.2.5.1.2 B3.2.6.1.1	Manila cards, markers, recorded audio-visual
5.	Reading	Silent Reading	B3.2.6.1. B3.2.7.1.	B3.2.6.1.2 B3.2.7.1.1	Manila cards, markers, recorded audio-visual
6.	Reading	Fluency	B3.2.7.1. B3.2.8.1.	B3.2.7.1.2 B3.2.8.1.1	Manila Cards, Class reader
7.	Writing	Copying/ Writing Simple Sentences with Correct Spacing	B3.3.4.1.	B3.3.4.1.1	Manila Cards, Markers

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8.	Writing	Copying/ Writing Simple Sentences with Correct Spacing	B3.3.4.1.	B3.3.4.1.2	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Simple and Compound Sentences)	B3.5.6.1. B3.5.6.1.	B3.5.6.1.1 B3.5.6.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Spelling)	B3.5.6.1. B3.5.7.1.	B3.5.6.1.3 B3.5.7.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Spelling)	B3.5.7.1. B3.5.7.1.	B3.5.7.1.2 B3.5.7.1.3	Reading materials
12.	Extensive Reading/ Children Library	Reading Short Texts/Poems/Narratives/Short Stories and Respond to Them	B3.6.3.1. B3.6.3.1.	B3.6.3.1.3 B3.6.3.1.4	Manila Cards, Markers

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**TERM THREE
BASIC THREE
WEEK 1**

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Phonics B. Writing Simple Words and Sentences C. Using Punctuation D. Building the Love and Culture of Reading		
Indicator (code)	B3.2.2.1.3	B3.4.5.1.4.	B3.5.2.1.3	B3.6.1.1.1
Content standard (code)	B3.2.2.1.3	B3.4.5.1.	B3.5.2.1.	B3.6.1.1.
Performance Indicator	A. Learners can use basic elements of structural analysis (e.g prefixes, suffixes, compound, root words) to decode unknown words. B. Learners can copy various sentences, verses and words of songs legibly (writing should be bold and clear). C. Learners can identify and use the apostrophe to show possession. D. 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			

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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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Guide learners with examples to use the structure of words to decode. • Introduce words and have learners look for the parts. e.g. syllables, prefixes and suffixes. • Let learners identify words with similar parts/structures. <p>Assessment: let learners use the structure of words to decode unknown 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 style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Explain the writing activity selected, stressing the need for accuracy, clarity, etc. • As learners observe, demonstrate it. • Assign them to do the exercise. They may copy from the board and books. • Provide feedback after assessing learners' work <p>Assessment: let learners copy various sentences, verses and words of songs legibly</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 style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Introduce the apostrophe showing possession in context. e.g. Kofi's mother has travelled. <p>Assessment: let learners identify and use the apostrophe to show possession.</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 style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none">• Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : 2D & 3D Shapes	
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 can describe 3D objects according to the shape of the faces, the number of edges and vertices. Sort regular and irregular polygons including triangles, quadrilaterals, pentagons, heptagons according to the number of sides Learners can draw and identify angles 		
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

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<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the shape of the faces - constructing a skeleton of an object and describing the relationship between the skeleton and the object</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</p>	<p>Identify regular and irregular 2D shapes (triangles, rhombus, rectangles, squares, pentagons, hexagons, octagons) having different dimensions and orientations by the number and nature of sides</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</p>	<p>Sort 2D shapes into larger categories (e.g. rhombuses, rectangles and squares are all four-sided shapes.) according to a common, shared attribute and justify sorting; Draw examples of shapes that belong to and those that do not belong to given category</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: I'm counting one, what is one</p>	<p>Measure the sides of a given polygon; Draw a polygon with given sides</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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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)	B3.1.2.3.1		
Content standard (code)	B3.1.2.3.		
Performance Indicator	Learners can explain how substances change state between solid, liquid and gas.		
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 of solid, liquid and gaseous substances. • Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice • Learners identify the physical states of the materials provided. • Heat water for learners to observe how it changes to gas and cools down from gas to water (from liquid to gas and back to liquid). 	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners explain how substances change from liquid to gas and back to liquid	
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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can name Ghanaian entrepreneurs		
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 Which Ghanaian	Name Ghanaian entrepreneurs of note e.g. George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J. K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage). Assessment: : Let learners name Ghanaian entrepreneurs of note	What have we learnt today? Ask learners to summarize the main points in the lesson

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	entrepreneurs contributed to national development?		
Thursday	Engage learners to sing songs and recite familiar rhymes Which Ghanaian entrepreneurs contributed to national development?	Name Ghanaian entrepreneurs of note e.g. George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J. K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage). Assessment: : Let learners name Ghanaian entrepreneurs of note	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : The Youthful Life of the Leaders of the three Major Religions	
Indicator (code)	B3.3.1.1.2		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can identify and explain the moral lessons of the youthful life of the religious leaders.		
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 moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work, courage, perseverance, etc. Guide learners to talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives Assessment: let learners. identify and explain the moral lessons of the youthful life of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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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 1.1.1.3		
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 natural and manmade environments 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: ☑ engage in short out-of-the-classroom trips and environmental walks, watch documentaries (e.g. National Geographic channel) to observe and assess the natural and manmade environment in respect of the elements and principles of design; ☑ talk about the natural and manmade environment (e.g. forests, deserts, mountains, housing, dams, plants,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>animals, rivers, recreational centres, roads, bridges, markets, shopping malls);</p> <p>☑ study the nature and characteristics of the things observed in the natural and manmade environment (e.g. rugged, undulating, smooth, rough, clean, beautiful, huge, big, small);</p> <p>☑ document and record the some of the scenes found in the natural and manmade environments through photography and videography for preservation, storage, reference, etc.;</p> <p>☑ describe how the natural and manmade environments and human activities affect sustainable production of visual artworks;</p> <p>☑ discuss the 4Rs of sustainability: reduce, recycle, redesign, and reuse waste.</p> <p>Assessment: let learners describe how the natural and manmade environments and human activities affect sustainable production of visual artworks</p>	
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Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B3.3.4.3.1		
Content standard (code)	B3.3.4.3.		
Performance Indicator	Learners can Perform lateral sit and reach		
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	Let learners sit flat on the ground with legs opened in a “V” and their trunk erect. Learners touch their right toes with the two hands and flex the trunk to touch the knee. Let them repeat to the other leg to test their level of flexibility. Measure the distance between the forehead and the knee of those who could not touch and record. Encourage them to work towards the target.	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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NANA FIIFI ACQUAH SCHOOL

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)	B3.1.1.2.2		
Content standard (code)	B3.1.1.2.2		
Performance Indicator	Learners can identify benefits of responding to God’s call.		
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	In groups, guide learners to mention the benefits of responding to God’s call: i. drawing closer to God ii. long life iii. prosperity iv. eternal life, etc. Assessment: Let learners mention the benefits of responding to God’s call	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 talk about the moral lessons derived from responding to God’s call.</p> <ul style="list-style-type: none"> i. obedience ii. respect iii. sacrifice iv. commitment v. reverence for God vi. humility etc. <p>Assessment: Let learners mention moral lessons derived from responding to God’s call.</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: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral language		Sub-strand : Asking and Answering Questions	
Indicator (code)	B3.1.9.1.2	B3.1.9.1.3	
Content standard (code)	B3.1.9.1.	B3.1.9.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should recognise and tell when to use the question words “how” and “why” The learner should answer and ask ‘who”, “what”, “where”, “when”, “how” and “why” questions. 		
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. Write the question words on flashcards. Lead learners to read the question words. Use the question words to form questions and lead learners to read. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Use the flashcards to assist learners to recognise when to use question words “how” and “why <p>Assessment: let learners use the question words to form questions</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. • Write the question words on flashcards. • Lead learners to read the question words. • Use the question words to form questions and lead learners to read. • Use the flashcards to assist learners to recognise when to use question words. <p>Assessment: let learners ask ‘who”, “what”, “where”, “when”, “how” and “why” questions.</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"> • Write questions using the question words ‘what’, ‘when and ‘how’ and ‘why’ on the board. • Lead learners to read the questions. • Let learners read the questions in turns. • Help learners to recognise when to use question word “why”. • Let learners form their own questions using the question word “why.” <p>Assessment: let learners ask ‘who”, “what”, “where”, “when”, “how” and “why” questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
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. Story Telling B. Phonics C. Writing Simple Words and Sentences D. Using Punctuation E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.4.1.3	B3.2.2.1.3.	B3.4.5.1.4	B3.5.2.1.3	B3.6.1.1.1
Content standard (code)	B3.1.4.1.	B3.2.2.1.	B3.4.5.1.	B3.5.2.1.	B3.6.1.1
Performance Indicator	A. Learners can create own events to extend stories heard B. Learners can use basic elements of structural analysis (e.g prefixes, suffixes, compound, root words) to decode unknown words C. Learners can copy various sentences, verses and words of songs legibly (writing should be bold and clear) D. Learners can identify and use the apostrophe to show possession 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

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<p>Monday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Let learners retell some stories they have read or heard. e.g. Ananse and the wisdom pot. • Pair up learners and have them create their own events to extend a story of their choice. • Invite representatives of the groups to share the part of the story they have created with the class. <p>Assessment: let learners create own events to extend stories heard</p>	<p>What have we learnt today?</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Guide learners with examples to use the structure of words to decode. • Introduce words and have learners look for the parts. e.g. syllables, prefixes and suffixes. • Let learners identify words with similar parts/structures. <p>Assessment: let learners use the structure of words to decode unknown words.</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 style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Explain the writing activity selected, stressing the need for accuracy, clarity, etc. • As learners observe, demonstrate it. • Assign them to do the exercise. They may copy from the board and books. • Provide feedback after assessing learners' work <p>Assessment: let learners copy various sentences, verses and words of songs legibly</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 style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Introduce the apostrophe showing possession in context. e.g. Kofi's mother has travelled. <p>Assessment: let learners identify and use the apostrophe to show possession</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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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Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : 2D & 3D Shapes	
Indicator (code)	B3.3.1.1.3	B3.3.1.1.4	
Content standard (code)	B3.3.1.1.	B3.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can use cut-out paper as a square corner to determine angles which are right angles and angles which are not right angles. Learners can use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories 		
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

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Monday	Sing songs like: I'm counting	Identify polygons with square corners and those without square corners in and around their environment using cut-out papers Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one,	Identify polygons with square corners and those without square corners in and around their environment using cut-out papers Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one,	Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is	Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals 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 : MATERIALS	
Indicator (code)	B3.1.2.3.1		
Content standard (code)	B3.1.2.3.		
Performance Indicator	Learners can explain how substances change state between solid, liquid and gas.		
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 watch pictures and videos of solid, liquid and gaseous substances. • Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice • Learners identify the physical states of the materials provided. • Heat water for learners to observe how it changes to gas and cools down from gas to water (from liquid to gas and back to liquid). 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<p>Assessment: let learners explain how substances change from liquid to gas and back to liquid</p>	
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Engage learners to melt Shea butter and candle wax and let them observe how they change from solid to liquid and liquid to solid. • Elaborate on their ideas to explain how substances change state. <p>Note: No new substance is formed from the activities. Share with learners, some everyday occurrences in which no new thing is formed.</p> <p>Assessment: let learners explain how substances change from solid to liquid and liquid to solid</p>	<p>What have we learnt today? Ask learners to summarize the important points of 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 : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can describe Ghanaian entrepreneurs who have made significant contributions		
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	Show pictures of some outstanding entrepreneurs in Ghana Retell the life stories of any of these entrepreneurs from a documentary show. Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	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	Show pictures of some outstanding entrepreneurs in Ghana Retell the life stories of any of these entrepreneurs from a documentary show. Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : The Youthful Life of the Leaders of the three Major Religions	
Indicator (code)	B3.3.1.1.2		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can identify and explain the moral lessons of the youthful life of the religious leaders		
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 dramatise the moral lives of the religious leaders Assessment: let learners identify and explain the moral lessons of the youthful life of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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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 2.1.1.3		
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 natural and manmade environments 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	engage in short out-of-the-classroom trips and environmental walks; watch documentaries; ☑ talk about the natural and manmade environments (e.g. forests, deserts, mountains, housing, dams, plants, animals, rivers, recreational centres, roads, bridges, markets, shopping malls); ☑ observe and assess the natural and manmade environments in respect of the elements and principles of design (e.g. forests, deserts,	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>mountains, housing, dams, animals, birds, recreational centres, roads, bridges, markets, shopping malls, drains, highlands, beaches, sanitation);</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>identify the nature and characteristics of the things observed in the natural and manmade environments (e.g. rugged, undulating, smooth, rough, clean, polluted, waving, crawling).</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments 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>

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B3.3.5.3.1		
Content standard (code)	B3.3.5.3.		
Performance Indicator	Learners can Identify body composition using fat and fat-free body mass		
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 to understand that body composition is the relative percentage of fat muscles and fat-free body	What have we learnt today? Use answers to summarise the lesson.

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NANA FIIFI ACQUAH SCHOOL

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)	B3.1.1.2.2		
Content standard (code)	B3.1.1.2.		
Performance Indicator	Learners can identify benefits of responding to God’s call.		
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	In groups, guide learners to mention the benefits of responding to God’s call: i. drawing closer to God ii. long life iii. prosperity iv. eternal life, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners mention the benefits of responding to God's call	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the moral lessons derived from responding to God's call.</p> <ul style="list-style-type: none"> i. obedience ii. respect iii. sacrifice iv. commitment v. reverence for God vi. humility etc. <p>Assessment: Let learners mention moral lessons derived from responding to God's call.</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: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands / Instructions	
Indicator (code)	B3.1.10.1.1	B3.1.10.1.2	B3.1.10.1.3
Content standard (code)	B3.1.10.1.	B3.1.10.1.	B3.1.10.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should understand instructions and carry them out. • The learner should understand directions and carry them out. • The learner should give directions accurately 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
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	Let learners say the letters of the alphabet. <ul style="list-style-type: none"> • Instruct some learners to issue an instruction for the rest to carry out the instruction. • Let learners discuss and understand instructions and carry them out. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners carry out instructions	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Direct some learners to a given place in the school. • Let learners discuss directions, understand and follow directions Assessment: let learners carry out directions	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"> • Direct some learners to a given place in the school. • Help learners to give directions accurately to that place Assessment: let learners give directions accurately	What have we learnt today? Review the lesson with learners

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TERM THREE
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. Conversation B. Vocabulary C. Writing as a Process D. Using Punctuation E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.6.2.3.	B3.2.6.1.4	B3.4.9.3.2	B3.5.2.1.3	B3.6.1.1.1
Content standard (code)	B3.1.6.2.	B3.2.6.1.	B3.4.9.3.	B3.5.2.1.	B3.6.1.1.
Performance Indicator	A. Learners can participate in communication, using more varied and more accurate language B. Learners can use dictionaries, glossaries and internet to clarify word meanings C. Learners can proofread draft to correct punctuation and spelling errors D. Learners can identify and use the apostrophe to show possession 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> Put learners in groups. <p>Have each group discuss the conversation posters on issues such as situations, events, customs, etc.</p> <p>Assessment: let learners talk about the issues on the conversation posters</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> Introduce learners to the dictionary and glossaries. Have learners find the dictionary meaning to key words in a comprehension passage. Have learners make or build their own glossaries on the words learnt. In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries <p>Assessment: let learners use dictionaries, glossaries and internet to clarify word meanings</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 style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc. Have learners check their editing through CUPS: C – Capitalisation U – language Usage P – Punctuation S – Spelling Let learners do peer editing: learners check their partners' writing for punctuation and spelling errors. Have learners write a neat final copy and read it once again to 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>check for errors.</p> <p>Assessment: let learners proofread a draft to correct punctuation and spelling errors</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Introduce the apostrophe showing possession in context. e.g. Kofi's mother has travelled. <p>Assessment: let learners use the apostrophe to show possession 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><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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>


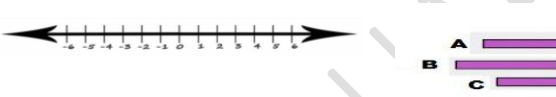
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.2.1.1	B3.3.3.1.1	
Content standard (code)	B3.3.2.1.	B3.3.3.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can represent whole numbers as distances from any given location on a number line Learners can model and describe the relationship between the units metre and centimetre 		
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

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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>Learners draw the number line, place rod A on different number points and count the number of unit intervals it covers in order to determine its length. Do same to rods B, C and D.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>Learners draw the number line, place rod A on different number points and count the number of unit intervals it covers in order to determine its length. Do same to rods B, C and D.</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,</p>	<p>Guide learners to study the calibration on the tape measure, metre rule and ruler E.g. 2. Identify objects that measure approximately 1 cm or 1m; Estimating the length of given objects using these base objects as a reference point or point of comparison</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,</p>	<p>Identify the appropriate standard unit (cm or m) for measuring the length of a given object E.g. 4. Estimate, then measure, using a ruler and recording the length and width of 2 D shapes or the length, width and height of given 3D objects</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>Draw a line segment of a given length with a ruler, grid paper etc. E.g. 6. Demonstrate the relationship between 100 cm and 1 m using concrete materials</p>	<p>Review the lesson with Learners</p>

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	I'm counting one,	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 : EARTH SCIENCE	
Indicator (code)	B3.2.1.4.2		
Content standard (code)	B3.2.1.4.		
Performance Indicator	Learners can describe the properties of air.		
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 answer the following questions: What is air? Where does air come from? Can you see and touch air? What shows that there is air present in this classroom? Perform a simple demonstration on the properties of air, e.g. air has mass, occupies space, made up of more than one gas, pulls and pushes objects. <p>Assessment: let learners describe the properties of air</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Learners demonstrate in their how to make more air enter their classrooms in groups.• Let each group present their findings. Assessment: let learners describe how to make more air enter their classrooms	What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can describe Ghanaian entrepreneurs who have made significant contributions		
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	Show pictures of some outstanding entrepreneurs in Ghana Retell the life stories of any of these entrepreneurs from a documentary show. Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson

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	How did they contribute		
Thursday	Engage learners to sing songs and recite familiar rhymes How did they contribute	Show pictures of some outstanding entrepreneurs in Ghana Retell the life stories of any of these entrepreneurs from a documentary show. Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3.4.1.1.1:		
Content standard (code)	B3.4.1.1.		
Performance Indicator	Learners can discuss God’s promises to 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	<ul style="list-style-type: none"> • Lead learners to identify the promises God made to humankind: the call of Abraham (Ibrahim)-God promised him eternal life, the call of Moses (Musa), etc. • In groups, let learners discuss the calls of Abraham (Ibrahim) and Moses (Musa). • Let learners present their work to class for discussion. <p>Assessment: let learners explain God’s promises to humankind</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: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 1.2.2.3		
Content standard (code)	B3 1.2.2.		
Performance Indicator	Learners can plan for making own artworks that represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating visual artworks that reflect topical issues 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	explore malleable materials such as clay, papier mâché and plasticine to create artworks by pinching, slabbing, modelling, casting, carving, embossing, engraving, incising, scooping, luting, etc.; explore knitting, knotting, embroidering, sewing, stitching and weaving skills using available pliable materials from the environment such as cane, sisal, coir, jute, flax, etc.;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write a Plan for making own artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Discuss the visual artworks that reflect topical issues in other cultures in Africa. Assessment: let learners write a Plan for making own artworks	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 : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B3.4.1.4.1:		
Content standard (code)	B3.4.1.4.		
Performance Indicator	Learners can Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities		
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	Explain to learners during physical activities that sustaining continuous movement for increasing periods of time with varying intensity, needs improvement of muscular endurance through regular workouts.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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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 : Map Making and Land Marks	
Indicator (code)	B3.2.3.2.1.		
Content standard (code)	B3.2.3.2.		
Performance Indicator	Learners can make a sketch of the school compound and show locations of some landmarks.		
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 to explore the school compound through a study tour and do the following: i. Identify the position of buildings in relation to one another. Assessment: Let learners make a sketch of the school compound and show locations of some landmarks	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 to explore the school compound through a study tour and do the following: ii. Draw the outline of the classroom on the chalk/white board. Call learners to come up to mark out their sitting positions on the outline. Assessment: Let learners mark out their sitting positions on the outline.</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Presentation	
Indicator (code)	B3.1.11.1.1.	B3.1.11.1.2	
Content standard (code)	B3.1.11.1..	B3.1.11.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should say the time by the hour and half hour • The learner should say the time by the hour and minutes. • The learner should say the days of the week and names associated with the days 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:			
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"> • Show a clock to learners. • Discuss the use of a clock with learners. • Introduce the hour and minute hands to learners. • Discuss the functions of the hour and minutes hands with learners. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Help learners to tell time by the hour and half hour. E.g. The time is 9 o'clock. The time is 9:30 <p>Assessment: let learners say the time by the hour and minutes.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show a clock to learners and discuss its function with them. • Revise the functions of the hour and minutes hands with learners. • Help learners to tell time by the hour and minute. E.g. The time is 9:30. The time is 9:15. <p>Assessment: let learners say the time by the hour and minutes.</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 explore a rhyme with gestures. • Write the names of days of the week on flashcards. • Lead learners to read the names of the days of the week. • Use the flashcards to help learners to recognise names associated with the days of the week. E.g. Monday, Tuesday, etc. <p>Assessment: let learners say the days of the week and names associated with the days</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
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. Conversation B. Vocabulary C. Writing as a Process D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.6.2.4	B3.2.6.1.4.	B3.4.9.3.2	B3.5.4.1.3	B3.6.1.1.1
Content standard (code)	B3.1.6.2.4	B3.2.6.1.4.	B3.4.9.3.2	B3.5.4.1.3	B3.6.1.1.1
Performance Indicator	A. Learners can express a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing). B. Learners can use dictionaries, glossaries and internet to clarify word meanings. C. Learners can proofread draft to correct punctuation and spelling errors. D. Learners can use simple past and the past continuous forms of verbs to express past actions. 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Let learners role-play topics or themes discussed. • Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g. apologising, agreeing or disagreeing with partners on issues. • Guide learners to express a variety of communicative meanings. <p>Assessment: let learners role-play topics or themes discussed.</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Introduce learners to the dictionary and glossaries. • Have learners find the dictionary meaning to key words in a comprehension passage. • Have learners make or build their own glossaries on the words learnt. • In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries <p>Assessment: let learners use dictionaries, glossaries and internet to clarify word meanings.</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 style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc. • Have learners check their editing through CUPS: C – Capitalisation 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>U – language Usage P – Punctuation S – Spelling</p> <ul style="list-style-type: none"> • Let learners do peer editing: learners check their partners’ writing for punctuation and spelling errors. • Have learners write a neat final copy and read it once again to check for errors. <p>Assessment: let learner’s proofread draft to correct punctuation and spelling errors.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise the use of the present simple and present continuous tenses. • Introduce the new form, one at a time, using examples and situations. • Provide examples for practice through drills and creation of situations. <p>Assessment: let learners use simple past and the past continuous forms of verbs to express past actions</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><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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 : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.1.2	B3.3.3.1.3	
Content standard (code)	B3.3.3.1.	B3.3.3.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can select and justify referents for metre and centimeter • Learners can estimate lengths, heights and perimeter of regular and irregular shapes using referents and verify by measuring, using a ruler or tape 		
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

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Monday	Sing songs like: I'm counting one, what is one	. Make or show a list of items in the learners environment and have learners select and justify the choice of referents for measuring the length of the item mentioned Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Measure and record the perimeter of a given regular or irregular shape and explain 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 1 - one is one	Construct shapes for a given perimeter (cm or m); Construct more than one shape for the same given perimeter to demonstrate that many shapes are possible for a given perimeter Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation 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 : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B3.4.1.2.2		
Content standard (code)	B3.4.1.2.		
Performance Indicator	Learners can know the everyday uses of heat.		
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"> Review previous lesson on heat energy and ask learners to cite everyday uses of heat energy in the home. e.g. for ironing, food preparation and preservation, heating of water. Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers, blacksmiths, tailors and seamstresses. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<p>Precaution: Let learners observe safety whilst dealing with hot substances</p> <p>Assessment: let learners mention everyday uses of heat energy in the home</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers, blacksmiths, tailors and seamstresses. • Ask learners to explain why farmers need heat. <p>Assessment: let learners explain why farmers need heat</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: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can describe Ghanaian entrepreneurs who have made significant contributions		
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 Which entreprene	. Identify the entrepreneurs who work inspires you most and give reasons for your choice Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>urs inspires you most and why?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Which entrepreneurs inspires you most and why?</p>	<p>Identify the entrepreneurs who work inspires you most and give reasons for your choice</p> <p>Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions</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: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3.4.1.1.1:		
Content standard (code)	B3.4.1.1.		
Performance Indicator	Learners can discuss God’s promises to 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 learner’s role play the call of Moses (Musa). Assessment: let learners explain God’s promises to humankind	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3.2.2.2.3		
Content standard (code)	B3.2.2.2.		
Performance Indicator	Learners can plan for making own artworks that represent performing artworks produced or found in other communities in Africa, by experimenting with available instruments, resources and techniques for producing artworks that reflect topical issues 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	explore available instruments, equipment, sounds, rhythms and movement patterns that are good for composing and performing music, dance, drama, etc Assessment: let learners write a Plan for making own artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>experiment with the available instruments, equipment, sounds, movement etc. to perform some of the compositions from other parts of Africa that reflect topical issues such as unemployment, safe road practices, energy efficiency and conservation, plastic waste.</p> <p>Assessment: let learners write a Plan for making own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B3.4.1.4.2		
Content standard (code)	B3.4.1.4.		
Performance Indicator	Learners can describe the role of moderate to vigorous physical activity in achieving or maintaining good health		
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 explain how moderate to vigorous physical activities improve aerobic capacity (ability of the body system to process oxygen) for maintenance and improvement of good health	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: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Being a Leader	
Indicator (code)	B3.3.4.1. 2.		
Content standard (code)	B3.3.4.1.		
Performance Indicator	Learners can identify moral lessons of the lives of the religious leaders.		
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	Discuss with learners, the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work, courage, perseverance, etc. Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives Assessment: Let learners mention the moral lessons of the lives of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives.	What have we learnt today?

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	familiar rhymes	Learners role play the moral lives of the religious leaders Assessment: Let learners describe how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives.	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 : Comprehension	
Indicator (code)	B3.2.5.1.2 B3.2.6.1.1		
Content standard (code)	B3.2.5.1. B3.2.6.1.		
Performance Indicator	<ul style="list-style-type: none"> • The learner should play a variety of words and sentence games. • The learner should answer questions based on passage read to them 		
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 then individually. • With correct pronunciation and tone read texts aloud. • Let learners read the text in turns. • Ask questions based on the text read for learners to answer. 	What have we learnt today? Review the lesson with learners

		Assessment: let learners play a variety of words and sentence games.	
	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 then individually. • Give textbooks to learners. • Lead learners to read the text on a given page as a group and individually. • Ask questions based on the text they have read for them to answer. <p>Assessment: let learners answer questions based on passage read to them</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 say the letters of the alphabet as a group and then individually. • Give textbooks to learners. • Lead learners to read the text on a given page as a group and individually. • Ask questions based on the text they have read for them to answer. <p>Assessment: let learners answer questions based on passage read to them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC THREE
WEEK 5**

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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 Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.7.1.3.	B3.2.7.2.2	B3.4.9.3.3	B3.5.4.1.3	B3.6.1.1.1
Content standard (code)	B3.1.7.1 .	B3.2.7.2.	B3.4.9.3.	B3.5.4.1.	B3.6.1.1.
Performance Indicator	A. Learners can share facts from information texts heard with a partner, groups or the teacher B. Learners can respond to stories with own opinion and value judgment C. Learners can read aloud own writing to a group or whole class D. Learners can use simple past and the past continuous forms of verbs to express past actions 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Read an information text aloud to learners using the KWL Strategy. – KWL Strategy: Before reading, have learners think-pair-share and talk about what they already know (K) about the title of the text. 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 or answer the questions they have asked before reading. • After the reading, have learners share what they have learned. Put learners in groups to share facts from the text heard. <p>Assessment: let learners share facts from 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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners give their personal opinions and judgment to stories (events, setting, characters and their actions) read or heard. <p>Assessment: let learners respond to stories with own opinion and value judgment</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	<u>C. WRITING</u>	What have we learnt today?

	and recite familiar rhymes	<ul style="list-style-type: none"> • Have learners publish their work by showing it to others in small groups or in pairs or posting it on the class or school notice board for others to view. <p>Assessment: let learners read aloud own writing to a group or whole class</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise the use of the present simple and present continuous tenses. • Introduce the new form, one at a time, using examples and situations. • Provide examples for practice through drills and creation of situations. <p>Assessment: let learners use simple past and the past continuous forms of verbs to express past actions</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><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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 : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.2.1 B3.3.3.2.2		
Content standard (code)	B3.3.3.2. B3.3.3.2.		
Performance Indicator	<ul style="list-style-type: none"> Learners can model and describe the relationship between the units Kilogram and gram as well as litres and millilitres Learners can estimate masses and volumes using referents and verify by measuring, using a pan balance and weights, calibrated measuring cans. 		
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

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Monday	Sing songs like: I'm counting one, what is one	Identify objects that weigh approximately 1 g or 1 kilogram (or that hold 1 ml or 1 l). Estimating the mass, or capacity of given objects using these objects as a reference point or point of comparison Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Identify the appropriate standard unit (g or Kg; ml or l;) for measuring the mass or capacity of a given object E.g. 3. Estimate, then measure, using a scale (or graduated cylinder) and recording the mass (capacity) of common, everyday objects to the nearest g or kg (or ml or l). Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Explain the relationship between 1000 g and 1 kg using a model or balance or between 1000 ml and 1 l using a graduated cylinder Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Bring to class a collection of different types of objects and have learners estimate their weights or volumes using direct or indirect comparisons and then later verify the estimate by using standard measuring tools Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Bring to class a collection of different types of objects and have learners estimate their weights or volumes using direct or indirect comparisons and then later verify the estimate by using standard measuring tools 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 : FORCES AND ENERGY		Sub-strand : FORCES AND MOVEMENT	
Indicator (code)	B3.4.3.2.1.		
Content standard (code)	B3.4.3.2.		
Performance Indicator	Learners can demonstrate how to maintain and care for simple machines		
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"> Assemble simple machines commonly used in the community such as a pair of scissors, knife, bottle opener, tin cutter, and hammer. Learners identify the simple machines provided and talk about their uses <p>Assessment: let learners mention the uses of simple machines</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"> • Engage learners to mention how simple machines are maintained and stored in their homes. • Assist learners to undertake some basic maintenance practices such as oiling, removing dirt and greasing, using them for the correct purpose, keeping them safe from water, etc. <p>Assessment: let learners mention how simple machines are maintained and stored</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
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 Which Europeans were the first to come to the Gold Coast?	Dramatise the meeting between the Portuguese and Kwamina Ansah. Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	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 Which Europeans were the first to come to the Gold Coast?	Dramatise the meeting between the Portuguese and Kwamina Ansah. Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson
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Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3 4.1.1.2		
Content standard (code)	B3 4.1.1.		
Performance Indicator	Learners can identify the benefits of responding to God’s call.		
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"> • Discuss with learners the ways we respond to God’s call: <ul style="list-style-type: none"> - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc. • In groups, let learners mention the benefits of responding to God’s call: <ul style="list-style-type: none"> - blessings from God, - drawing closer to God, - long life, - prosperity, - eternal life, etc <p>Assessment: let learners identify the benefits of responding to God’s call.</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: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 1.2.3.3		
Content standard (code)	B3 1.2.3.		
Performance Indicator	Learners can Create own functional visual artworks using available materials, tools and methods to express own views that reflect topical issues 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: ☑ select ideas from topical issues in Africa and come out with own design concepts to educate or sensitise he public on the importance or dangers of the issues Assessment: let learners produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, construction and assembling	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: ☑ select ideas from topical issues in Africa and come out with own design concepts to educate or sensitise the public on the importance or dangers of the issues</p> <p>Assessment: let learners produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, construction and assembling</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 : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : HEALTHY DIET	
Indicator (code)	B3.4.2.4.1:		
Content standard (code)	B3.4.2.4.		
Performance Indicator	Learners can explain the energy requirements of the body during physical activity and inactivity		
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 explain that the body uses more energy during physical activity than during inactivity. Learners discuss the need to eat energy-giving food before engaging in physical activity	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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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 : Power and Authority	
Indicator (code)	B3.4.2.2. 1.		
Content standard (code)	B3.4.2.2.		
Performance Indicator	Learners can show respect to national symbols.		
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 why national symbols (Coat of Arms, Pledge, National Anthem, Flag, adinkra) should be respected e.g. promote sense of belonging among individuals and to the nation Assessment: Let learners explain why national symbols should be respected	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 talk about the various ways of showing respect national symbols e.g. singing the National Anthem, reciting the National Pledge Assessment: Let learners mention the various ways of showing respect national symbols	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 : Silent Reading	
Indicator (code)	B3.2.6.1.2	B3.2.7.1.1	
Content standard (code)	B3.2.6.1.	B3.2.7.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should answer questions based on passage read by learners • The learner should read longer 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 learners say the letters of the alphabet as a group and then individually. • Give textbooks to learners. • Lead learners to read the text on a given page as a group and individually. • Ask questions based on the text they have read for them to answer 	What have we learnt today? Review the lesson with learners

		Assessment: let learners should answer questions based on passage read by learners	
	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 then individually. • Write long sentences on a card. • Show the card with the sentences to learners. • Read aloud the long sentences. • Let learners read longer sentences as a group and the individually <p>Assessment: let learners read longer 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 learners say the letters of the alphabet as a group and then individually. • Write long sentences on a card. • Show the card with the sentences to learners. • Read aloud the long sentences. • Let learners read longer sentences as a group and the individually <p>Assessment: let learners read longer sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
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. Listening Comprehension B. Comprehension C. Writing as a Process D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.7.1.3.	B3.2.7.2.3	B3.4.9.3.3	B3.5.4.1.3	B3.6.1.1.1
Content standard (code)	B3.1.7.1..	B3.2.7.2.	B3.4.9.3.	B3.5.4.1.	B3.6.1.1.
Performance Indicator	A. Learners can share facts from information texts heard with a partner, groups or the teacher. B. Learners can use visualisation strategy (form mental images when reading text) to enhance understanding of level-appropriate texts. C. Learners can read aloud own writing to a group or whole class. D. Learners can use simple past and the past continuous forms of verbs to express past actions. 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Read an information text aloud to learners using the KWL Strategy. – KWL Strategy: Before reading, have learners think-pair-share and talk about what they already know (K) about the title of the text. 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 or answer the questions they have asked before reading. • After the reading, have learners share what they have learned. <p>Put learners in groups to share facts from the text heard.</p> <p>Assessment: let learners share facts from 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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners play simple mental or guessing games like Bingo and matching games. • Guide learners to form mental images as they read a text, to help them make meaning from the text. <p>Assessment: let learners give meaning from the text read</p>	
Wednesday	Engage learners to sing songs and recite	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Have learners publish their work by showing it to others in small groups or in pairs or posting it on the class or school notice board for others to view. 	<p>What have we learnt today?</p>

	familiar rhymes	Assessment: let learners read aloud own writing to a group or whole class	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise the use of the present simple and present continuous tenses. • Introduce the new form, one at a time, using examples and situations. • Provide examples for practice through drills and creation of situations. <p>Assessment: let learners use simple past and the past continuous forms of verbs to express past actions.</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><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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 : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.3.1		
Content standard (code)	B3.3.3.3.		
Performance Indicator	Learners can use arbitrary units to measure time taken to complete simple events		
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:	1. Identify personal referents for minutes or hours (i.e., 10 minutes is about the time it takes to...or 3 hours is about the time it takes to...)	Review the lesson with Learners

	I'm counting one, what is one	E.g. 2. Identify activities that can or cannot be accomplished in minutes, hours, days, months and years Assessment: have learners to practice with more examples																					
Tuesday	Sing songs like: I'm counting one, what is	Ask learners to time, using watches or clock and tell how much time (in minute and seconds) it would take to iv. walk round the school building; v. walk to the nearest house to the school; vi. walk to the nearest toilet; etc. Assessment: have learners to practice with more examples	Review the lesson with Learners																				
Wednesday	Sing songs like: I'm counting one, what is	Ask learners to time, using watches or clock and tell how much time (in minute and seconds) it would take to iv. walk round the school building; v. walk to the nearest house to the school; vi. walk to the nearest toilet; etc. Assessment: have learners to practice with more examples	Review the lesson with Learners																				
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Give learners the start and end times of events and ask to determine the duration of the event. E.g. 5. Complete the table <table border="1" data-bbox="453 1142 1140 1703"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long?</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00 a.m.</td> <td>10.00 a.m.</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00 p.m.</td> <td>3.50 p.m.</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30 p.m.</td> <td>5.00 p.m.</td> <td></td> </tr> </tbody> </table> Assessment: have learners to practice with more examples	Sporting event	Start	Finish	How long?	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00 a.m.	10.00 a.m.		Basket ball	2.00 p.m.	3.50 p.m.		Football	3.30 p.m.	5.00 p.m.		Review the lesson with Learners
Sporting event	Start	Finish	How long?																				
Ampe	10.30 a.m.	10.45 a.m.																					
Netball	9.00 a.m.	10.00 a.m.																					
Basket ball	2.00 p.m.	3.50 p.m.																					
Football	3.30 p.m.	5.00 p.m.																					

<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>Give learners the start and end times of events and ask to determine the duration of the event. E.g. 5. Complete the table</p> <table border="1" data-bbox="456 268 1154 684"> <thead> <tr> <th data-bbox="456 268 675 369">Sporting event</th> <th data-bbox="675 268 837 369">Start</th> <th data-bbox="837 268 1000 369">Finish</th> <th data-bbox="1000 268 1154 369">How long?</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 369 675 470">Ampe</td> <td data-bbox="675 369 837 470">10.30 a.m.</td> <td data-bbox="837 369 1000 470">10.45 a.m.</td> <td data-bbox="1000 369 1154 470"></td> </tr> <tr> <td data-bbox="456 470 675 571">Netball</td> <td data-bbox="675 470 837 571">9.00 a.m.</td> <td data-bbox="837 470 1000 571">10.00 a.m.</td> <td data-bbox="1000 470 1154 571"></td> </tr> <tr> <td data-bbox="456 571 675 630">Basket ball</td> <td data-bbox="675 571 837 630">2.00 p.m.</td> <td data-bbox="837 571 1000 630">3.50 p.m.</td> <td data-bbox="1000 571 1154 630"></td> </tr> <tr> <td data-bbox="456 630 675 684">Football</td> <td data-bbox="675 630 837 684">3.30 p.m.</td> <td data-bbox="837 630 1000 684">5.00 p.m.</td> <td data-bbox="1000 630 1154 684"></td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Sporting event	Start	Finish	How long?	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00 a.m.	10.00 a.m.		Basket ball	2.00 p.m.	3.50 p.m.		Football	3.30 p.m.	5.00 p.m.		<p>Review the lesson with Learners</p>
Sporting event	Start	Finish	How long?																				
Ampe	10.30 a.m.	10.45 a.m.																					
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Basket ball	2.00 p.m.	3.50 p.m.																					
Football	3.30 p.m.	5.00 p.m.																					

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B3.5.2.1.1		
Content standard (code)	B3.5.2.1.1		
Performance Indicator	Learners can know how common skin diseases can be prevented		
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"> • Ask learners to pantomime or act out how they bath and talk about how regular bathing can prevent skin diseases. • Learners watch pictures and videos on common skin diseases and their prevention. • Learners engaged to discuss and name some common skin diseases i.e. rashes, eczema, ringworm. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Learners share their personal experiences or stories on getting skin infections. • Discuss how common skin diseases can be prevented and let learners present their answers <p>Assessment: let learners mention some common skin diseases</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss how common skin diseases can be prevented and let learners present their answers. • Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases <p>Assessment: let learners mention how common skin diseases can be prevented</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: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
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 When did they come?	Dramatise the meeting between the Portuguese and Kwamina Ansah. Assessment: : Let learners describe how the describe how the Europeans settled on the Gold Coast,Europeans settled on the Gold Coast,	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 When did they come?	Dramatise the meeting between the Portuguese and Kwamina Ansah. Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION


CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3 4.1.1.2		
Content standard (code)	B3 4.1.1.		
Performance Indicator	Learners can identify the benefits of responding to God’s call.		
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	Guide learners to discuss the benefits of responding to God’s call. • Let learners in their groups, write four benefits of responding to God’s call and present their works for class discussion. Assessment: let learners identify the benefits of responding to God’s call.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

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 2.2.3.3		
Content standard (code)	B3 2.2.3.		
Performance Indicator	Learners can create own music, dance and drama performances using available instruments, resources and methods to express own views that reflect topical issues in other Africa 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	use available instruments, elements, resources and techniques for public education and entertainment;  using available instruments, resources and techniques, create own music, dance and drama based on the concept of performances in Africa that reflect Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.)	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own music, dance and drama performances	
Wednesda y	Engage learners to sing songs and recite familiar rhymes	use available instruments, elements, resources and techniques for public education and entertainment; <input type="checkbox"/> using available instruments, resources and techniques, create own music, dance and drama based on the concept of performances in Africa that reflect Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.) Assessment: let learners create own music, dance and drama performances	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)	B3.4.3.4.1:		
Content standard (code)	B3.4.3.4.		
Performance Indicator	Learners can Identify flexibility exercises that are not safe for the joints and should be avoided		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
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 prevent injuries	Learners perform physical activities to identify unsafe joint flexibility exercises as squatting, knee rocking, hurdle sitting, etc. Use the internet to search for current ones before teaching	What have we learnt today? Use answers to summarise the lesson.

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B3.5.1.1. 1.		
Content standard (code)	B3.5.1.1.		
Performance Indicator	Learners can describe the location of Ghana and her neighbouring countries		
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 watch Ghana's neighbouring countries on a map or the globe. Learners describe Ghana's neighbouring countries e.g. Togo stretches from the North to the South on the eastern part, La Cote d'Ivoire stretches from the North to the South on the western part, Burkina Faso joins the northern part of Ghana Assessment: Let learners describe the location of Ghana and her neighbouring countries	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners describe Ghana's neighbouring countries e.g. Togo stretches from the North to the South on the eastern part, La Cote d'Ivoire stretches from the North	What have we learnt today?

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	and recite familiar rhymes	to the South on the western part, Burkina Faso joins the northern part of Ghana. Note: Ghana shares boundaries with the three countries. In the south is the Atlantic Ocean. Assessment: Let learners describe the location of Ghana and her neighbouring countries	Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Fluency	
Indicator (code)	B3.2.7.1.2 B3.2.8.1.1		
Content standard (code)	B3.2.7.1. B3.2.8.1.		
Performance Indicator	<ul style="list-style-type: none"> • The learner should read short passages/text. • The learner should read short passages of about six to ten sentences aloud using correct tone 		
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 then individually. • Write a short passage on a card. • Show the card to learners. • Read aloud the long passage. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Let learners read the short passage as a group and the individually. • Ask learners questions based on the short passage read for them to answer <p>Assessment: let learners read short passages/text.</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 then individually. • Write a short passage of about six to ten sentences. • Read aloud the short passage of about six to ten sentences using correct tone for learners to listen. • Lead learners to read the passage. • Let learners read aloud the passage as a group and then individually. • Ask questions based on the passage read for learners to answer <p>Assessment: let learners read short passages of about six to ten sentences aloud using correct tone</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 then individually. • Write a short passage of about six to ten sentences. • Read aloud the short passage of about six to ten sentences using correct tone for learners to listen. • Lead learners to read the passage. • Let learners read aloud the passage as a group and then individually. • Ask questions based on the passage read for learners to answer <p>Assessment: let learners read short passages of about six to ten sentences aloud using correct tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
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. Asking and Answering Questions B. Comprehension C. Narrative Writing D. Using Simple and Compound Sentences E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.8.1.2	B3.2.7.2.4	B3.4.10.1.2	B3.5.9.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.8.1.	B3.2.7.2.	B3.4.10.1.	B3.5.9.1.	B3.6.1.1.
Performance Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering the inversion questions B. Learners can read level-appropriate texts independently C. Learners can engage and orient the reader by establishing a context and introducing a narrative D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Let learners, in pairs, ask and answer questions on given issues. • Revise inversion questions with learners. e. g. He is going.—Is he going? • Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions. • Let learners write answers to inversion type of questions on their own <p>Assessment: let learners write answers to inversion type of questions on their own</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Provide learners with level-appropriate texts and encourage them to read independently. • Let learners may be provided with pre-reading questions to enable them focus. <p>Assessment: let learners read level-appropriate texts independently</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 style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Narrate a story stressing the setting and the characters for learners to listen. • Let learners re-tell the story. They may do so in a chain, Let learners create and write their own stories. <p>Assessment: let learners create and write their own stories</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><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Demonstrate the structure of a compound sentence by joining simple sentences with and. e.g.</p> <table border="1" data-bbox="456 352 1016 674"> <thead> <tr> <th>simple sentences</th> <th>Conjunction</th> <th>compound sentence</th> </tr> </thead> <tbody> <tr> <td>The boy woke up. The boy prayed.</td> <td>And</td> <td>The boy woke up and prayed.</td> </tr> </tbody> </table> <p>☑Have learners identify the coordinating conjunction in the sentence.</p> <ul style="list-style-type: none"> • Put learners in groups to form simple sentences. • Have groups join the simple sentences with and and but. <p>Assessment: let learners use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p>	simple sentences	Conjunction	compound sentence	The boy woke up. The boy prayed.	And	The boy woke up and prayed.	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
simple sentences	Conjunction	compound sentence							
The boy woke up. The boy prayed.	And	The boy woke up and prayed.							
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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 : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.3.2		
Content standard (code)	B3.3.3.3.		
Performance Indicator	Learners can read dates on the calendar, order dates of events and count days, weeks, months and years taken by given events		
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:	. Ask learners to say the rhyme “Thirty-days has September”	Review the lesson with Learners

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	I'm counting one, what is one	<p>30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year.</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>Use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) <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>Use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) <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>Use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) 	Review the lesson with Learners

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		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.	Use the calendar to do the following: - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) 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 : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B3.5.2.1.2		
Content standard (code)	B3.5.2.1.		
Performance Indicator	Learners can explain the term air-borne diseases and give examples		
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 the lesson with a song, rhyme or poem on air-borne diseases, e.g. I have a little cough Sir. Learners in groups name and discuss some common air-borne diseases. e.g. cold, cough, measles, chicken pox and rashes. Brainstorm with learners to bring out the meaning of the term 'air-borne disease' 	<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"> • Summarise learners' ideas and reinforce the concept of air-borne diseases <p>Assessment: let learners explain the term air-borne diseases and give examples</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners in a class discussion, find out the effect of unclean/contaminated air. • Learners investigate the effects of smoking cigarette on the health of a person and communicate their findings. <p>Assessment: let learners mention the effect of unclean/contaminated air.</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: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
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	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Where did they first settled?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did they first settled?	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3. 4.1.1.3:		
Content standard (code)	B3. 4.1.1.		
Performance Indicator	Learners can identify moral lessons learnt from responding to God’s call		
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 discuss moral lessons derived from responding to God’s call. • Lead learners to mention the moral lessons they learnt from responding to God’s call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc. Assessment: let learners identify moral lessons learnt from responding to God’s call	What have we learnt today? Ask learners to summarize the main points in 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 1.3.4.3		
Content standard (code)	B3 1.3.4.		
Performance Indicator	Learners can plan for a display of own artworks to share creative experiences based on ideas that reflect topical issues 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	<ul style="list-style-type: none"> ☑ talk about how to display artworks e.g. mounting, hanging and spreading to reflect other African communities; ☑ plan the arrangement of own artworks to share, educate and inform the public on the topical issues of other parts of Africa. <p>Assessment: let learners write a plan for a display of own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan the arrangement of own artworks to share, educate and inform the public on the topical issues of other parts of Africa Assessment: let learners write a plan for a display of own artworks</p>	<p>What have we learnt today? 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 : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)	B3.4.3.4.2		
Content standard (code)	B3.4.3.4.		
Performance Indicator	Learners can Classify PE equipment into safe and unsafe.		
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 prevent injuries	Put PE equipment like discus, javelin, etc. on a table. Learners sort them into safe and unsafe by their appearance, Safe: not damaged, not rusted, not broken, not harmful to the user, etc. Unsafe: Damaged, broken, rusted, harmful to the user,	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Introduction to Computing	
Indicator (code)	B3.5.2.1.1		
Content standard (code)	B3.5.2.1.		
Performance Indicator	Learners can identify the parts of the computer and how they work		
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	Learner identify parts of the computer and how they work (i.e. hard disk, power supply) or pictures of the computer parts to class, ask learners to pick one item in turns and differentiate selected items. Learners identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures. Learners practise typing e.g. four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: Let learners identify the parts of the computer	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners explore the insertion and ejection of DVD/CD-ROM as well as connecting of a pen drive.</p> <p>Through demonstration guide learners to play computer games to re-enforce keyboard and mouse skills.</p> <p>Assessment: Let learners identify the parts of the computer and how they work</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: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Copying / Writing Simple Sentences with Correct Spacing	
Indicator (code)	B3.3.4.1.1		
Content standard (code)	B3.3.4.1.		
Performance Indicator	The learner should write correct sentences with correct spacing from substitution table		
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 rhyme they know. • Make a substitution table on the board. • Lead learners to say aloud the words in the substitution table. • Let learners say aloud the words in the substitution table individually. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Demonstrate how sentences are formed from a substitution table. • Help learners to write correct sentences with correct spacing from the substitution table <p>Assessment: let learners write correct sentences with correct spacing from substitution table</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners explore a rhyme they know. • Make a substitution table on the board. • Lead learners to say aloud the words in the substitution table. • Let learners say aloud the words in the substitution table individually. • Demonstrate how sentences are formed from a substitution table. • Help learners to write correct sentences with correct spacing from the substitution table <p>Assessment: let learners write correct sentences with correct spacing from substitution table</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 explore a rhyme they know. • Make a substitution table on the board. • Lead learners to say aloud the words in the substitution table. • Let learners say aloud the words in the substitution table individually. • Demonstrate how sentences are formed from a substitution table. • Help learners to write correct sentences with correct spacing from the substitution table <p>Assessment: let learners write correct sentences with correct spacing from substitution table</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC THREE
WEEK 8

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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. Asking and Answering Questions B. Comprehension C. Narrative Writing D. Using Simple and Compound Sentences E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.8.1.2.	B3.2.7.2.4	B3.4.10.1.2	B3.5.9.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.8.1.	B3.2.7.2.	B3.4.10.1.	B3.5.9.1.	B3.6.1.1.
Performance Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering the inversion questions. B. Learners can read level-appropriate texts independently. C. Learners can engage and orient the reader by establishing a context and introducing a narrative. D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences. 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Let learners, in pairs, ask and answer questions on given issues. • Revise inversion questions with learners. e. g. He is going.—Is he going? • Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions. • Let learners write answers to inversion type of questions on their own <p>Assessment: let learners write answers to inversion type of questions on their own</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Provide learners with level-appropriate texts and encourage them to read independently. • Let learners may be provided with pre-reading questions to enable them focus. <p>Assessment: let learners read level-appropriate texts independently.</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 style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Narrate a story stressing the setting and the characters for learners to listen. • Let learners re-tell the story. They may do so in a chain, Let learners create and write their own stories. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners create and write their own stories.							
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Demonstrate the structure of a compound sentence by joining simple sentences with and. e.g.</p> <table border="1"> <thead> <tr> <th>simple sentences</th> <th>Conjunction</th> <th>compound sentence</th> </tr> </thead> <tbody> <tr> <td>The boy woke up. The boy prayed.</td> <td>And</td> <td>The boy woke up and prayed.</td> </tr> </tbody> </table> <p>Have learners identify the coordinating conjunction in the sentence.</p> <ul style="list-style-type: none"> • Put learners in groups to form simple sentences. • Have groups join the simple sentences with and and but. <p>Assessment: let learners use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p>	simple sentences	Conjunction	compound sentence	The boy woke up. The boy prayed.	And	The boy woke up and prayed.	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
simple sentences	Conjunction	compound sentence							
The boy woke up. The boy prayed.	And	The boy woke up and prayed.							
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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 : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.3.3		
Content standard (code)	B3.3.3.3.		
Performance Indicator	Learners can relate the number of seconds to a minute, minutes to an hour and days to a month in a problem-solving context		
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:	Develop understanding of the relationship between seconds, minutes, hours, days and months. Ask learners to say the rhyme on units of time (in the box)	Review the lesson with Learners

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	<p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>60 seconds one minute; 60 minutes one hour; 24 hours one day; 7 days one week 52 weeks one year; 12 months one year</p> </div> <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like: I'm counting one, what is</p>	<p>Develop understanding of the relationship between seconds, minutes, hours, days and months. Ask learners to say the rhyme on units of time (in the box)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>60 seconds one minute; 60 minutes one hour; 24 hours one day; 7 days one week 52 weeks one year; 12 months one year</p> </div> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like: I'm counting one, what is one</p>	<p>Solving problems requiring an understanding of number of seconds in a minute, the number of minutes in an hour and the number of days in a month</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like: I'm counting one, what is one</p>	<p>Solving problems requiring an understanding of number of seconds in a minute, the number of minutes in an hour and the number of days in a month</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p>	<p>Solving problems requiring an understanding of number of seconds in a minute, the number of minutes in an hour and the number of days in a month</p>	Review the lesson with Learners

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	I'm counting one, what is one	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 : HUMANS AND THE ENVIRONMENT		Sub-strand : SCIENCE AND INDUSTRY	
Indicator (code)	B3.5.3.2.1		
Content standard (code)	B3.5.3.2.		
Performance Indicator	Learners can describe the ways foods get spoiled		
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 watch pictures and videos on ways by which food get spoilt. • Demonstrate an activity to show how food gets spoilt. E.g. bread, kenkey fish etc. • Learners in groups to discuss ways by which food gets spoilt. • Engage learners to present their ideas in groups to the whole class. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Tabulate group responses and reshape learners' ideas. <p>NB: This indicator should not cover micro-organisms</p> <p>Assessment: let learners describe the ways foods get spoiled</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to brainstorm on what will happen if they eat spoilt food. • Learners dramatise or tell a story about a child who ate spoilt food. <p>Assessment: let learners describe what will happen if they eat spoilt food</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
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	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Where did they first settled?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did they first settled?	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3. 4.1.1.3:		
Content standard (code)	B3. 4.1.1.		
Performance Indicator	Learners can identify moral lessons learnt from responding to God’s call		
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	Using the sacred scriptures, let learners dramatise moral activities such as humility, obedience, reverence, commitment, respect, honouring promises, etc. Assessment: let learners identify moral lessons learnt from responding to God’s call	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B3 2.3.4.3		
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 topical issues 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	watch a short video that reflects the topical issues in the local community Assessment: let learners write a plan a display of own music, dance and drama	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan a display of own music, dance and drama to educate and inform the public on the topical issues in other parts of Africa. Assessment: let learners write a plan a display of own music, dance and drama</p>	<p>What have we learnt today? 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 : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SUBSTANCES/DRUGS	
Indicator (code)	B3.4.4.4 1:		
Content standard (code)	B3.4.4.4		
Performance Indicator	Learners can recall why adolescents use drugs for physical activities.		
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	Brainstorm with learners that adolescents use drugs to reduce pain, to cure diseases, to gain confidence, imitate others, etc	What have we learnt today? Use answers to summarise the lesson.

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	the body for maximal performance and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Sources of Information	
Indicator (code)	B3.5.3.1.1.		
Content standard (code)	B3.5.3.1.		
Performance Indicator	Learners can demonstrate sending and sharing information		
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 where one can receive or send information, e.g. letter writing or text messaging, posters, newspapers, telephones calls, SMS etc. Ask learners to role-play a telephone conversation. NB: Recall content in B2 and add to it. Assessment: Let learners mention where one can receive or send information,	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 talk about where one can receive or send information, e.g. letter writing or text messaging, posters, newspapers, telephones calls, SMS etc. Ask learners to role-play a telephone conversation. NB: Recall content in B2 and add to it.</p> <p>Assessment: Let learners where one can receive or send information,</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: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Copying / Writing Simple Sentences with Correct Spacing	
Indicator (code)	B3.3.4.1.2		
Content standard (code)	B3.3.4.1.		
Performance Indicator	<ul style="list-style-type: none"> The learner should use upper case or lower-case letters correctly in sentences with correct spacing 		
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 rhyme they know or say the letters of the alphabet as a group. Create upper and lower-case letters game. Play the game with learners. Let one learner lead the other learners to play the game (supervision is necessary). 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Write sentences on the board using upper and lower-case letters. • Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. <p>Assessment: let learners use upper case or lower-case letters correctly in sentences with correct spacing</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners explore a rhyme they know or say the letters of the alphabet as a group. • Create upper and lower-case letters game. • Play the game with learners. • Let one learner lead the other learners to play the game (supervision is necessary). • Write sentences on the board using upper and lower-case letters. • Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. <p>Assessment: let learners use upper case or lower-case letters correctly in sentences with correct spacing</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 explore a rhyme they know or say the letters of the alphabet as a group. • Create upper and lower-case letters game. • Play the game with learners. • Let one learner lead the other learners to play the game (supervision is necessary). • Write sentences on the board using upper and lower-case letters. • Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. <p>Assessment: let learners use upper case or lower-case letters correctly in sentences with correct spacing</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
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. Giving and Responding to Commands B. Fluency C. Informative/ Academic Writing D. Using Simple and Compound Sentences E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.9.1.2.	B3.2.9.1.2	B3.4.14.1.1.	B3.5.9.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.9.1.	B3.2.9.1.	B3.4.14.1.	B3.5.9.1.	B3.6.1.1.
Performance Indicator	A. Learners can make and respond to polite requests. B. Learners can recognise more than two hundred high frequency words with automaticity. C. Learners can write picture events using simple sentences. D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences. 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Show pictures of requests to learners and ask them to guess the requests from pictures: e.g. a picture of a closed door, a picture of an open door, a picture of someone carrying books etc. (Can you help me carry the books? Please, close/open the door.) • Invite pairs of learners to the front of the class to make and respond to polite requests. Let learner A pick a picture and Learner B make the request. Then, Learner A responds to the request made. • Have learners draw pictures of requests for their partners to guess the requests • Let learners practise making and accepting or declining requests using expressions such as "Yes, Of course, No problem, I'm sorry, I can't," etc. <p>Assessment: let learners make and respond to polite requests</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Revise the knowledge of sight words through games. • Have learners identify sight words in texts using games such as Fishing and Lucky Dip. • Let learners use the sight words to construct meaningful sentences <p>Assessment: let learners use the sight words to construct meaningful sentences</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 style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners. • Have learners represent this in the form of a picture. • Have learners write simple sentences to accompany the pictures. • Have learners share their work with the class. <p>Note: (Give room for positive appreciation).</p> <p>Assessment: let learners write picture events using simple sentences</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 style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Demonstrate the structure of a compound sentence by joining simple sentences with and. e.g.</p> <table border="1" data-bbox="456 863 1146 1182"> <thead> <tr> <th>simple sentences</th> <th>Conjunction</th> <th>compound sentence</th> </tr> </thead> <tbody> <tr> <td>The boy woke up. The boy prayed.</td> <td>And</td> <td>The boy woke up and prayed.</td> </tr> </tbody> </table> <p>Have learners identify the coordinating conjunction in the sentence.</p> <ul style="list-style-type: none"> • Put learners in groups to form simple sentences. • Have groups join the simple sentences with and and but. <p>Assessment: let learners use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p>	simple sentences	Conjunction	compound sentence	The boy woke up. The boy prayed.	And	The boy woke up and prayed.	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
simple sentences	Conjunction	compound sentence							
The boy woke up. The boy prayed.	And	The boy woke up and prayed.							
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>						

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		<ul style="list-style-type: none">• Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B3.4.1.1.1		
Content standard (code)	B3.4.1.1.		
Performance Indicator	Learners can gather and record Data		
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:	Use tallies, checkmarks, charts, lists or tables to collect and organize data to answer a question	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	Use tallies, checkmarks, charts, lists or tables to collect and organize data to answer a question 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 tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organised data 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 tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organised data 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 tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organised data 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 : HUMANS AND THE ENVIRONMENT		Sub-strand : Climate Change	
Indicator (code)	B3.5.4.1.1		
Content standard (code)	B3.5.4.1.1		
Performance Indicator	Learners can identify human activities that pollute the atmosphere		
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 watch pictures and videos on human activities that pollute the atmosphere. Teacher explains to learners that “atmosphere” refers to the air around us. Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>NB: Teacher should not discuss things about climate doom that will scare the learners</p> <p>Assessment: let learners identify human activities that pollute the atmosphere</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Introduce a simple game or activity to help learners understand how the atmosphere gets polluted., e.g. smoke from mosquito coils, burning of pieces of paper (Note: this activity must be done outside the classroom) and ask learners to tell where the smoke goes. • Evaluate learners by asking them to talk about other activities that pollute the atmosphere. <p>Assessment: let learners identify human activities that pollute the atmosphere</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: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
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 they first settled?	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	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>Where did they first settled?</p>	<p>Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people</p> <p>Assessment: : Let learners describe how the Europeans settled on the Gold Coast,</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: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B3.4.2.1.1		
Content standard (code)	B3.4.2.1.		
Performance Indicator	Learners can explain the need to live in harmony with one another.		
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	Have learners mention ways of living in harmony with one another. • Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc. Assessment: let learners explain the need to live in harmony with one another.	What have we learnt today? Ask learners to summarize the main points in 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 : Thinking and Exploring Ideas	
Indicator (code)	B3 1.1.1.4	B3 2.1.1.4	
Content standard (code)	B3 1.1.1.	B3 2.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can Study and talk about visual artworks produced or found in other African communities that reflect topical issues in those areas in Africa Learners can Study and talk about performing artworks produced or performed in other African communities that reflect topical issues 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	Learners to ☐ observe and document daily occurrences (e.g. news on conflicts, road crashes, child abuse, diseases, floods, energy efficiency);	What have we learnt today?

	familiar rhymes	<p>☑ identify how to protect the environment (e.g. by safe use of the roads by pedestrians, motor bike riders, drivers and passengers; prevention of communicable diseases and using energy efficiency gadgets);</p> <p>☑ find ways to manage energy resources at home, in school and in the community;</p> <p>☑ discuss topical issues of involving plastic waste, conflict, illegal migration, human trafficking, diseases, rising temperatures, drowning, road safety, etc. in other African countries and the rest of the world.</p> <p>Assessment: let learners describe visual artworks produced or found in other African communities</p>	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> <p>talk about topical issues that affect sustainable production of music, dance and drama; ☑ identify and learn about resources for making instruments for performances e.g. wood for carving drums and the issue of deforestation;</p> <p>☑ describe the effects of diseases (e.g. cholera, HIV/AIDS), conflicts and road accidents on composers, performers, compositions and performances of the arts: music, dance and drama</p> <p>Assessment: let learners describe performing artworks produced or performed 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: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Self-Responsibility	
Indicator (code)	B3.5.1.5.1:		
Content standard (code)	B3.5.1.5.		
Performance Indicator	Learners canSet a personal goal to improve a motor skill and work toward that goal in non-school time		
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	Guide learners during physical activities to set personal goals such as participate in 30 minutes physical activities at least three time a week, improve upon the number of push ups (from 4-5 in 4 weeks)	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: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B3.5.4.1.1.		
Content standard (code)	B3.5.4.1.		
Performance Indicator	Learners can identify the importance of technology in communication		
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 communicating with others e.g. Story telling, conversations, gesturing etc. Learners talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners identify the importance of technology in communication	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly.</p> <p>Learners practise how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call.</p> <p>Learners talk about how to speak on phone politely.</p> <p>Assessment: Let learners describe how to protect technology tools in communication</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: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Simple and Compound Sentences)	
Indicator (code)	B3.5.6.1.1		
Content standard (code)	B3.5.6.1.		
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise conjunctions in compound sentences • The learner should use conjunctions to form compound sentences from simple 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 learners mention names of objects in the classroom and the environment. • Use conjunctions to form simple sentences on the board. • Call learners to read aloud the sentences. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Lead learners to discuss and recognise conjunctions in the sentences. • Let learners form their own sentences using a chosen conjunction. <p>Assessment: let learners identify conjunctions in compound sentences</p>	
Engage learners to sing songs and recite familiar rhymes		<ul style="list-style-type: none"> • Let learners mention names of objects in the classroom and the environment. • Write compound sentences on the board and lead learners to read the sentences. • Lead learners to underline the conjunctions in the sentences. • Help learners to use conjunctions to form compound sentences from simple sentences. <p>Assessment: let learners use conjunctions to form compound sentences from simple 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"> • Put learners into groups and let them form a given number of sentences using conjunctions. • Let learners read aloud their sentences to the class and discuss the sentences with learners <p>Assessment: let learners use conjunctions to form compound sentences from simple sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC THREE
WEEK 10

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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. Giving and Responding to Commands B. Fluency C. Informative/ Academic Writing D. Spelling E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.9.1.2.	B3.2.9.1.2	B3.4.14.1.1	B3.5.10.1.1	B3.6.1.1.1
Content standard (code)	B3.1.9.1 .	B3.2.9.1.	B3.4.14.1.	B3.5.10.1.	B3.6.1.1.
Performance Indicator	A. Learners can make and respond to polite requests. B. Learners can recognise more than two hundred high frequency words with automaticity. C. Learners can write picture events using simple sentences. D. Learners can spell phonically irregular words correctly. 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Show pictures of requests to learners and ask them to guess the requests from pictures: e.g. a picture of a closed door, a picture of an open door, a picture of someone carrying books etc. (Can you help me carry the books? Please, close/open the door.) • Invite pairs of learners to the front of the class to make and respond to polite requests. Let learner A pick a picture and Learner B make the request. Then, Learner A responds to the request made. • Have learners draw pictures of requests for their partners to guess the requests • Let learners practise making and accepting or declining requests using expressions such as "Yes, Of course, No problem, I'm sorry, I can't," etc. <p>Assessment: let learners respond to polite requests</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Revise the knowledge of sight words through games. • Have learners identify sight words in texts using games such as Fishing and Lucky Dip. • Let learners use the sight words to construct meaningful sentences <p>Assessment: let learners use the sight words to construct meaningful 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 style="text-align: center;"><u>C. WRITING</u></p> <p>Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners.</p> <ul style="list-style-type: none"> • Have learners represent this in the form of a picture. • Have learners write simple sentences to accompany the pictures. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Have learners share their work with the class. <p>Note: (Give room for positive appreciation).</p> <p>Assessment: let learners write picture events using simple sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought. • Dictate the words for learners to spell. • Have learners use these words in oral and written sentences. • Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e.g. bought, answer, because, enough etc. ii. I drink water. iii. Your is wrong. iv. I miss the class I was late. v. My father chocolate. <p>Assessment: let learners spell phonically irregular words correctly.</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><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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 : Data		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B3.4.1.2.1		
Content standard (code)	B3.4.1.2.		
Performance Indicator	Learners can draw and interpret concrete graphs and pictographs to solve problems		
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:	. Identify common features of bar graphs that use one-to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with	Review the lesson with Learners

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	I'm counting one, what is one	title, labeled axes, key or legend, to represent data collected (up to 3 categories of data) Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	. Identify common features of bar graphs that use one-to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with title, labeled axes, key or legend, to represent data collected (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) 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 : HUMANS AND THE ENVIRONMENT		Sub-strand : Climate Change	
Indicator (code)	B3.5.4.1.1		
Content standard (code)	B3.5.4.1.		
Performance Indicator	Learners can identify human activities that pollute the atmosphere		
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 watch pictures and videos on human activities that pollute the atmosphere. Teacher explains to learners that “atmosphere” refers to the air around us. Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>NB: Teacher should not discuss things about climate doom that will scare the learners</p> <p>Assessment: let learners identify human activities that pollute the atmosphere</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Introduce a simple game or activity to help learners understand how the atmosphere gets polluted., e.g. smoke from mosquito coils, burning of pieces of paper (Note: this activity must be done outside the classroom) and ask learners to tell where the smoke goes. • Evaluate learners by asking them to talk about other activities that pollute the atmosphere. <p>Assessment: let learners identify human activities that pollute the atmosphere</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: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
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	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans formed alliances with the local chiefs	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Where did they first settled?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did they first settled?	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans formed alliances with the local chiefs	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B3.4.2.1.1		
Content standard (code)	B3.4.2.1.		
Performance Indicator	Learners can explain the need to live in harmony with one another.		
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 a Think-Pair-Share session, let learners talk about attitudes and behaviours that promote harmonious living at home, school, community, etc. Assessment: let learners explain the need to live in harmony with one another.	What have we learnt today? Ask learners to summarize the main points in 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	
Indicator (code)	B3 1.3.5.3	B3 2.3.5.3	
Content standard (code)	B3 1.3.5.	B3 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> Learners can display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities Learners can perform own music, dance and drama to share creative experiences based on ideas that reflect topical issues 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	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect the topical issues in the local community.	What have we learnt today?

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	familiar rhymes	Assessment: let learners display portfolio of own visual artworks to document, educate and inform the public.	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"> role-play performances in music, dance and drama to inform and educate. <p>Perform own music, dance and drama compositions to share ideas, educate and inform the audience on topical issues of the people in other African communities.</p> <p>Assessment: let learners display/perform own music, dance and drama to educate inform and entertain the public</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 : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Social Interaction	
Indicator (code)	B3.5.2.5.1:		
Content standard (code)	B3.5.2.5.		
Performance Indicator	Learners can Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities		
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	Encourage learners to improve upon their performance through positive encouragement during physical activities.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B3.5.4.1.1.		
Content standard (code)	B3.5.4.1.		
Performance Indicator	Learners can identify the importance of technology in communication		
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 communicating with others e.g. Story telling, conversations, gesturing etc. Learners talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners identify the importance of technology in communication	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly.</p> <p>Learners practise how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call.</p> <p>Learners talk about how to speak on phone politely.</p> <p>Assessment: Let learners describe how to protect technology tools in communication</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: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Spelling)	
Indicator (code)	B3.5.6.1.3	B3.5.7.1.1	
Content standard (code)	B3.5.6.1.	B3.5.7.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should use conjunctions such as but and because in forming compound sentences • The learner should write four and five letter words 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 mention names of objects in the classroom and the environment. • Write compound sentences on the board and lead learners to read the sentences. • Help learners to use conjunctions such as, “but” and “because” to form compound sentences. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Put learners into groups and let them form a given number of sentences using conjunctions “but” and “because.” • Let learners read aloud their sentences to the class and discuss the sentences with learners. <p>Assessment: let learners use conjunctions such as but and because in forming compound sentences</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write four and five letter words on flashcards. • Show the cards to learners and lead them to mention the words. • Use the flashcards to encourage learners to write four and five letter words correctly in their books <p>Assessment: let learners write four and five letter words 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 say the letters of the alphabet. • Write four and five letter words on flashcards. • Show the cards to learners and lead them to mention the words. • Use the flashcards to encourage learners to write four and five letter words correctly in their books <p>Assessment: let learners write four and five letter words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
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. Presentation B. Fluency C. Informative/ Academic Writing D. Spelling E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.10.1.2	B3.2.9.1.3.	B3.4.14.1.2	B3.5.10.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.10.1.	B3.2.9.1.	B3.4.14.1.	B3.5.10.1.	B3.6.1.1.
Performance Indicator	A. Learners can use appropriate verbal and non-verbal cues to convey meaning while speaking, e.g. smiling, using gestures, etc. B. Learners can use self-correction strategy to make meaning from texts (repeated). C. Learners can make a radio/TV presentations/performances. D. Learners can spell phonically irregular words correctly. 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval. • Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners. • Let the groups plan their presentations on an appropriate topic. • Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used. <p>Assessment: let learners use appropriate verbal and non-verbal cues to convey meaning while speaking, e.g. smiling, using gestures, etc</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners use self-correction strategy as they pronounce words in a read aloud lesson. • Check for intonation and pace as they read to make meaning. <p>Assessment: let learners use self-correction strategy to make meaning from texts (repeated).</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 style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Let Learners rehearse presenting information on radio or TV. • Have learners generate ideas, plan and present them in groups as done on radio. 	<p>What have we learnt today?</p>

	familiar rhymes	<ul style="list-style-type: none"> • Assign groups to present their ideas to the whole class. • Plan for a live presentation/performance. <p>Assessment: let learners make a radio/TV presentations/performances</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought. • Dictate the words for learners to spell. • Have learners use these words in oral and written sentences. • Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e.g. bought, answer, because, enough etc. ii. I drink water. iii. Your is wrong. iv. I miss the class I was late. v. My father chocolate. <p>Assessment: let learners spell phonically irregular words correctly</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><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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 : Data		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B3.4.1.2.1		
Content standard (code)	B3.4.1.2.		
Performance Indicator	Learners can draw and interpret concrete graphs and pictographs to solve problems		
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:	. Identify common features of bar graphs that use one-to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with	Review the lesson with Learners

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	I'm counting one, what is one	title, labeled axes, key or legend, to represent data collected (up to 3 categories of data) Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	. Identify common features of bar graphs that use one-to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with title, labeled axes, key or legend, to represent data collected (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) 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 : HUMANS AND THE ENVIRONMENT		Sub-strand : Climate Change	
Indicator (code)	B3.5.4.1.1		
Content standard (code)	B3.5.4.1.		
Performance Indicator	Learners can identify human activities that pollute the atmosphere		
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 watch pictures and videos on human activities that pollute the atmosphere. Teacher explains to learners that “atmosphere” refers to the air around us. Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>NB: Teacher should not discuss things about climate doom that will scare the learners</p> <p>Assessment: let learners identify human activities that pollute the atmosphere</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Introduce a simple game or activity to help learners understand how the atmosphere gets polluted., e.g. smoke from mosquito coils, burning of pieces of paper (Note: this activity must be done outside the classroom) and ask learners to tell where the smoke goes. • Evaluate learners by asking them to talk about other activities that pollute the atmosphere. <p>Assessment: let learners identify human activities that pollute the atmosphere</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: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
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	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans formed alliances with the local chiefs	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Where did they first settled?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did they first settled?	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans formed alliances with the local chiefs	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B3.4.2.1.1		
Content standard (code)	B3.4.2.1.		
Performance Indicator	Learners can explain the need to live in harmony with one another.		
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 a Think-Pair-Share session, let learners talk about attitudes and behaviours that promote harmonious living at home, school, community, etc. Assessment: let learners explain the need to live in harmony with one another.	What have we learnt today? Ask learners to summarize the main points in 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	
Indicator (code)	B3 1.3.5.3	B3 2.3.5.3	
Content standard (code)	B3 1.3.5.	B3 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> Learners can display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities Learners can perform own music, dance and drama to share creative experiences based on ideas that reflect topical issues 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: ☐ display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect the topical issues in the local community.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners display portfolio of own visual artworks to document, educate and inform the public.	
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ role-play performances in music, dance and drama to inform and educate. <p>Perform own music, dance and drama compositions to share ideas, educate and inform the audience on topical issues of the people in other African communities.</p> <p>Assessment: let learners display/perform own music, dance and drama to educate inform and entertain the public</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 : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Group Dynamics	
Indicator (code)	B3.5.3.5.1		
Content standard (code)	B3.5.3.5.		
Performance Indicator	Learners can use verbal and nonverbal communication to improve practice.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		PE curriculum Page	
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 improve on their practice as they receive positive verbal and non-verbal feedback from their peers, teacher, etc.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B3.5.4.1.1.		
Content standard (code)	B3.5.4.1.1.		
Performance Indicator	Learners can identify the importance of technology in communication		
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 communicating with others e.g. Story telling, conversations, gesturing etc. Learners talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners identify the importance of technology in communication	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly.</p> <p>Learners practise how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call.</p> <p>Learners talk about how to speak on phone politely.</p> <p>Assessment: Let learners describe how to protect technology tools in communication</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: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Spelling)	
Indicator (code)	B3.5.7.1.2	B3.5.7.1.3	
Content standard (code)	B3.5.7.1.	B3.5.7.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should write five and six letter words correctly • The learner should write more than five and six letter words 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 say the letters of the alphabet. • Write five and six letter words on flashcards. • Show the cards to the learners and lead them to mention the words. • Use the flashcards to encourage learners to write five and six letter words correctly in their books. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners write five and six letter words correctly	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write five and six letter words on flashcards. • Show the cards to learners and lead them to mention the words. • Encourage learners write more five and six-letter words correctly in their books. • Let learners say the words to the class. <p>Assessment: let learners write more than five and six letter words 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 say the letters of the alphabet. • Write five and six letter words on flashcards. • Show the cards to learners and lead them to mention the words. • Encourage learners write more five and six-letter words correctly in their books. • Let learners say the words to the class. <p>Assessment: let learners write more than five and six letter words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
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. Presentation B. Fluency C. Informative/ Academic Writing D. Spelling E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.10.1.2	B3.2.9.1.3.	B3.4.14.1.2.	B3.5.10.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.10.1.	B3.2.9.1.	B3.4.14.1.	B3.5.10.1.	B3.6.1.1.
Performance Indicator	A. Learners can use appropriate verbal and non-verbal cues to convey meaning while speaking, e.g. smiling, using gestures, etc. B. Learners can use self-correction strategy to make meaning from texts (repeated) C. Learners can make a radio/TV presentations/performances. D. Learners can spell phonically irregular words correctly. 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 style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval. • Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners. • Let the groups plan their presentations on an appropriate topic. • Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used. <p>Assessment: let learners use appropriate verbal and non-verbal cues to convey meaning while speaking</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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners use self-correction strategy as they pronounce words in a read aloud lesson. • Check for intonation and pace as they read to make meaning. <p>Assessment: let learners use self-correction strategy to make meaning from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Let Learners rehearse presenting information on radio or TV. • Have learners generate ideas, plan and present them in groups as done on radio. • Assign groups to present their ideas to the whole class. 	<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"> • Plan for a live presentation/performance. <p>Assessment: let learners make a radio/TV presentations/performances</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought. • Dictate the words for learners to spell. • Have learners use these words in oral and written sentences. • Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e.g. bought, answer, because, enough etc. ii. I drink water. iii. Your is wrong. iv. I miss the class I was late. v. My father chocolate. <p>Assessment: let learners spell phonically irregular words correctly</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><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <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 : Data		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B3.4.1.2.1		
Content standard (code)	B3.4.1.2.		
Performance Indicator	Learners can draw and interpret concrete graphs and pictographs to solve problems		
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:	. Identify common features of bar graphs that use one-to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with	Review the lesson with Learners

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	I'm counting one, what is one	title, labeled axes, key or legend, to represent data collected (up to 3 categories of data) Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	. Identify common features of bar graphs that use one-to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with title, labeled axes, key or legend, to represent data collected (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data) 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 : HUMANS AND THE ENVIRONMENT		Sub-strand : Climate Change	
Indicator (code)	B3.5.4.1.1		
Content standard (code)	B3.5.4.1.		
Performance Indicator	Learners can identify human activities that pollute the atmosphere		
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 watch pictures and videos on human activities that pollute the atmosphere. Teacher explains to learners that “atmosphere” refers to the air around us. Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>NB: Teacher should not discuss things about climate doom that will scare the learners</p> <p>Assessment: let learners identify human activities that pollute the atmosphere</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Introduce a simple game or activity to help learners understand how the atmosphere gets polluted., e.g. smoke from mosquito coils, burning of pieces of paper (Note: this activity must be done outside the classroom) and ask learners to tell where the smoke goes. • Evaluate learners by asking them to talk about other activities that pollute the atmosphere. <p>Assessment: let learners identify human activities that pollute the atmosphere</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: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
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	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans formed alliances with the local chiefs	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Where did they first settled?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did they first settled?	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans formed alliances with the local chiefs	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B3.4.2.1.1		
Content standard (code)	B3.4.2.1.		
Performance Indicator	Learners can explain the need to live in harmony with one another.		
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 a Think-Pair-Share session, let learners talk about attitudes and behaviours that promote harmonious living at home, school, community, etc. Assessment: let learners explain the need to live in harmony with one another.	What have we learnt today? Ask learners to summarize the main points in 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	
Indicator (code)	B3 1.3.5.3 B3 2.3.5.3		
Content standard (code)	B3 1.3.5. B3 2.3.5.		
Performance Indicator	<ul style="list-style-type: none"> Learners can display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities Learners can perform own music, dance and drama to share creative experiences based on ideas that reflect topical issues 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
	Engage learners to sing songs and recite	Learners are to: ☐ display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect the topical issues in the local community.	What have we learnt today?

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	familiar rhymes	Assessment: let learners display portfolio of own visual artworks to document, educate and inform the public. Creativity	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ role-play performances in music, dance and drama to inform and educate. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> Perform own music, dance and drama compositions to share ideas, educate and inform the audience on topical issues of the people in other African communities. </div> Assessment: let learners display/perform own music, dance and drama to educate inform and entertain the public	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 : Values and Psycho-social Concepts, Principles and Strategies		Sub-strand : Critical Thinking	
Indicator (code)	B3.5.4.5.1		
Content standard (code)	B3.5.4.5.		
Performance Indicator	Learners can: demonstrate how to solve a problem with another person during physical activity		
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 prevent injuries	Learners embrace their peers after physical activities as a means of solving personal problems. Learners make it a habit of embracing one other after physical activity as a means of solving problems	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B3.5.4.1.1.		
Content standard (code)	B3.5.4.1.1.		
Performance Indicator	Learners can identify the importance of technology in communication		
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 communicating with others e.g. Story telling, conversations, gesturing etc. Learners talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners identify the importance of technology in communication	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly.</p> <p>Learners practise how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call.</p> <p>Learners talk about how to speak on phone politely.</p> <p>Assessment: Let learners describe how to protect technology tools in communication</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: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading/ Children Library		Sub-strand : Reading Short Texts/Poems/Narratives/Short Stories and Respond to Them	
Indicator (code)	B3.6.3.1.3	B3.6.3.1.4	
Content standard (code)	B3.6.3.1.	B3.6.3.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should discuss and explain the meaning of some words and pictures in the passage The learner should answer questions based on a passage read. 		
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:			
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. 	What have we learnt today?

		<ul style="list-style-type: none"> • Ask them questions based on the story read <p>Assessment: let learners explain the meaning of some words and pictures in the passage</p>	Review the lesson with learners
	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 <p>Assessment: let learners answer questions based on a passage read.</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"> • 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 answer questions based on a passage read.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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