

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

WHATSAPP 0245350591

**TERM THREE
BASIC FOUR
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
	Nouns	Nouns	Determiners
	Penmanship and Handwriting	Penmanship and Handwriting	Writing as a Process
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Songs	Poems
	Phonics	Word Families, Rhyming Endings and Common Digraphs	Phonics
	Nouns	Nouns	Nouns
	Paragraph Development	Penmanship and Handwriting	Writing as a Process
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Poems	Poems	Conversation
	Word Families	Blends and Consonant Clusters	Vocabulary
	Nouns	Determiners	Verbs
	Paragraph Development	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Action Words	Using Action Words

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	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Vocabulary	Vocabulary
	Determiners	Determiners	Verbs
	Writing as a Process	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Action Words	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	Dramatisation and Role Play	Listening Comprehension
	Blends and Consonant Clusters	Vocabulary	Comprehension
	Determiners	Verbs	Adverbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Qualifying Words – Adjectives	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Conversation	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Determiners	Verbs	Conjunctions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing

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	Naming words/ Nouns	Using Qualifying Words – Adjectives	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Listening Comprehension	Conversation	Presentation
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Conjunctions
	Narrative Writing	Writing as a Process	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Asking and Answering Questions	Listening Comprehension	Presentation
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Modals
	Narrative Writing	Creative/Free Writing	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
9	Giving and Following Commands	Asking and Answering Questions	Presentation
	Comprehension	Comprehension	Fluency
	Adjectives	Adverbs	Modals

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	Creative/Free Writing	Creative/Free Writing	Letter Writing
	Using Qualifying Words – Adjectives	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Presentation	Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests	Presentation
	Comprehension	Silent Reading	Summarising
	Verbs	Adverbs	Prepositions
	Creative/Free Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Qualifying Words – Adjectives	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Adverbs	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing

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	Using Adverbs	Conjunctions	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	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
2	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS
5	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION
6	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
7	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
8	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	CLIMATE CHANGE
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	Myself	The Environment and the Weather
2	Nature of God	Myself	The Environment and the Weather
3	Myself	My Family and the Community	Being a Citizen
4	My Family and the Community	The Environment and the Weather	Being a Citizen
5	Home and School	Worship	Authority and Power
6	The Environment and the Weather	Festivals	Responsible use of Resources
7	Plants and Animals	Basic Human Rights	Farming in Ghana
8	Map Making and Land Marks	Basic Human Rights	Our Neighbouring Countries
9	Population and Settlement	Being a Leader	Our Neighbouring Countries
10	Population and Settlement	Being a Leader	Our Neighbouring Countries
11	Population and Settlement	Being a Citizen	Our Neighbouring Countries
12	Population and Settlement	Being a Citizen	Our Neighbouring Countries

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YEARLY SCHEME OF LEARNING

COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets
2	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
3	Generation of computers and parts of a computer and other gadgets.	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
4	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Data, sources and usage
5	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Data, sources and usage	Data, sources and usage
6	Data, sources and usage	Data, sources and usage	Technology in the community (communication)
7	Data, sources and usage	Data, sources and usage	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)
8	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
9	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND

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			RIBBONS OF WORD PROCESSING)
10	Technology in the community (communication	INTRODUCTION TO MS- POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
11	Technology in the community (communication	INTRODUCTION TO MS- POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
12	Technology in the community (communication	INTRODUCTION TO MS- POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)

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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	Number Operations	Unknowns, Expressions and Equations
2	Counting, Representation & Cardinality	Fractions	2D and 3D Shapes
3	Counting, Representation & Cardinality	Fractions	Position / Transformation
4	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
5	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
6	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
7	Counting, Representation & Cardinality	Fractions	Measurement -Time
8	Number Operations	Fractions	Data Collection, Organization, Presentation, Interpretation and Analysis
9	Number Operations	Patterns and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
10	Number Operations	Pattern and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
11	Number Operations	Pattern and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
12	Number Operations	Unknowns, Expressions and Equations	Data Data Collection, Organization, Presentation, Interpretation and Analysis

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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	Roles and Relationships
2	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
3	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
4	God the Creator	Festivals in the Three Major Religions	Roles and Relationships
5	God the Creator	Festivals in the Three Major Religions	Authority and Obedience
6	The Environment	The Call of the Leaders of the Three Major Religions	Authority and Obedience
7	The Environment	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
8	Religious Worship, Prayer and other Religious Practices	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
9	Religious Worship, Prayer and other Religious Practices	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
10	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation
11	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation
12	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation

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YEARLY SCHEME OF LEARNING

HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
2	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
3	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
4	Why and How We Study HISTORY	SOME SELECTED INDIVIDUALS	The Republics
5	Why and How We Study HISTORY	SOME SELECTED INDIVIDUALS	The Republics
6	The People Of Ghana	SOME SELECTED INDIVIDUALS	The Republics
7	The People Of Ghana	Missionary Activities	The Republics
8	The People Of Ghana	Missionary Activities	The Republics
9	The People Of Ghana	Missionary Activities	The Republics
10	The People Of Ghana	Establishing British Rule in Ghana	The Republics
11	The People Of Ghana	Establishing British Rule in Ghana	The Republics
12	The People Of Ghana	Establishing British Rule in Ghana	The Republics

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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 Ideas (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)
2	Thinking and exploring (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
3	Thinking and Exploring Ideas (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)	Displaying and Sharing (Visual Arts)	Displaying and Sharing (Visual Arts)
6	Planning, Making and Composing (Performing Arts)	Displaying and Sharing (Performing Arts)	Displaying and Sharing (Performing Arts)
7	Displaying and Sharing (Visual Arts)	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)
8	Displaying and Sharing (Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)
9	Displaying and Sharing / Appreciating and Appraising (Visual Arts)	Thinking and Exploring Ideas (Visual Arts and Performing Arts)	Thinking and Exploring Ideas (Visual Arts and Performing Arts)
10	Displaying and Sharing / Appreciating and Appraising	Planning, Making and Composing (Visual Arts and Performing Arts)	Planning, Making and Composing

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	(Visual Arts and Performing Arts)		(Visual Arts and Performing Arts)
11	Appreciating and Appraising (Visual Arts and Performing Arts)	Displaying and Sharing (Visual Arts and Performing Arts)	Displaying and Sharing (Visual Arts and Performing Arts)
12	Appreciating and Appraising (Visual Arts and Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Visual Arts 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 Poems Listening and Story Telling	Conversation	Giving and Following Commands/ Instructions
2	Dramatisation and Role Play	Talking about Oneself, Family, People and Places/ Asking and Answering Questions	Presentation
3	Phonics: Letter Sound Knowledge	Vocabulary / Comprehension	Fluency
4	Phonics: Letter Sound Knowledge vocabulary (Sight and content vocabulary)	Silent Reading	Summarising
5	Penmanship/Handwriting	Penmanship/ Handwriting	Penmanship /Handwriting
6	Narrative Writing	Persuasive Writing	Literary Writing
7	Creative/ Free Writing Descriptive Writing	Argumentative Writing	Letter Writing
8	Descriptive Writing Persuasive Writing	Informative/ Academic Writing & Literary Writing	Integrating Grammar in Written Language (Use of simple and compound sentences)
9	Integrating Grammar in Written Language (Capitalization	Integrating Grammar in Written Language (Use of qualifying	Integrating Grammar in Written Language (spelling)

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	Integrating Grammar in Written Language (Punctuation) B4	words) & (Use of post positions)	
10	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	Integrating Grammar in Written Language (Use of postpositions)	Integrating Grammar in Written Language (Conjunctions)
11	Building the Love and Culture of Reading in Learners	Reading Texts, Poems, Narratives and Short Stories	Reading Texts, Poems, Narratives and Short Stories
12	Read Aloud with Children	Reading Texts, Poems, Narratives and Short Stories	Reading Texts, Poems, Narratives and Short Stories

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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	FITNESS PROGRAMME,
2	LOCOMOTOR SKILLS	Rhythmic Skills	FITNESS PROGRAMME,
3	MANIPULATIVE SKILLS	Manipulative Skills	HEALTHY DIET
4	MANIPULATIVE SKILLS	Space Awareness	SAFETY AND INJURIES
5	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
6	MANIPULATIVE SKILLS	Relations	SUBSTANCES/DRUGS
7	MANIPULATIVE SKILLS	Body Management	SELF-RESPONSIBILITY
8	MANIPULATIVE SKILLS	Strategies	SOCIAL INTERACTION
9	MANIPULATIVE SKILLS	Aerobic Capacity	GROUP DYNAMICS
10	MANIPULATIVE SKILLS	Strength	CRITICAL THINKING
11	MANIPULATIVE SKILLS	Endurance	CRITICAL THINKING
12	MANIPULATIVE SKILLS	Flexibility	FITNESS PROGRAMME,

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TERMLY SCHEME OF LEARNING

B4 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B4.2.2.2.	B4.2.2.2.1	Word cards sentence cards, class library
	Grammar Usage At Word	Determiners	B4.3.2.1.	B4.3.2.1.5	
	Writing	Writing as a Process	B4.4.9.3..	B4.4.9.3.3.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1..	B4.5.3.1.4.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
2	Oral Language	Poems	B4.1. 3.1..	B4.1. 3.1.3.	Word cards sentence cards, class library
	Reading	Phonics	B4.2.2.2.	B4.2.2.2.1	
	Grammar Usage At Word	Nouns	B4.3.1.1..	B4.3.1.1.4.	
	Writing	Writing as a Process	B4.4.9.3..	B4.4.9.3.3.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1..	B4.5.3.1.4.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
3	Oral Language	Conversation	B4.1.6.3.	B4.1.6.3.2	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.2	
	Grammar Usage At Word	Verbs	B4.3.5.1..	B4.3.5.1.4.	
	Writing	Argumentative/Persuasive Writing	B4.4.13.2	B4.4.13.2.2	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
4	Oral Language	Conversation	B4.1.6.3.	B4.1.6.3.3	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.3	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	
	Writing	Argumentative/Persuasive Writing	B4.4.13.2.	B4.4.13.2.3	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.3	

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	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
5	Oral Language	Listening Comprehension	B4.1.7.1..	B4.1.7.1.5.	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.2.	B4.2.7.2.3	
	Grammar Usage At Word	Adverbs	B4.3.6.1.	B4.3.6.1.2.	
	Writing	Argumentative/Persuasive Writing	B4.4.13.2.	B4.4.13.2.4	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1.	B4.5.9.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1.	
6	Oral Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.5	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.3..	B4.2.7.3.1.	
	Grammar Usage At Word	Conjunctions	B4.3.8.1.	B4.3.8.1.1	
	Writing	Argumentative/Persuasive Writing	B4.4.13.2	B4.4.13.2.4	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1.	B4.5.9.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
7	Oral Language	Presentation	B4.1.10.3.. B4.1.10.3.	B4.1.10.3.1. B4.1.10.3.2	Word cards sentence cards, class library
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.2	
	Grammar Usage At Word	Conjunctions	B4.3.8.1.	B4.3.8.1.1	
	Writing	Expository/Informative Writing	B4.4.14.1..	B4.4.14.1.1.	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1.	B4.5.9.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
8	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.3	Word cards sentence cards, class library
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.3.	
	Grammar Usage At Word	Modals	B4.3.9.1.	B4.3.9.1.1	
	Writing	Expository/Informative Writing	B4.4.14.2.	B4.4.14.2.1	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1.	B4.5.9.1.2	

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	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
9	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.4	Word cards sentence cards, class library
	Reading	Fluency	B4.2.9.1.	B4.2.9.1.2	
	Grammar Usage At Word	Modals	B4.3.9.1.	B4.3.9.1.1	
	Writing	Letter Writing	B4.4.15.1.	B4.4.15.1.1	
	Using Writing Conventions	Spelling	B4.5.10.1..	B4.5.10.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1.	
10	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.5	Word cards sentence cards, class library
	Reading	Summarising	B4.2.10.1.	B4.2.10.1.1	
	Grammar Usage At Word	Prepositions	B4.3.10.1.	B4.3.10.1.1	
	Writing	Letter Writing	B4.4.15.1.	B4.4.15.1.1	
	Using Writing Conventions	Spelling	B4.5.10.1..	B4.5.10.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1	B4.6.1.1.1.	
11	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.6	Word cards sentence cards, class library
	Reading	Summarising	B4.2.10.1.	B4.2.10.1.2	
	Grammar Usage At Word	Prepositions	B4.3.10.1.	B4.3.10.1.1	
	Writing	Letter Writing	B4.4.15.1.	B4.4.15.1.1	
	Using Writing Conventions	Spelling	B4.5.10.1..	B4.5.10.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	
12	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.7	Word cards sentence cards, class library
	Reading	Summarising	B4.2.10.1.	B4.2.10.1.2	
	Grammar Usage At Word	Prepositions	B4.3.10.1.	B4.3.10.1.1	
	Writing	Letter Writing	B4.4.15.1.	B4.4.15.1.1	
	Using Writing Conventions	Spelling	B4.5.10.1..	B4.5.10.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1..	B4.6.1.1.1.	

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B4 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS Term 2	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas	B4. 1.1.1.	B4. 1.1.1.5	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	Thinking and Exploring Ideas	B4. 2.1.1.	B4. 2.1.1.5	-do-
3	Visual Arts	Planning, Making and Composing	B4 1.2.2.	B4 1.2.2.3	-do-
4	Performing Arts	Planning, Making and Composing	B4 2.2.2.	B4 2.2.2.3.	-do-
5	Visual Arts	Displaying and Sharing	B4 1.3.4.	B4 1.3.4.3	-do-
6	Performing Arts	Displaying and Sharing	B4 2.3.4.	B4 2.3.4.3	-do-
7	Visual Arts	Appreciating and Appraising	B4 1.4.6.	B4 1.4.6.3	-do-
8	Performing Arts	Appreciating and Appraising	B4 2.4.6.	B4 2.4.6.3	-do-
9	Visual Arts Performing Arts	Thinking and Exploring Ideas	B4. 1.1.1. B4 2.1.1.	B4. 1.1.1.6 B4 2.1.1.6.	-do-
10	Visual Arts Performing Arts	Planning, Making and Composing	B4 1.2.3 B4 2.2.3.	B4 1.2.3.3 B4 2.2.3.3	-do-
11	Visual Arts Performing Arts	Displaying and Sharing	B4 1.3.5. B4 2.3.5.	B4 1.3.5.3 B4 2.3.5.3	-do-
12	Performing Arts	Appreciating and Appraising	B4 1.4.7. B4 2.4.7.	B4 1.4.7.3	-do-

TERMLY SCHEME OF LEARNING

B4 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Algebra	Unknowns, Expressions and Equations	B4.2.2.2. B4.2.2.2.	B4.2.2.2.5 B4.2.2.2.6	Counters, bundle and loose straws, Paper strips, Cut out cards
2	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B4.2.2.2. B4.3.1.1. B4.3.1.1.	B4.2.2.2.7 B4.3.1.1.1 B4.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
3	GEOMETRY AND MEASUREMENT	Position / Transformation	B4.3.2.1. B4.3.3.1.	B4.3.2.1.1 B4.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.1. B4.3.3.1. B4.3.3.1.	B4.3.3.1.2 B4.3.3.1.3 B4.3.3.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.2. B4.3.3.2. B4.3.3.2.	B4.3.3.2.1 B4.3.3.2.2 B4.3.3.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.2. B4.3.3.2. B4.3.3.3.	B4.3.3.2.4 B4.3.3.2.5 B4.3.3.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
7	GEOMETRY AND MEASUREMENT	Measurement -Time	B4.3.3.3. B4.3.3.3.	B4.3.3.3.2 B4.3.3.3.3	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.1 B4.4.1.1.	B4.4.1.1.1 B4.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.1. B4.4.1.1. B4.4.1.2.	B4.4.1.1.3 B4.4.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Data	Data Collection, Organization,	B4.4.1.2.	B4.4.1.2.1 B4.4.1.2.2	Counters, bundle and loose straws,

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		Presentation, Interpretation and Analysis			Paper strips, Cut out cards
11	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.2.	B4.4.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Algebra Data	Data Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.2.2	B4.4.1.2.	Counters, bundle and loose straws, Paper strips, Cut out cards

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TERMLY SCHEME OF LEARNING

B4 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	BODY COMPOSITION	B4.3.5.3.	B4.3.5.3.2:	Balls
2	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B4.4.1.4.	B4.4.1.4.1:	Pictures and Videos
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B4.4.1.4.	B4.4.1.4.2:	Drums, Clappers, Video and Pictures Video and Pictures
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	HEALTHY DIET	B4.4.2.4.	B4.4.2.4.1	
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B4.4.3.4.	B4.4.3.4.1	Pictures and Video
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B4.4.4.4.	B4.4.4.4.1	Pictures and Video
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SUBSTANCES/DRUGS	B4.5.5.4.	B4.5.5.4.1	Pictures and Video
8	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF-RESPONSIBILITY	B4.5.1.5.	B4.5.1.5.1	Pictures and Video
9	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SOCIAL INTERACTION	B4.5.2.5.	B4.5.2.5.2	Pictures and Video
10	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	GROUP DYNAMICS	B4.5.3.5.	B4.5.3.5.1	Drums, Laptop, Speakers
11	VALUES AND PSYCHO-SOCIAL CONCEPTS,	CRITICAL THINKING	B4.5.4.5.:	B4.5.4.5.1:	Drums, Laptop, Speakers,

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	PRINCIPLES AND STRATEGIES				
12	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	CRITICAL THINKING	B4.5.4.5.	B4.5.4.5.1:	Drums, Laptop, Speakers

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TERMLY SCHEME OF LEARNING**B4 Term 3 RELIGIOUS AND MORAL EDUCATION**

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and Community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.2:	wall charts, wall words, posters, video clip, etc
2	The Family and Community	Roles and Relationships	B4.4.1.1.:	B4.4.1.1.2:	wall charts, wall words, posters, video clip, etc
3	The Family and Community	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall words, posters, video clip, etc
4	The Family and Community	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall words, posters, video clip, etc
5	The Family, Authority and Obedience	Authority and Obedience	B4.5.1.1.:	B4.5.1.1.1:	wall charts, wall words, posters, video clip, etc
6	The Family, Authority and Obedience	Authority and Obedience	B4.5.1.1.	B4.5.1.1.1:	wall charts, wall words, posters, video clip, etc
7	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
8	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
9	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
10	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
11	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
12	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.1.1.	B4.5.1.1.1	wall charts, wall words, posters, video clip, etc

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B4 Term 3 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.5.	Laptops, Images of clipboard, styles, fonts, paragraph
2	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.5	Laptops,
3	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.6	Laptops,
4	Introduction to computing	Data, sources and usage	B4.1.3.2..	B4.1.3.2.2.	Laptops,
5	Introduction to computing	Data, sources and usage	B4.1.3.2.	B4.1.3.2.3	Laptops,
6	Introduction to computing	Technology in the community (communication)	B4.1.4.1..	B4.1.4.1.4.	Laptops,
7	PRESENTATION	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	B4.2.1.1..	B4.2.1.1.2.	Laptops, smart phones
8	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1.	B4.3.1.1.1	Laptops, smart phones
9	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1	B4.3.1.1.2	Laptops, smart phones
10	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1	B4.3.1.1.2	Laptops, smart phones
11	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1	B4.3.1.1.2	Laptops, smart phones
12	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND	B4.3.1.1.	B4.3.1.1.2	Laptops, smart phones

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		RIBBONS OF WORD PROCESSING)			
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TERMLY SCHEME OF LEARNING

B4 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.2.	B4.1.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.2.	B4.1.1.2.2	
3	CYCLES	EARTH SCIENCE	B4.2.1.5.	B4.2.1.5.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.2.	B4.4.2.2.1	
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B4. 5.1.1.	B4. 5.1.1.2	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1.	B4.5.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1	B4.5.2.1.2.	
8	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
9	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
10	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
11	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
12	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	

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TERMLY SCHEME OF LEARNING

B4 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL AROUND US	The Environment and the Weather	B4.2.1.3 .	B4.2.1.3 .1.	Pictures, Charts, Video Clip
2	ALL AROUND US	The Environment and the Weather	B4.2.1.3 ..	B4.2.1.3 .1.	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Being a Citizen	B4.4.1.2.	B4.4.1.2.1	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Being a Citizen	B4.4.1.3..	B4.4.1.3.1.	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Authority and Power	B4.4.2.1..	B4.4.2.1.1.	Pictures, Charts, Video Clip
6	OUR NATION GHANA	Responsible use of Resources	B4.4.3.1..	B4.4.3.1.1.	Pictures, Charts, Video Clip
7	OUR NATION GHANA	Farming in Ghana	B4.4.4.1..	B4.4.4.1.1.	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.1.	B4.5.1.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2.	B4.5.1.2.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2..	B4.5.1.2.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2..	B4.5.1.2.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2..	B4.5.1.2.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING

B4 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
2	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
3	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
4	Independent Ghana	The Republics	B4.6.1.1..	B4.6.1.1.1.	A map of Ghana, Posters, documentary
5	Independent Ghana	The Republics	B4.6.1.1.	B4.6.1.1.1.	A map of Ghana, Posters, documentary
6	Independent Ghana	The Republics	B4.6.1.1..	B4.6.1.1.1.	A map of Ghana, Posters, documentary
7	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
8	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
9	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana,

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					Posters, documentary
10	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
11	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
12	Independent Ghana	The Republics	B4.6.1.1.1. .	B4.6.1.1.1.2	A map of Ghana, Posters, documentary

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TERMLY SCHEME OF LEARNING**B4 Term 3 (Ghanaian Language)**

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/ Instructions	B4.1.9.1. B4.1.10.1. B4.1.11.1.	B4.1.9.1.2 B4.1.10.1.1 B4.1.11.1.1	Drums, drum sticks, recorded audios,
2.	Oral Language	Presentation	B4.1.11.1. B4.1.11. 1.	B4.1.11.1.2 B4.1.11. 1.3	Manila cards, recorded audio visuals
3.	Reading	Fluency	B4.2.7.1. B4.2.8.1. B4.2.8.1.	B4.2.7.1.3 B4.2.8.1.1 B4.2.8.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Summarising	B4.2.9.1. B4. 2.9.1.	B4.2.9.1.1 B4. 2.9.1. 2	Manila cards, markers, recorded audio- Visual
5.	Writing	Penmanship /Handwriting	B4.3.1.1.	B4.3.1.1.4	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Literary Writing	B4.4.7.1. B4.4.7.1. B4.4.8.1.	B4.4.7.1.2 B4.4.7.1.3 B4.4.8.1.1	Manila Cards, Class reader
7.	Composition Writing	Letter Writing	B4.4.8.1. B4.4.8.1.	B4.4.8.1.2 B4.4.8.1.3	Manila Cards, Markers
8.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of simple and compound sentences)	B4.5.6.1. B4.5.6.1. B4.5.6.1.	B4.5.6.1.1 B4.5.6.1.2 B4.5.6.1.3	Word cards, Manila card Markers Word cards Manila card Markers

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9.	Writing Conventions / Usage	Integrating Grammar in Written Language (spelling)	B4.5.7.1. B4.5.7.1. B4.5.7.1.	B4.5.7.1.1 B4.5.7.1.2 B4.5.7.1.3	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Conventions / Usage	Integrating Grammar in Written Language (Conjunctions)	B4.5.7.1. B4.5.8.1.	B4.5.7.1.3 B4.5.8.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narratives and Short Stories	B.4.6.3.1	B.4.6.3.1.3	Reading materials
12.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narratives and Short Stories	B.4.6.3.1.	B.4.6.3.1.4	Manila Cards, Markers

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**TERM THREE
BASIC FOUR
WEEK 1**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Reading B. Grammar Usage At Word C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Phonics B. Determiners C. Writing as a Process D. Naming words/ Nouns E. Building the Love and Culture of Reading			
Indicator (code)	B4.2.2.2.1	B4.3.2.1.5	B4.4.9.3.3.	B4.5.3.1.4.	B4.6.1.1.1.
Content standard (code)	B4.2.2.2.	B4.3.2.1.	B4.4.9.3.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	A. Learners can recognise and read words using a variety of cues (e.g. prefixes – word beginning) B. Learners can identify and use interrogative determiners “which, whose”– to find out about specific persons or objects C. Learners can display writing piece for other peers to read D. Learners can identify and use abstract nouns to refer to concepts and ideas E. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read				
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																		
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 to understand that the core of a word is its root and that other words can be got by additions to a root word. • Guide learners to form more words using prefixes. e. g. a prefix may create new words. e.g. tell – retell over – moreover <p>Note: Prefixes may create antonyms (opposites). e.g. friendly - unfriendly satisfied - dissatisfied</p> <ul style="list-style-type: none"> • In groups, learners identify several prefixes and use them in sentences. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>PREFIX(before)</th> <th>ROOT(core)</th> <th>NEW WORD</th> </tr> </thead> <tbody> <tr> <td>Mis</td> <td>Use</td> <td>misuse</td> </tr> <tr> <td>En</td> <td>Joy</td> <td>enjoy</td> </tr> <tr> <td>Anti</td> <td>Clockwise</td> <td>anticlockwise</td> </tr> <tr> <td>De</td> <td>Compose</td> <td>decompose</td> </tr> <tr> <td>Poly</td> <td>Clinic</td> <td>polyclinic</td> </tr> </tbody> </table> <p>Note: Prefixes have meanings of their own e.g. Ante–before, bi–two, ex–out of, previous, from etc.</p> <p>Assessment: let learners read words using a variety of cues</p>	PREFIX(before)	ROOT(core)	NEW WORD	Mis	Use	misuse	En	Joy	enjoy	Anti	Clockwise	anticlockwise	De	Compose	decompose	Poly	Clinic	polyclinic	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
PREFIX(before)	ROOT(core)	NEW WORD																			
Mis	Use	misuse																			
En	Joy	enjoy																			
Anti	Clockwise	anticlockwise																			
De	Compose	decompose																			
Poly	Clinic	polyclinic																			
Wednesday	Engage learners to sing songs and recite	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Present several examples in context and explain their use. 	<p>What have we learnt today?</p>																		

	familiar rhymes	<ul style="list-style-type: none"> • Have learners identify them in sentences and short texts. • Let them use the interrogatives in their own sentences. e. g. Which house is bigger? <p>Assessment: let learners use interrogative determiners in sentences</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Have learners publish their work by preparing and showing it to others in small groups or in pairs. Allow them to post their work on the notice board or show it to all other learners in the class one after the other. Encourage learners to share their work with their family members. Have them keep their work in their portfolios. They may type their work and publish it in the class magazine. <p>Assessment: let learners display writing piece for other peers to read</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise common and proper nouns. • Write sentences containing abstract nouns on the board. • Have learners take turns to read them and identify the nouns. • Explain abstract nouns as names of things that cannot be seen, felt, nor touched. e.g. air, beauty, peace • Have learners give examples of abstract nouns and write them on the board. • Have learners identify concrete and abstract nouns from paragraphs/passages. • Let them use these abstract nouns in their own sentences. <p>Assessment: let learners use abstract nouns to refer to concepts and ideas</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. 	

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	read books during the library period	<ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a-two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class
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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B4.1.1.2.2		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can describe the physical features of mammals, reptiles, insects and amphibians.		
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 observe mammals, reptiles, insects and amphibians through videos and pictures (or relevant specimen such as frogs, lizards, cockroaches). Learners are guided to use think pair-share to identify and discuss the animals they have observed. Learners describe the physical features of the animals stated in terms of their limbs, body covering, height, shape, size, where they live, how they move and what they eat. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners describe the physical features of mammals and reptiles	
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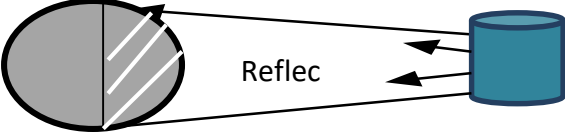
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B4.2.1.3 .1.		
Content standard (code)	B4.2.1.3 .		
Performance Indicator	Learners can describe the sun as the source of light and heat to the earth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the sun as the ultimate source of energy and life on earth and learn more facts about the sun: it is a star, it is at the centre of the solar system, the earth moves round the sun, the sun is 149.6 kilometers from the earth, it is over one million times bigger than the earth.	What have we learnt today? Ask learners to summarize the main points in the lesson

		 <p data-bbox="451 348 529 443">☺</p> <p data-bbox="451 453 1174 573">Learners conduct the above experiment or engage in other activities to show how we get light and heat from the sun.</p> <p data-bbox="451 632 1174 709">Assessment: Let learners describe the sun as the source of light and heat to the earth</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p data-bbox="451 726 1174 930">Learners talk about some of the ways they can protect themselves against sun rays: use umbrella, do not wear heavy clothes, do not wear black and red cloths, wear white, cream, sea blue clothes on sunny days to reflect the heat.</p> <p data-bbox="451 989 1130 1066">Learners reflect on human activities that can lead to increase in the sun's heat on the earth</p> <p data-bbox="451 1125 1151 1203">Assessment: Let learners write some of the ways they can protect themselves against sun ray</p>	<p data-bbox="1198 726 1479 804">What have we learnt today?</p> <p data-bbox="1198 856 1471 976">Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Generation of computers and parts of a computer and other gadgets	
Indicator (code)	B4.1.1.1.5.		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can summarise the first generation of computers which used vacuum tubes as a major piece of technology.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
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	Guide learners to discuss the first generation of computers. e.g. ENIAC, EDVAC, UNIVAC, IBM-701 etc. Assessment: Let learners describe the first generation of computers	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Algebra		Sub-strand : Unknowns, Expressions and Equations	
Indicator (code)	B4.2.2.2.5 B4.2.2.2.6		
Content standard (code)	B4.2.2.2. B4.2.2.2.		
Performance Indicator	<ul style="list-style-type: none"> Learners can identify the unknown in a problem, represent the problem with an equation, and solve the problem concretely, pictorially or symbolically Learners can represent and solve a given addition or subtraction problem involving a “partpart-whole” or comparison context, using a symbol to represent the unknown 		
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)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	for learning)		
Tuesday	Sing songs like: I'm counting one, what is one	Provide students with linking cubes to model situations. Pose the problem: Kobby has 13 red marbles and 22 blue marbles. How many more blue marbles than red marbles does Kobby have? Observe how students solve the problem Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is	Provide students with linking cubes to model situations. Pose the problem: Kobby has 13 red marbles and 22 blue marbles. How many more blue marbles than red marbles does Kobby have? Observe how students solve the problem Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Ask students to represent and solve these problems: (i) Eunice is Anita's older sister. The difference between their ages is 21 years. Anita is 37 How old is Eunice? 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	Ask students to represent and solve these problems: (ii) Ms. Akoto allowed 7 students to go to the washroom. There were 15 students left in the room. How many students are in the class? Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and Community		Sub-strand : Roles and Relationships	
Indicator (code)	B4.4.1.1.2		
Content standard (code)	B4.4.1.1.		
Performance Indicator	Learners can identify deeds that attract rewards		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to discuss deeds, attitudes and actions towards others and things in the environment. <ul style="list-style-type: none"> • Ask learners to write down good deeds: - helping one another - obedience to the constitution of Ghana, parents, teachers, school authorities, elders and rulers, etc. • Guide learners to know that refusal to do good deeds attract punishment. • Put learners in groups to write down actions that are rewarded and those that are punished and present to class for discussion Assessment: let learners identify deeds that attract rewards	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B4. 1.1.1.5		
Content standard (code)	B4. 1.1.1.		
Performance Indicator	Learners can develop ideas by studying the artworks of some Ghanaian visual artists that reflect topical issues in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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 familiar rhymes	Learners are to: ☐ select works of Ghanaian visual artists that exhibit current topical issues of national concern (e.g. road safety, plastic waste, water pollution, climate change, migration of youth); ☐ share ideas on how the selected artworks express issues of national concern	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write guidelines for studying the artworks of some Ghanaian visual artists	
	Engage learners to sing songs and recite familiar rhymes	Learners are to: discuss the artworks by their type, topic/theme, materials used, style of artist, etc Assessment: let learners write guidelines for studying the artworks of some Ghanaian visual artists	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Colonisation and Developments under Colonial Rule in Ghana		Sub-strand : Establishing Colonial Rule in Ghana	
Indicator (code)	B4.4.1.2.1		
Content standard (code)	B4.4.1.2.		
Performance Indicator	Learners can describe how the different areas: The Colony, Asante, The Northern Territories and The British Mandated Togoland became one territory known as the Gold Coast		
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	Define the term colonialism. Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	What is colonisation?	Assessment: let learners narrate the role of George Ekem Ferguson in the acquisition of The Northern Territories.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories</p> <p>Assessment: let learners narrate the role of George Ekem Ferguson in the acquisition of The Northern Territories.</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: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B4.3.5.3.2		
Content standard (code)	B4.3.5.3.		
Performance Indicator	Learners can identify body types such as endomorph (big body), mesomorph (medium body) and ectomorph (slim Body)		
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 identify the three body types as endomorph, mesomorph and ectomorph	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/ Instructions	
Indicator (code)	B4.1.9.1.2	B4.1.10.1.1	B4.1.11.1.1
Content standard (code)	B4.1.9.1.	B4.1.10.1.	B4.1.11.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise and use polar question markers correctly. • The learner should recognise landmarks in your area and use them to give directions • The learner should say the time by hour, half hour and minutes. 		
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 come out in pairs. • Let one ask a polar question for the other to answer and vice versa (supervise the questioning so that you provide an assistance where necessary). 	What have we learnt today?

		<ul style="list-style-type: none"> • Use question and answer strategy, to get information from one of the learners on the use of polar question markers. • Let them recognise polar questions in your question. • Lead learners to recognise how to use polar question markers correctly <p>Assessment: let learners use polar question markers correctly.</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"> • Revise the lesson on the environment with learners. • Show learners map of Ghana with the landmarks very visible. • Discuss the map with learners telling them what a landmark is and how to recognise the landmarks. • Let the learners mention some of the popular landmarks they see on the map. • Let learners recognise landmarks in their locality. • Let learners mention some of the popular landmarks they know ones again. • Use the landmarks to give directions. • Let learners use landmarks on the school compound to give directions to specific places in the school. • Let learners use landmarks to give directions to key places in the locality <p>Assessment: let learners mention landmarks in their area and use them to give directions</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"> • Revise the lesson on telling the time with learners. • Show a wall clock to learners. • Discuss the various parts of the clock with learners (i.e. numbers, hour hand, minute hand and the second hand). • Use the clock to teach the time by hour. Place the hour and minutes hand properly on the numbers and call learners to tell the time by hour. • Use the clock to tell the time by hour, half an hour and in minutes. • Let learners tell time by hour, half hour, and minutes. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none">• Lead learners to know when to write the time with “am” and “pm”(am for morning and pm for afternoon till eleven in the night). E.g. The time is 6 o’clock. The time is 7:30am. The time is 7:12pm. <p>Assessment: let learners say the time by hour, half hour and minutes</p>	
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**TERM THREE
BASIC FOUR
WEEK 2**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Poems B. Phonics C. Nouns D. Writing as a Process E. Naming words/ Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B4.1. 3.1.3.	B4.2.2.2.1	B4.3.1.1.4	B4.4.9.3.3.	B4.5.3.1.4.	B4.6.1.1.1.
Content standard (code)	B4.1. 3.1	B4.2.2.2.	B4.3.1.1.	B4.4.9.3.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	A. Learners can compose four-line poems B. Learners can recognise and read words using a variety of cues (e.g. prefixes – word beginning) C. Learners can identify and use abstract nouns to refer to concepts and ideas. D. Learners can display writing piece for other peers to read E. Learners can identify and use abstract nouns to refer to concepts and ideas F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Explain the task. • Guide learners with examples to choose a suitable topic and contribute suitable lines to it. • Write learner’s contributions to the topic on the board. • Re-arrange sentences in a logical order to form a simple poem. • In turns, learners read the poem for enjoyment. <p>Note: Learners should not be made to commit new poems to memory on the same day. (It should be spaced over a number of lessons).</p> <p>Assessment: let learners compose four-line poems</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"> • Guide learners to understand that the core of a word is its root and that other words can be got by additions to a root word. • Guide learners to form more words using prefixes. e. g. a prefix may create new words. e.g. tell – retell over – moreover <p>Note: Prefixes may create antonyms (opposites). e.g. friendly - unfriendly satisfied - dissatisfied</p> <ul style="list-style-type: none"> • In groups, learners identify several prefixes and use them in sentences. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">PREFIX(before)</td> <td style="width: 33%;">ROOT(core)</td> <td style="width: 33%;">NEW WORD</td> </tr> <tr> <td>Mis</td> <td>Use</td> <td>misuse</td> </tr> </table>	PREFIX(before)	ROOT(core)	NEW WORD	Mis	Use	misuse	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
PREFIX(before)	ROOT(core)	NEW WORD							
Mis	Use	misuse							

		<table border="1"> <tr> <td>En</td> <td>Joy</td> <td>enjoy</td> </tr> <tr> <td>Anti</td> <td>Clockwise</td> <td>anticlockwise</td> </tr> <tr> <td>De</td> <td>Compose</td> <td>decompose</td> </tr> <tr> <td>Poly</td> <td>Clinic</td> <td>polyclinic</td> </tr> </table> <p>Note: Prefixes have meanings of their own e.g. Ante–before, bi–two, ex–out of, previous, from etc.</p> <p>Assessment: let learners read words using a variety of cues</p>	En	Joy	enjoy	Anti	Clockwise	anticlockwise	De	Compose	decompose	Poly	Clinic	polyclinic	
En	Joy	enjoy													
Anti	Clockwise	anticlockwise													
De	Compose	decompose													
Poly	Clinic	polyclinic													
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Write sentences containing abstract nouns on the board. • Have learners take turns to read them and identify the nouns. • Explain abstract nouns as names of things that cannot be seen, felt, nor touched e. g. air, beauty, peace, etc. • Have learners give examples of abstract nouns, use them in sentences and underline them. • Learners identify concrete and abstract nouns from short paragraphs/passages. <p>Assessment: let learners use abstract nouns to refer to concepts and ideas.</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</u></p> <ul style="list-style-type: none"> • Have learners publish their work by preparing and showing it to others in small groups or in pairs. Allow them to post their work on the notice board or show it to all other learners in the class one after the other. Encourage learners to share their work with their family members. Have them keep their work in their portfolios. They may type their work and publish it in the class magazine. <p>Assessment: let learners display writing piece for other peers to read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												

<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise common and proper nouns. • Write sentences containing abstract nouns on the board. • Have learners take turns to read them and identify the nouns. • Explain abstract nouns as names of things that cannot be seen, felt, nor touched. e.g. air, beauty, peace • Have learners give examples of abstract nouns and write them on the board. • Have learners identify concrete and abstract nouns from paragraphs/passages. • Let them use these abstract nouns in their own sentences. <p>Assessment: let learners use abstract nouns to refer to concepts and ideas</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B4.1.1.2.2		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can describe the physical features of mammals, reptiles, insects and amphibians.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners observe mammals, reptiles, insects and amphibians through videos and pictures (or relevant specimen such as frogs, lizards, cockroaches). Learners are guided to use think pair-share to identify and discuss the animals they have observed. Learners describe the physical features of the animals stated in terms of their limbs, body covering, height, shape, size, where they live, how they move and what they eat. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

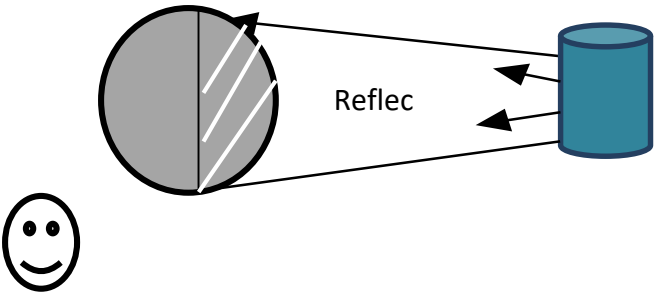
		Assessment: let learners describe the physical features of mammals and reptiles	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners describe the physical features of the animals stated in terms of their limbs, body covering, height, shape, size, where they live, how they move and what they eat.</p> <ul style="list-style-type: none"> Learners, in a matching activity, use flashcards to match specific animals with their identified physical features. <p>Assessment: let learners describe the physical features of insects and amphibians.</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: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B4.2.1.3 .1.		
Content standard (code)	B4.2.1.3		
Performance Indicator	Learners can describe the sun as the source of light and heat to the earth		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the sun as the ultimate source of energy and life on earth and learn more facts about the sun: it is a star, it is at the centre of the solar system, the earth moves round the sun, the sun is 149.6 kilometers from the earth, it is over one million times bigger than the earth.	What have we learnt today? Ask learners to summarize the main points in the lesson

		 <p>Learners conduct the above experiment or engage in other activities to show how we get light and heat from the sun.</p> <p>Assessment: Let learners describe the sun as the source of light and heat to the earth</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners talk about some of the ways they can protect themselves against sun rays: use umbrella, do not wear heavy clothes, do not wear black and red cloths, wear white, cream, sea blue clothes on sunny days to reflect the heat.</p> <p>Learners reflect on human activities that can lead to increase in the sun’s heat on the earth</p> <p>Assessment: Let learners write some of the ways they can protect themselves against sun rays:</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: COMPUTING

CLASS: FOUR

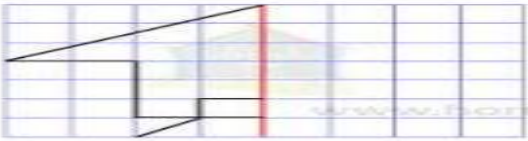
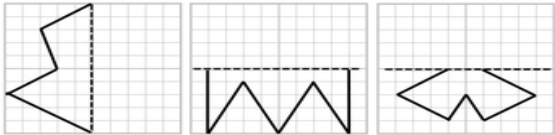
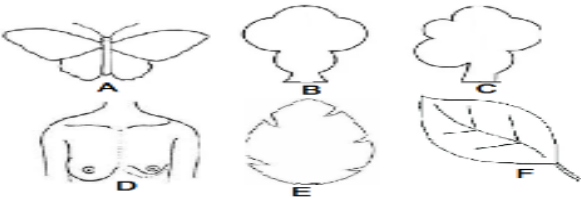
Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	
Indicator (code)	B4.1.2.1.5		
Content standard (code)	B4.1.2.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can move, select and hide multiple icons on the desktop. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
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	Guide learners to move, select and hide icons on the desktop Assessment: Let learners describe how to move, select and hide multiple icons on the desktop.	What have we learnt today? Ask learners to summarize the main points in the lesson

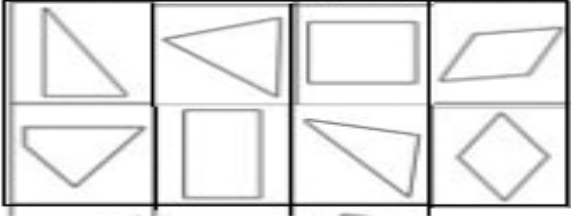
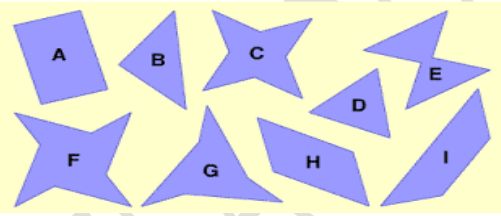
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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B4.2.2.2.7 B4.3.1.1.1 B4.3.1.1.2		
Content standard (code)	B4.2.2.2. B4.3.1.1. B4.3.1.1.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can create a problem for a given equation with one unknown • Learners can complete drawings of shapes to make them symmetrical • Learners can identify the lines of symmetry of regular and irregular 2D shapes (triangles and quadrilateral) 		
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

<p>Monday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Provide an equation such as $14 + \square = 21$ or $25 - \square = 18$.</p> <p>Ask students to create a matching story problem and solve it. Observe to what extent students are able to:</p> <ul style="list-style-type: none"> -create a story to match the equation; - explain the meaning of the unknown variable; and - solve the problem in one or more way <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners graph sheets to copy the incomplete 2D shape and it complete to make a symmetrical picture</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone,</p>	<p>Give learners photocopied worksheets with several incomplete 2D shapes to complete with marked line of symmetry to complete the drawing</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:</p> <p>I'm counting one, what is one 1 - One is one</p>	<p>Give learners photocopied worksheets with symmetrical and non-symmetrical objects to sort and explain why they are symmetrical or not showing the lines of symmetry</p> 	<p>Review the lesson with Learners</p>

		<p>Give learners photocopied worksheets with symmetrical and non-symmetrical 2D shapes to cut out and sort, and explain why they are symmetrical or not showing the lines of symmetry</p>  <p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it</p>	<p>Give learners cut-out 2D fold shapes to investigate the number of lines of symmetry</p> <p>Give learners 2-D shapes to copy and draw their lines of symmetry</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and Community		Sub-strand : Roles and Relationships	
Indicator (code)	B4.4.1.1.2		
Content standard (code)	B4.4.1.1.		
Performance Indicator	Learners can identify deeds that attract rewards		
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 select texts from the sacred scriptures that talk about good deeds and dramatise them: - The Good Samaritan (Luke-10:25-37), - The Feeding of the Five Thousand-a little boy offered his loaf of bread (Mathew 14:16-21), - Righteous Deeds (Surah Hud, The Holy Quran 11:11) and - Traditional folktales and proverbs. Assessment: let learners identify deeds that attract rewards	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B4. 2.1.1.5		
Content standard (code)	B4. 2.1.1.		
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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 familiar rhymes	Learners are to: ☑ select compositions and performances of some Ghanaian performing artists that reflect topical issues of national concern (e.g. road safety, plastic waste, water pollution, climate change, migration of youth); ☑ discuss the compositions and performances to share ideas on how the selected artworks express topical issues of national concern in Ghana; ☑	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write guidelines for studying the artworks of some Ghanaian performing artists	
	Engage learners to sing songs and recite familiar rhymes	Learners are to: assess the artworks by comparing the types, topic/theme, materials used, style of artist, etc. Assessment: let learners write guidelines for studying the artworks of some Ghanaian performing artists	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Colonisation and Developments under Colonial Rule in Ghana		Sub-strand : Establishing Colonial Rule in Ghana	
Indicator (code)	B4.4.1.2.1		
Content standard (code)	B4.4.1.2.		
Performance Indicator	Learners can describe how the different areas: The Colony, Asante, The Northern Territories and The British Mandated Togoland became one territory known as the Gold Coast		
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	Illustrate how the Asante and the Northern Territories became protectorates with the aid of a map Assessment: let learners describe how the different areas: The Colony, Asante and The Northern Territories became one territory known as the Gold Coast	What have we learnt today? Ask learners to summarize the main points in the lesson

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	How different was a protectorate from a colony?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Locate the areas classified as British Togoland on a map. Assessment: let learners identify the areas classified as British Togoland on a map.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)		B4.4.1.4.1:	
Content standard (code)		B4.4.1.4.	
Performance Indicator		Learners can identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity	
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 walk, power walk, walk-jog, jog at their own pace keeping the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical activity.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Presentation	
Indicator (code)	B4.1.11.1.2	B4.1.11. 1.3	
Content standard (code)	B4.1.11.1.	B4.1.11. 1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should say the names of the week in sequence The learner should say the names of the months in sequence 		
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. Create a game with the names of the days in a week. Play the game with learners in the classroom. Let learners mention the names of the week in sequence and use the names of the days of the week to form simple sentences. Write the names of the days of the week on the board and lead learners to mention them. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Let learners say the names of the days of the week in turns. E.g. Sunday, Monday, Tuesday etc. <p>Assessment: let learners say the names of the week in sequence</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Create a game with the names of the months of the year. • Play the game with learners in the classroom. • Help learners to mention the names of the months in sequence. • Let learners form sentences with the names of the months of the year. E.g. January, February, March, April, etc. <p>Assessment: let learners say the names of the months in sequence</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"> • Create a game with the names of the months of the year. • Play the game with learners in the classroom. • Help learners to mention the names of the months in sequence. • Let learners form sentences with the names of the months of the year. E.g. January, February, March, April, etc. <p>Assessment: let learners say the names of the months in sequence</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FOUR
WEEK 3**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Verbs D. Argumentative/Persuasive Writing E. Using Action Words F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.6.3.2	B4.2.6.4.2	B4.3.5.1.4.	B4.4.13.2.2	B4.5.4.1.3	B4.6.1.1.1.
Content standard (code)	B4.1.6.3.	B4.2.6.4.	B4.3.5.1	B4.4.13.2.	B4.5.4.1.	B4.6.1.1.
Performance Indicator	A. Learners can demonstrate turn taking in conversation on different topics and speak audibly, and express thoughts and feelings clearly B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles) C. Learners can use regular form of the simple past tense of verbs – Regular e.g. play-played D. Learners can use words, phrases, and clauses to clarify the relationships between claim(s) and reasons E. Learners can use the present perfect form of verbs to relate past events to the present F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					

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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Demonstrate turn taking with a learner earlier prepared. • Learners in pairs, take turns to talk about given topics in groups observing turn taking. <p>Assessment: let learners take turns to talk about given topics in groups observing turn taking</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"> • In pairs/ groups, have learners play on words in educative jokes, riddles and puns. e.g. Riddle, Riddle: I am something that came into this world with earrings. Who am I? Answer: Coal pot. <p>Assessment: let learners use playful words in spoken and written language (jokes, riddles)</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. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise main and auxiliary verbs by having learners identify them in sentences. • Introduce learners to the concept of regular verbs: - Regular verbs form their past tense by adding “d” or “ed” e.g. play= played, walk= walked, bake= baked • Elicit examples from learners and have them used sentences. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>- The irregular verbs form their past tense differently. They do not add “d” or “ed”.</p> <ul style="list-style-type: none"> • Provide a passage having regular and irregular verbs in the present tense. • Learners rewrite the sentences in the past. <p>Assessment: let learners use regular form of the simple past tense of verbs in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms. • You may read out model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions. <p>Assessment: let learners use words, phrases, and clauses to clarify the relationships between claim(s) and reasons</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Learners in pairs plan what they will do during the next weekend. • They put their plan into writing using modal auxiliaries. • Let two pairs come together to form bigger groups to edit their work one after the other. • Pairs of learners read their work to the class for discussion. <p>Assessment: let learners use the present perfect form of verbs to relate past events to the present</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B4.2.1.5.1		
Content standard (code)	B4.2.1.5.		
Performance Indicator	Learners can demonstrate ways of making water safe for use		
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 identify the sources of water in the community. • Learners discuss qualities of good drinking water. • Provide learners with samples of water from the following sources: rivers, wells, lagoons, boreholes, ponds and standpipe, etc. • Learners brainstorm on how to make water safe for use • Learners, in groups, demonstrate the different ways of making water safe. For example, filtering, boiling, addition of iodine tablets, use of chlorine, use of water filters, addition of alum, etc. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<p>Note: Teacher to supply materials for this activity. Precaution: Learners must not taste any of the water samples used in the lesson</p> <p>Assessment: let learners describe the different ways of making water safe</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners, in groups, demonstrate the different ways of making water safe. For example, filtering, boiling, addition of iodine tablets, use of chlorine, use of water filters, addition of alum, etc. Learners discuss the dangers of drinking unsafe water. <p>Note: Teacher to supply materials for this activity. Precaution: Learners must not taste any of the water samples used in the lesson</p> <p>Assessment: let learners describe the different ways of making water safe</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B4.4.1.2.1.		
Content standard (code)	B4.4.1.2.		
Performance Indicator	Learners can identify the characteristics of a responsible citizen		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss with learners the types of citizens e.g. i. Active citizen An active citizen is an individual who contributes to the well-being of his or her community. ii. Passive citizen A passive citizen is an individual who does not contribute to the well-being of his or her community.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Learners through think-pair-share to talk about the characteristics of a responsible citizen, e.g.</p> <ul style="list-style-type: none"> i. obey rules and regulations ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other view points <p>Assessment: let learners identify the characteristics of a responsible citizen</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners, in groups, identify the characteristics of a good citizen.</p> <p><u>Case study</u> Teacher uses case study approach to raise a variety of issues, e.g. A pupil finds money in the classroom and keeps it instead of finding the owner. Pupils to react and state their views on this issue.</p> <p>Assessment: let learners identify the characteristics of a good citizen.</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: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand: Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	
Indicator (code)	B4.1.2.1.6		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can create, name and rename a folder.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:		Computing curriculum Page	
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	Guide learners to create, name and rename a folder. NB: 1. Learners can practise with the keyboard only in the absence of the applications. 2. Learners should be guided to play computer games to reinforce keyboard and mouse skills. Assessment: Let learners create, name and rename a folder	What have we learnt today? Ask learners to summarize the main points in the lesson

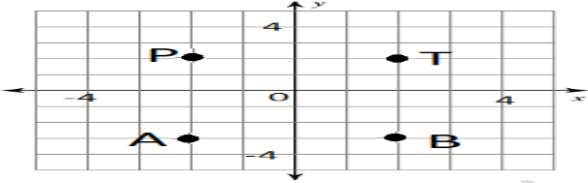
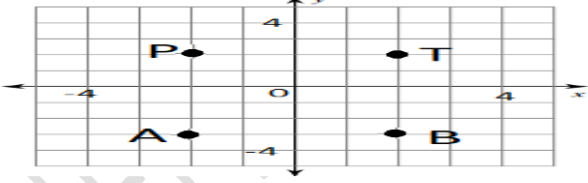

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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Position / Transformation	
Indicator (code)	B4.3.2.1.1	B4.3.3.1.1	
Content standard (code)	B4.3.2.1.	B4.3.3.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can tell the position and motion of objects in space using the cardinal points north, south, east and west Learners can estimate perimeter using referents for centimetre or metre 		
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

<p>Monday</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 come pair let us pair</p>	<p>Put pupils in convenient groups a give each group with a worksheet on graph with different labelled coordinates; some with axes labelled and other not etc. Pupils discuss their worksheets in their groups, then with whole class, describing coordinates, axes and pointing out errors on graphs if any</p> <p>Pupils describe the position and motion of objects: e.g. The point P is to the west of point T but to the north of the A</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</p>	<p>Ask learners to locate the coordinates (i.e. ordered pairs of the location) of the Points; e.g. B is (2,3) and T is (2,2)</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it</p>	<p>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, etc.) then measure with a ruler of tape and calculate the actual perimeter and compare the answers</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, etc.) then measure with a ruler of tape and calculate the actual perimeter and compare the answers</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 1 - One is one alone, alone it</p>	<p>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, etc.) then measure with a ruler of tape and calculate the actual perimeter and compare the answers</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and Community		Sub-strand : Roles and Relationships	
Indicator (code)	B4 4.1.1.3:		
Content standard (code)	B4 4.1.1.		
Performance Indicator	Learners can give reasons for rewarding good deeds.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to recall good deeds. <ul style="list-style-type: none"> • Let learners mention types of rewards: handshakes, hugs, praises, certificates, prizes, gifts, etc. • Guide learners to discuss the importance of good deeds: -to ensure law and order in society -to help everyone to develop good moral life -to encourage hardworking, etc. Assessment: let learners give reasons for rewarding good deeds	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 1.2.2.3		
Content standard (code)	B4 1.2.2.		
Performance Indicator	Learners can experiment with available visual arts media and methods to create artworks based on own views, knowledge and understanding of topical issues in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Pictures			
Ref:	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 familiar rhymes	☑ explore the local surroundings to select available materials and tools that are good for making artworks; ☑ study and experiment with available materials and tools using appropriate art making methods and skills e.g.: - clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting; - straw, yarn, paper etc. for weaving; - odds and ends for making mobiles and stabiles by constructing and assembling; - brushes and	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>paint for painting; - spatula and scooping tools for modelling; - needle for sewing/stitching; ☐ discuss and share their experiences through discussion and peer assessment; ☐ use available materials in the environment to make own visual artworks that represent the artworks studied;</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of topical issues in Ghana</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: discuss and compare their artworks to the visual artworks studied</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of topical issues in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Colonisation and Developments under Colonial Rule in Ghana		Sub-strand : Establishing Colonial Rule in Ghana	
Indicator (code)	B4.4.1.2.1		
Content standard (code)	B4.4.1.2.		
Performance Indicator	Learners can compare the map of the Gold Coast in 1955 and the map of Ghana today		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How did Asante and	Compare the map of the Gold Coast in 1955 and the map of Ghana today. Discuss your observations Assessment: let learners compare the map of the gold Coast in 1955 and the map of Ghana today for differences	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>the Northern Territories become protectorates of the British? How did Britain acquire the mandated territories?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Compare the map of the Gold Coast in 1955 and the map of Ghana today. Discuss your observations</p> <p>Assessment: let learners compare the map of the Gold Coast in 1955 and the map of Ghana today for differences</p>	

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)		B4.4.1.4.2:	
Content standard (code)		B4.4.1.4.	
Performance Indicator		Learners can discuss how prolong physical activity increases endurance, allowing movement to occur for longer periods of 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 performance and to prevent injuries	Learners discuss how prolonged activities like jogging, walking, etc. improve endurance.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Fluency	
Indicator (code)	B4.2.7.1.3	B4.2.8.1.1	B4.2.8.1.2
Content standard (code)	B4.2.7.1.	B4.2.8.1.	B4.2.8.1.
Performance Indicator	<ul style="list-style-type: none"> The learner should answer questions on a passage The learner should read short passages observing punctuations The learner should read about 125 to 150 words per minute 		
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: Manila cards, markers, recorded audios visual			
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 read the passage again in turns. Call a learner to ask questions based on the passage read for the other learners to answer. Ask questions for learners to answer Assessment: let learners answer questions on a passage	What have we learnt today?

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			Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners short passages to read in silently. • Call learners to read the passage in turns (correct learners where necessary). • As they read, let them observe the punctuations in the passage. <p>Assessment: let learners read short passages observing punctuations</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"> • Give learners a passage to read (the passage should be about 125 to 150 words to be read in a minute.) • Group learners and let them play a reading game at 120 words or more per minute <p>Assessment: let learners read about 125 to 150 words per minute</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FOUR
WEEK 4**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Verbs D. Argumentative/Persuasive Writing E. Using Action Words F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.6.3.3	B4.2.6.4.3	B4.3.5.1.5.	B4.4.13.2.3	B4.5.4.1.3	B4.6.1.1.1.
Content standard (code)	B4.1.6.3.	B4.2.6.4.3	B4.3.5.1.	B4.4.13.2.	B4.5.4.1.	B4.6.1.1.
Performance Indicator	A. Learners can ask relevant questions to find out the opinion of others about a given topic B. Learners can use words suitable for purpose, audience, context and culture in relation to type of texts (exposition/explanation) C. Learners can use the simple past form of verbs for: – Completed actions or events – Regular actions in the past D. Learners can establish and maintain a formal style E. Learners can use the present perfect form of verbs to relate past events to the present F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

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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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Demonstrate the activity using a familiar topic. • Learners ask and answer questions for clarification about what other learners say on a given topic. <p>Assessment: let learners ask relevant questions to find out the opinion of others about a given topic</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"> • Explain to children the key elements in all writing e.g. purpose, audience etc. These help to make the understanding of the text easy. That is, they play an integral part in the process. Guide learners to understand each key element. • Introduce learners to a variety of texts and registers which may be used in given situations. Have learners work in groups to write short texts on familiar topics. <p>Assessment: let learners use words suitable for purpose, audience, context and culture in relation to type of 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. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise the simple present tense by having learners say what they do regularly e.g. every morning. • Learners listen to a simple story in which several completed actions have occurred. • Discuss the story and have learners identify the verbs. • Learners engage in a conversion drill for practice. 	<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"> • Learners write simple sentences in the past tense using (both regular and irregular verbs). <p>Assessment: let learners write simple sentences in the past tense</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Using models, discuss the basic structure of an argumentative piece: <ul style="list-style-type: none"> – Introduction; – Reasons for the stand taken; – Conclusion. • Have groups present full compositions using this structure for class discussions. <p>Assessment: let learners write an argumentative piece</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Learners in pairs plan what they will do during the next weekend. • They put their plan into writing using modal auxiliaries. • Let two pairs come together to form bigger groups to edit their work one after the other. • Pairs of learners read their work to the class for discussion. <p>Assessment: let learners use the present perfect form of verbs to relate past events to the present</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B4.4.2.2.1		
Content standard (code)	B4.4.2.2.		
Performance Indicator	Learners can identify the basic components of electronic circuits		
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 are put into groups and each group is provided with connecting wires, batteries (dry cells), switches and LEDs (of different colours). • Learners are assisted to identify the various components provided. • Learners observe a demonstration on how to connect the components to light the LED. • Learners are guided to connect the components to make the LED produce light. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> • Engage learners to discuss the use of each component. <p>Assessment: let learners identify the basic components of electronic circuits</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners are put into groups and each group is provided with connecting wires, batteries (dry cells), switches and LEDs (of different colours). • Learners are assisted to identify the various components provided. • Learners observe a demonstration on how to connect the components to light the LED. • Learners are guided to connect the components to make the LED produce light. • Engage learners to discuss the use of each component. • Learners draw the circuits they have connected. • Learners suggest other materials that can be used in the absence of the connecting wire. • Learners act as electrons flowing in a circuit through the classroom. Learners act out the role of various components (resistor, capacitor, etc) in the circuit. <p>NB: Build a stock of electronic components from discarded electronic gadgets such as radio and TV sets.</p> <p>Assessment: let learners mention the use of each component of an electronic circuit</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B4.4.1.3.1		
Content standard (code)	B4.4.1.3.		
Performance Indicator	Learners can become committed to duties and responsibilities		
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 explain commitment: A promise, agreement, or understanding you make to/with someone or something. <ul style="list-style-type: none"> • Learners mention the ways by which they are expected to show commitment. • For example: • Show commitment to God such as praying everyday and reading scriptures, helping others showing charity. 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> • Show commitment to the family duties such as keeping room clean and taking care of pets. • Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school everyday. <p>Assessment: let learners mention the ways by which they are expected to show commitment.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners role play scenarios or engage in other activities that show the benefits for showing commitment.</p> <ul style="list-style-type: none"> • We show respect to God, teachers, parents and leaders. • We develop positive self-identity. • We develop good relationships etc <p>Assessment: let learners mention the benefits for showing commitment</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: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B4.1.3.2.2.		
Content standard (code)	B4.1.3.2.		
Performance Indicator	Learners can describe various tools or techniques of data collection e.g. interview, observation, checklist etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
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	Guide learners to explore the tools for collecting data and aid them to make practical examples of the various tools Assessment: Let learners describe various tools or techniques of data collection	What have we learnt today? Ask learners to summarize the main points in the lesson

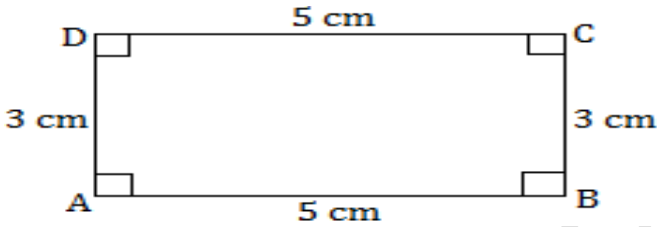
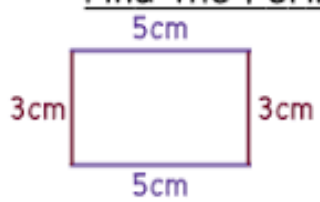
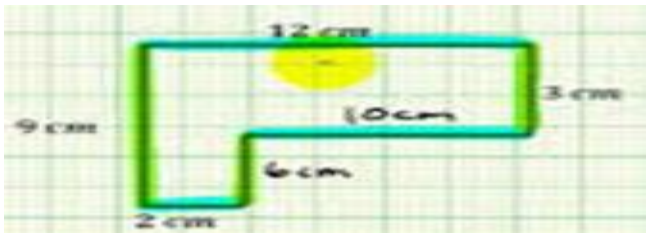
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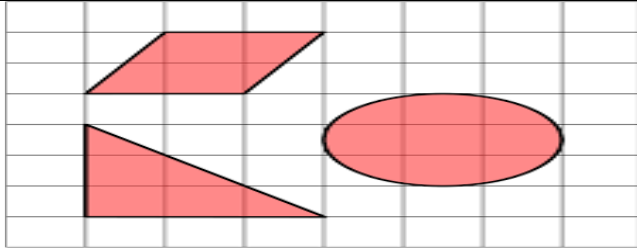
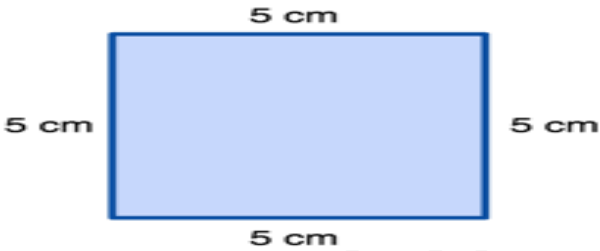
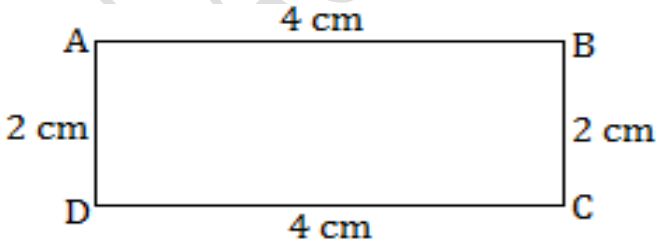
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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement- (Perimeter and Area)	
Indicator (code)	B4.3.3.1.2	B4.3.3.1.3	B4.3.3.1.4
Content standard (code)	B4.3.3.1.	B4.3.3.1.	B4.3.3.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can measure and record perimeter for regular and irregular shapes in cm and m. • Learners can develop and apply a formula for determining perimeter of square and rectangle • Learners can construct different rectangles for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. 		
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)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is. 2 - pair let us pair</p>	<p>Ask pupils to use a ruler to measure all the sides of a regular shape and sum up the result to obtain the perimeter</p>  <p>P = 16cm</p> <p><u>Find the Perimeter</u></p>  <p>length = 5cm width = 3cm</p> $P = 5\text{cm} + 3\text{cm} + 5\text{cm} + 3\text{cm} = 16\text{cm}$ <hr/> <p>Formula: $P = 2l + 2w$ $P = 2(5\text{cm}) + 2(3\text{cm})$ $P = 10\text{cm} + 6\text{cm}$</p> <p>Pupils to explore the area of irregular cut-out shapes using graph sheets. Pupils to trace the shape on the graph sheet and count out the unit squares</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Given an irregular shape with its sizes, ask pupils to sum up the sizes to obtain the perimeter</p> 	Review the lesson with Learners A

	<p>1 - One is one alone, alone it shall be.</p>	 <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</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 come pair let us pair</p>	<p>Use cut out shapes to demonstrate how to determine the perimeter of 2-D shapes. Ask pupils to measure the sides of the cut out shape and add the results to obtain the perimeter</p>  <p>Given a rectangular cut out shape, ask pupils to measure the sides of the shape and determine the perimeter of the shape</p>  <p>Therefore the perimeter of the triangle given is $AB + AD + BC + CD$. Thus $4\text{cm} + 2\text{cm} + 4\text{cm} + 2\text{cm} = 12\text{cm}$</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what</p>	<p>Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same perimeter. Combinations may include (6cm, 6cm, 12cm, 12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm, etc</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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Friday	Sing songs like: I'm counting one, what is one	Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same perimeter. Combinations may include (6cm, 6cm, 12cm, 12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm, etc Assessment: have learners to practice with more examples	Review the lesson with Learners
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and Community		Sub-strand : Roles and Relationships	
Indicator (code)	B4 4.1.1.3:		
Content standard (code)	B4 4.1.1.		
Performance Indicator	Learners can give reasons for rewarding good deeds.		
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, in pairs or groups, write essays on good deeds: - Why I will always do good - The rewards of being good Every good turn deserves another. Assessment: let learners give reasons for rewarding good deeds	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 2.2.2.3.		
Content standard (code)	B4 2.2.2.		
Performance Indicator	Learners can experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of topical issues in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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 familiar rhymes	Learners are to: ☐ explore the local environment to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poems, etc.; ☐ experiment with the available instruments, sounds, movement patterns, etc. to perform some of the compositions of the Ghanaian artists studied that reflect topical issues of national	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>concern in Ghana such as road safety, plastic waste, water pollution, low rainfall due to climate change, migration of youth, slums in cities</p> <p>Assessment: let learners create performing artworks based on own views, knowledge and understanding of topical issues in Ghana</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: discuss and share their experiences for peer review.</p> <p>Assessment: let learners create performing artworks based on own views, knowledge and understanding of topical issues in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.		
Content standard (code)	B4.6.1.1.		
Performance Indicator	Learners can explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana's independence.		
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	Define the term, Republic. Discuss the limitations on Ghana's independence up to June 1960. Assessment: let learners explain the limitations on Ghana's independence up to June 1960.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>What is a Republic? Who was the leader of Ghana's first Republic?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Discuss the limitations on Ghana's independence up to June 1960</p> <p>Assessment: let learners explain the limitations on Ghana's independence up to June 1960.</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: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : HEALTHY DIET	
Indicator (code)		B4.4.2.4.1	
Content standard (code)		B4.4.2.4.	
Performance Indicator		Learners can explain how the intensity and duration of exercise, as well as nutritional choices, affect energy use 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 discuss the relationship between intensity and duration of exercises. The higher the intensity, the shorter should be the duration. In high intensity activity, the body burns nutrients faster and requires more nutrient intake at the end of the activity to maintain equilibrium	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Summarising	
Indicator (code)	B4.2.9.1.1	B4. 2.9.1. 2	
Content standard (code)	B4.2.9.1.	B4. 2.9.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should select topic sentences in paragraphs. The learner should give titles to passages 		
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 leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners sing a traditional occupational song. Let learners read a number of paragraphs from a book. Lead learners to discuss what a topic sentence is. Lead learners to recognise some topic sentences in the passage they have read. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Let learners continue with the reading of the passage and write down the topic sentences in each paragraph read. • Let learners compare their topic sentences in their groups. • Let learners compare their final group works to those of other groups. • Discuss their findings with them. <p>Assessment: let learners select topic sentences in paragraphs.</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Read a passage to learners. • Discuss the passage with learners and let them come out with suggested titles. • Discuss their suggested titles with them and select one. • Give learners a different printed passage for them to read. • Lead learners to give a title to the passage they have read. <p>Assessment: let learners should give titles to passages</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"> • Read a passage to learners. • Discuss the passage with learners and let them come out with suggested titles. • Discuss their suggested titles with them and select one. • Give learners a different printed passage for them to read. • Lead learners to give a title to the passage they have read. <p>Assessment: let learners should give titles to passages</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FOUR
WEEK 5**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Adverbs D. Argumentative/Persuasive Writing E. Using Simple, Compound and Complex Sentences F. Building the Love and Culture of Reading			
Indicator (code)	B4.1.7.1.5	B4.2.7.2.3	B4.3.6.1.2.	B4.4.13.2.4	B4.5.9.1.1.
Content standard (code)	B4.1.7.1.	B4.2.7.2.	B4.3.6.1.	B4.4.13.2.	B4.5.9.1.
Performance Indicator	A. Learners can identify the main idea/gist and details of texts B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion) C. Learners can use adverbs of time to modify verbs. D. Learners can provide a concluding statement that follows from argument presented E. Learners can identify subjects and verbs in simple sentences F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read				
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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Have learners read short stories, newspaper cuttings. • Guide them with examples to give the gist and details of the texts. • Guide learners to identify the various text contents as they retell and discuss texts read. • Assist learners to identify themes from the various texts read or discussed. e. g. love, greed, honesty, hard work, etc. • Have them share facts from the story with their peers. <p>Assessment: let learners identify the main idea/gist and details of 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"> • Guide learners to identify the parts of a text e.g. Introduction, Body and Conclusion. • They should summarise each part and after that, make a full summary of the text. <p>Assessment: let learners identify the parts of a text</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. GRAMMAR</u></p> <ul style="list-style-type: none"> • Present adverbs of place in context. <p>Examples of adverb of time are yesterday, today, tomorrow, etc.</p> <p>Assessment: let learners use adverbs of time to modify verbs.</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	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Have learners listen to a debate on a familiar topic. • Learners in groups discuss the debate. • Teach the features of a debate. 	<p>What have we learnt today?</p>

	familiar rhymes	<p>Guide learners to select a debatable topic. Divide the class into two to go through the writing process to prepare to debate the topic.</p> <p>Assessment: let learners provide a concluding statement that follows from argument presented</p>	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Give learners an extract from a comprehension passage. • Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence. • Let learners write an event they have participated in. • Learners edit their work to demonstrate their knowledge of subject and predicate. <p>Assessment: let learners identify subjects and verbs in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B4. 5.1.1.2		
Content standard (code)	B4. 5.1.1.		
Performance Indicator	Learners can describe ways of sustaining the environment through waste management		
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 how to sustain the environment, including separating waste. Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, etc. Write learners' ideas on the board and let them brainstorm on what will happen if the wastes they produce are not separated. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<p>Assessment: let learners mention the types of waste they produce in the home and at school and what will happen if the wastes they produce are not separated</p>	
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, etc. • Write learners' ideas on the board and let them brainstorm on what will happen if the wastes they produce are not separated. • Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment. <p>Project: Design Litterbins to hold different forms of waste. Learners make or mould litterbins and other equipment from suitable materials for holding different types of waste.</p> <p>Assessment: let learners write down four practical ways of sustaining the environment.</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Authority and Power	
Indicator (code)	B4.4.2.1.1.		
Content standard (code)	B4.4.2.1.		
Performance Indicator	Learners can show respect and obedience to those in authority		
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 identify people (can use films and pictures) with authority and power in the community: parents, e.g. Home: parents, grandparents uncles, aunties School: headteacher, teachers, prefects Community: chiefs, pastors, Imams, Assembly members, police State: President, Speaker of Parliament, Members of Parliament.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Learners talk about why they should respect and obey people in authority: e.g. to promote unity, peace and harmony, to avoid punishment.</p> <p>Assessment: Let learners explain why they should respect and obey people in authority</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>In groups, learners talk and write about why they should obey authority.</p> <p>Learners present their work for class discussion.</p> <p>Assessment: Let learners write about why they should obey authority.</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: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B4.1.3.2.3		
Content standard (code)	B4.1.3.2.		
Performance Indicator	Learners can draw or sketch maps of the area to be surveyed.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
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	Bring diagrams or pictures of area(s) surveyed. Guide learners to sketch maps of an area to be surveyed by them. Assessment: Let learners draw or sketch maps of the area to be surveyed	What have we learnt today? Ask learners to summarize the main points in the lesson


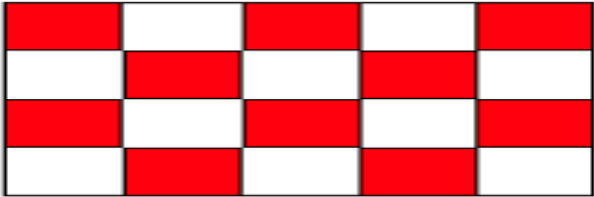
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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement- (Perimeter and Area)	
Indicator (code)	B4.3.3.2.1	B4.3.3.2.2	B4.3.3.2.3
Content standard (code)	B4.3.3.2.	B4.3.3.2.	B4.3.3.2.
Performance Indicator	<ul style="list-style-type: none"> • Learners can recognise that area is measured in square units • Learners can select and justify referents for the units cm² or m² • Learners can estimate area by using referents for cm² or m² 		
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

<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it</p>	<p>Pupils to explore the area of their exercise books. i.e. ask pupils to cut 1cm by 1cm square sheets and tack them on the back of their exercise books until it is covered entirely. Then, count the number of the sheets to obtain the area E.g. 2. Pupils to explore the area of graph sheet. Ask pupils to calculate the area of one of the squares on the graph sheet. Then, count the number of squares on the graph sheet to obtain the area of the entire sheet</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.</p>	<p>Using floor tiles, ask pupils to measure the area of one of the tiles, then multiply it by the number of tiles to obtain the area of the entire room Note: Help pupils to come out with the understanding that the area of a figure is the number of squares required to cover it completely</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</p>	<p>Let pupils explore the area of smaller objects say their exercise books. Then explore the area of larger objects say the entire classroom and compare the results for the two activities. Ask pupils to tell which unit (cm² or m²) they will use for which activity and why?</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1</p>	<p>Let pupils estimate the area of items in the classroom. Then measure the actual area and compare with their estimates E.g. 2 Pupils to measure the area of say their exercise books. With that as a reference point, ask them to estimate the area of the teacher's table 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 1 - One is</p>	<p>Let pupils estimate the area of items in the classroom. Then measure the actual area and compare with their estimates E.g. 2 Pupils to measure the area of say their exercise books. With that as a reference point, ask them to estimate the area of the teacher's table Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B4.5.1.1.1:		
Content standard (code)	B4.5.1.1.		
Performance Indicator	Learners can explain authority at home, school and in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Through questions and answers, let learners explain authority. • With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities. • Guide learners to identify those in authority at home, school and in their community: parents, headteachers,	What have we learnt today? Ask learners to summarize the main points in the lesson

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		teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc. Assessment: let learners explain authority at home and school.	
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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B4 1.3.4.3		
Content standard (code)	B4 1.3.4.		
Performance Indicator	Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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 familiar rhymes	Learners are to: <input type="checkbox"/> watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service). <input type="checkbox"/> discuss the need for displaying portfolio of own visual artworks. <input type="checkbox"/> develop a roadmap for the exhibition by: - fixing a date, - selecting a venue, - inviting an audience;	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>☑ brainstorm to agree on a theme for the exhibition; ☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners;. ☑ select works for the exhibition by considering (e.g. creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance); ☑ decide on mode of display (e.g. hanging, draping, spreading);</p> <p>Assessment: let learners write a plan for an exhibition of own artworks</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); ☑ clean and prepare the hall and its environment and make it ready for the exhibition; ☑ plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc</p> <p>Assessment: let learners write a plan for an exhibition of own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.		
Content standard (code)	B4.6.1.1.		
Performance Indicator	Learners can explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana's independence.		
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	Discuss the limitations on Ghana's independence up to June 1960 Assessment: let learners explain the limitations on Ghana's independence up to June 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Who was the leader of Ghana's first Republic?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss the limitations on Ghana's independence up to June 1960 Assessment: let learners explain the limitations on Ghana's independence up to June 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)	B4.4.3.4.1:		
Content standard (code)	B4.4.3.4.		
Performance Indicator	Learners can identify muscles being strengthened during the performance of particular 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 maximal	Push ups strengthen the bicep muscles and muscles of the chest. Chin ups strengthen the triceps muscles. Step ups strengthen both the hamstrings and the quadriceps (muscles of the thigh).	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship /Handwriting	
Indicator (code)	B4.3.1.1.4		
Content standard (code)	B4.3.1.1.		
Performance Indicator	The learner should write 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"> Put learners into groups and help them to write simple sentences on their own as you monitor. Let each group write one of their sentences on the board. Discuss the sentences they have written with them to see if it is a statement or a question. 	What have we learnt today? Review the lesson with learners

		Assessment: let learners write simple sentences	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Put learners into groups and help them to write simple sentences on their own as you monitor. • Let each group write one of their sentences on the board. • Discuss the sentences they have written with them to see if it is a statement or a question. <p>Assessment: let learners write 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 help them to write simple sentences on their own as you monitor. • Let each group write one of their sentences on the board. • Discuss the sentences they have written with them to see if it is a statement or a question. <p>Assessment: let learners write simple sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FOUR
WEEK 6**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Conjunctions D. Argumentative/Persuasive Writing E. Using Simple, Compound and Complex Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.7.1.5	B4.2.7.3.1	B4.3.8.1.1	B4.4.13.2.4.	B4.5.9.1.1.	B4.6.1.1.1.
Content standard (code)	B4.1.7.1.	B4.2.7.3.	B4.3.8.1.	B4.4.13.2.	B4.5.9.1.	B4.6.1.1.
Performance Indicator	A. Learners can identify the main idea/gist and details of texts B. Learners can determine the contextual meaning of words and phrases C. Learners can identify and use simple conjunctions - and, but, or, nor - to link: - similar idea - contrasting ideas, show choices/express alternatives D. Learners can provide a concluding statement that follows from argument presented E. Learners can identify subjects and verbs in simple sentences F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Have learners read short stories, newspaper cuttings. • Guide them with examples to give the gist and details of the texts. • Guide learners to identify the various text contents as they retell and discuss texts read. • Assist learners to identify themes from the various texts read or discussed. e. g. love, greed, honesty, hard work, etc. • Have them share facts from the story with their peers <p>Assessment: let learners identify the main idea/gist and details of 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"> • Phrases have their meaning different from the individual words. <p>Guide learners to make the right meaning using the text to get the contextual meaning</p> <p>Assessment: let learners determine the contextual meaning of words and phrases</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. GRAMMAR</u></p> <ul style="list-style-type: none"> • Introduce the conjunctions one at a time in context. • Elicit examples of sentences with conjunctions from learners. • Put on cards simple sentences. e.g. i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short. 	<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"> • Use Combination Drill for learners to practise the use of conjunctions. e.g. i. Learner A: I bought a pen... ii. Learner B: I bought a pen and a notebook. iii. Learner C: I will eat fufu..... Learner D: I will eat fufu or kenkey. <p>Assessment: let learners use simple conjunctions in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Have learners listen to a debate on a familiar topic. • Learners in groups discuss the debate. • Teach the features of a debate. <p>Guide learners to select a debatable topic. Divide the class into two to go through the writing process to prepare to debate the topic.</p> <p>Assessment: let learners provide a concluding statement that follows from argument presented</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Give learners an extract from a comprehension passage. • Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence. • Let learners write an event they have participated in. • Learners edit their work to demonstrate their knowledge of subject and predicate. <p>Assessment: let learners identify subjects and verbs in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B4.5.2.1.1		
Content standard (code)	B4.5.2.1.		
Performance Indicator	Learners can identify causes, symptoms and prevention of measles		
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	Learners watch pictures, videos or charts on causes, symptoms and prevention of measles, or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on measles. Assessment: let learners identify causes and symptoms of measles	What have we learnt today? Ask learners to summarize the important points of the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>• In pairs, learners answer the following questions based on the pictures and videos: (1) What causes measles? (2) What are the symptoms of measles? (3) What should be done if someone is exposed to measles? (4) What are the ways of preventing the spread of measles?</p> <p>Project: Learners develop concept maps to show the causes, symptoms and prevention of measles. Learners develop posters to talk about how they can prevent measles.</p> <p>Assessment: let learners identify prevention of measles</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Responsible use of Resources	
Indicator (code)	B4.4.3.1.1.		
Content standard (code)	B4.4.3.1.		
Performance Indicator	Learners can identify ways to use water responsibly.		
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	Using pictures/videos, learners discuss ways to use water responsibly e.g. close the tap after fetching water, do not use treated water for watering plants Learners compose songs and play games on how to use water responsibly	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners identify ways to use water responsibly	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners draw people using water responsibly</p> <p>Learners form clubs to serve as ambassadors for responsible use of water</p> <p>Assessment: Let learners draw people using water responsibly</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: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Technology in the community (communication)	
Indicator (code)	B4.1.4.1.4.		
Content standard (code)	B4.1.4.1.		
Performance Indicator	Learners can identify technological changes in the community (e.g. Using automated irrigation for farming, eco-friendly pesticides and manure, etc.).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
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	Guide learners to explore technological changes in the community or in the world. Let learners find examples of technological changes in the community or world around them. They should be encouraged to present their findings to the class. Assessment: Let learners identify technological changes in the community	What have we learnt today? Ask learners to summarize the main points in the lesson

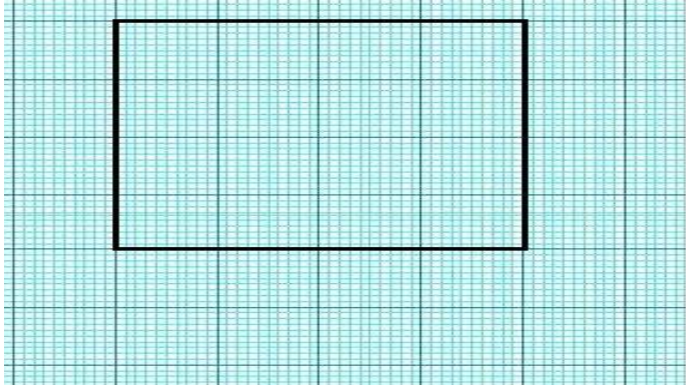
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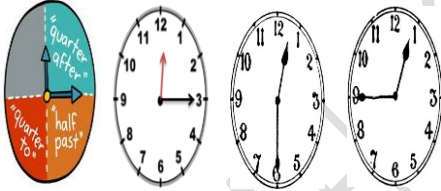
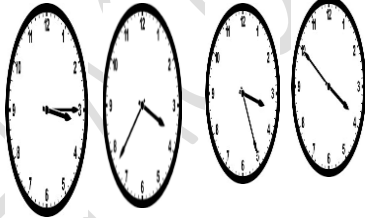

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SUBJECT: MATHEMATICS


CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement- (Perimeter and Area) Measurement -Time	
Indicator (code)	B4.3.3.2.4	B4.3.3.2.5	B4.3.3.3.1
Content standard (code)	B4.3.3.2.	B4.3.3.2.	B4.3.3.3.
Performance Indicator	<ul style="list-style-type: none"> Learners can develop and apply a formula for determining area of a rectangle and square Learners can construct different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area. Learners can tell the time in hours and minutes in analogue and digital watches including 24-hour clocks 		
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)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one. pair let us pair</p>	<p>Give pupils a standard graph sheet with 1 cm squares and ask them to draw a square of given length on the graph sheet. The area can be measured by counting the number of square units. So, we can count the number of unit units to find the area. In the diagram the area is 16cm² since there are 36 squares in the shape</p>  <p>Ask pupils to count the number of cubic squares on the vertical section of the shape and multiply it by the number on the horizontal section</p> <p>Ask pupils to compare their answer with the first strategy and draw their own conclusions. The area of a square can be given as $L \times L$ and that of a rectangle is $L \times B$.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what</p>	<p>Given an area of say 24cm², pupils should draw about three different rectangles for the same area. Combinations may include (6cm × 4cm; 8cm × 3cm; 12cm × 2cm, etc.)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Given an area of say 24cm², pupils should draw about three different rectangles for the same area. Combinations may include (6cm × 4cm; 8cm × 3cm; 12cm × 2cm, etc.)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use analogue clocks to tell time by keeping the hour hand on 12 and making jumps of 15(quarter past), 30(half past), 45(quarter to), and 60 (12 o'clock)</p>  <p>Use analogue clocks to tell time by keeping the hour hand on any number say 3 and move the minutes hand to various numbers for different time (3:12, 3:25, 3:38, 3:50, etc)</p>  <p>Use analogue clocks to tell time by keeping the minutes hand on 12 and moving the hour hand to tell time at the hour mark</p> <p>time at the hour mark</p>  <p>Pupils should draw/sketch the face of the clock to tell time given</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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Friday	Sing songs like: I'm counting one, what is one 1 -	Pupils to explore the relationship in the units of time (i.e. 60 seconds = 1 minute; 60 minutes = 1hour) E.g. 6 Use digital watches to tell time. Pupils to observe the face of the digital watches and tell the time  Assessment: have learners to practice with more examples	Review the lesson with Learners
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B4.5.1.1.1:		
Content standard (code)	B4.5.1.1.		
Performance Indicator	Learners can explain authority at home, school and in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	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 or role play authority at home, school and in the community Assessment: let learners explain authority in the community.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B4 2.3.4.3		
Content standard (code)	B4 2.3.4.		
Performance Indicator	Learners can plan a performance of own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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 familiar rhymes	Learners: ☑ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect current topical issues of national concern in Ghana. ☑ discuss the need for performing compositions of own music, dance, drama, poetry, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> ☑ develop a roadmap for the performances by: - fixing a date, - selecting a venue, - inviting an audience; ☑ brainstorm to agree on a theme for the performance; ☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners; ☑ select compositions by considering creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance; ☑ decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props).; <p>Assessment: let learners write a plan for performance of own compositions</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>getting ready: plan the sequence of events, stage/site plan, identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corner), characters, directors, stage managers, audience, health and security ;personnel, ☑ clean and prepare the venue and its environment and make it ready for the performance;</p> <p>☑ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc.</p> <p>Assessment: let learners write a plan for performance of own compositions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.		
Content standard (code)	B4.6.1.1.		
Performance Indicator	Learners can explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana's independence.		
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	Discuss the limitations on Ghana's independence up to June 1960 Assessment: let learners explain the limitations on Ghana's independence up to June 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>What were the limitations to Ghana's independence until 1960?</p>	<p>Use the internet identify the positions controlled by British officials up to June 1960</p> <p>Assessment: let learners identify the positions controlled by British officials up to June 1960 on a map</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)	B4.4.4.4.1		
Content standard (code)	B4.4.4.4.		
Performance Indicator	Learners can classify PE equipment under 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	Assemble a variety of sports equipment, both old and new for learners to classify them into safe and unsafe.	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: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Literary Writing	
Indicator (code)	B4.4.7.1.2	B4.4.7.1.3	B4.4.8.1.1.
Content standard (code)	B4.4.7.1.	B4.4.7.1.	B4.4.8.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should compose short poems using controlled composition. • The learner should create short plays and stories using controlled composition • The learner should discuss the process in writing good informal letters. 		
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. • Use a controlled composition to write a short poem on the board. • Let learners explore the poem with gestures. 	What have we learnt today?

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		<ul style="list-style-type: none"> • In groups let learners compose short poems using controlled composition. <p>Assessment: let learners compose short poems using controlled composition</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a familiar traditional song they know. • Use a controlled composition to create a short story or play with learners. • Put them in pairs and let them create short plays and stories using controlled composition. <p>Communication</p> <p>Assessment: let learners create short plays and stories using controlled composition</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. • Discuss with learners what an informal letter is. • Discuss with learners the process of writing a good informal letter. • Let them comprehend the process in writing good informal letters. • Discuss features of informal letters. <p>Assessment: let learners identify the process in writing good informal letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

**TERM THREE
BASIC FOUR
WEEK 7**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Silent Reading C. Conjunctions D. Expository/Informative Writing E. Using Simple, Compound and Complex Sentences F. Building the Love and Culture of Reading	
Indicator (code)	(B4.1.10.3.1 B4.1.10.3.1) B4.2.8.1.2 B4.3.8.1.1 B4.4.14.1.1. B4.5.9.1.2 B4.6.1.1.1.		
Content standard (code)	(B4.1.10.3. B4.1.10.3.) B4.2.8.1. B4.3.8.1. B4.4.14.1. B4.5.9.1. B4.6.1.1.		
Performance Indicator	A. Learners can identify the purpose and audience of a speech and set goals in the context of assigned topics (e.g. about familiar persons). Draw on prior knowledge to identify the subject matter of a speech B. Learners can find meaning of words as used in context C. Learners can identify and use simple conjunctions - and, but, or, nor - to link: - similar idea - contrasting ideas, show choices/express alternatives D. Learners can write words giving information about family E. Learners can construct simple sentences correctly F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read		

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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Using a model speech which must be provided by the teacher, guide learners to identify: <ol style="list-style-type: none"> i. the purpose of the speech; ii. the audience; iii. the goals set in the context of assigned topics. <p>Note: The speech can be about self, familiar persons, objects and experiences</p> <p>Draw on prior knowledge to identify the subject matter of a speech</p> <p>Assessment: let learners identify the subject matter of a speech</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"> • Guide pupils to learn new words through the procedure below: <ul style="list-style-type: none"> – Write key words on the board, one at a time. – Have learners attempt to pronounce the word. – Model the pronunciation for learners to repeat. – From the passage, ask learners to write the sentence in which the new word is and read it out. – Use Think-Pair-Share strategy to have learners find meaning in context. – Have them think of other words that can replace these words. – Ask pupils to use the words in sentences. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Note: You can vary the procedure in teaching new words.</p> <p>Assessment: let learners find meaning of words as used in context</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Introduce the conjunctions one at a time in context. • Elicit examples of sentences with conjunctions from learners. • Put on cards simple sentences. e.g. i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short. • Use Combination Drill for learners to practise the use of conjunctions. e.g. i. Learner A: I bought a pen... ii. Learner B: I bought a pen and a notebook. iii. Learner C: I will eat fufu..... Learner D: I will eat fufu or kenkey. <p>Assessment: let learners use simple conjunctions in sentences</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</u></p> <ul style="list-style-type: none"> • Guide learners with a model to talk about themselves. This is a whole class discussion with individual learners saying things about themselves. • Let learners write about themselves. In pairs learners edit each other's work and identify words and sentences that give information about the partner which they did not know previously. • In groups learners research about their school and write a short history about it. <p>Assessment: let learners write words giving information about family</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Learners construct simple sentences. • Write some of the sentences on the board to guide the discussions on subjects and verbs. • Show a large poster of people doing various activities. • Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate. 	<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"> • The groups edit and publish the work. Each member keeps a copy. <p>Assessment: let learners construct simple sentences correctly</p>	
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B4.5.2.1.2		
Content standard (code)	B4.5.2.1.		
Performance Indicator	Learners can demonstrate an understanding of the causes, symptoms and prevention of food-borne diseases		
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 causes, symptoms and prevention of food borne diseases. • Invite a health personnel, SHEP coordinator or personnel from the Food and Drugs Authority (FDA) to give a talk on food-borne diseases. • In pairs, let learners respond to the following questions: (1). What causes food-borne diseases? 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<p>(2). What are the symptoms of food-borne diseases? (3). What should be done if someone contracts a food-borne disease?</p> <p>Assessment: let learners identify causes and symptoms of food-borne diseases</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • In pairs, learners give examples of food-borne diseases in their localities, i.e. cholera, diarrhoea, typhoid fever, etc. • Learners predict what will happen when someone contracts a food-borne disease. • Evaluate learners by asking them to prepare posters on the prevention and control of food-borne. <p>Assessment: let learners identify prevention of food-borne diseases</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B4.4.4.1.1.		
Content standard (code)	B4.4.4.1.		
Performance Indicator	Learners can prepare nursery beds nurse seeds, transplant seedlings and maintain small gardens.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the importance of gardening. Learners undertake visits to vegetable gardens of farms or look at pictures of vegetable and fruit farms and talk about different vegetables farmers in Ghana grow. Assessment: Let learners mention different vegetables farmers in Ghana grow	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 undertake practical activities in the home or school that will teach them how to prepare healthy soil for nursing seeds and prepare seedbeds, how to nurse and transplant seedlings, and how to care for small gardens of eggs, pepper, onion, cabbage, lettuce, okro, etc.</p> <p>Note: learners use the opportunity to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.</p> <p>Filling nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.</p> <p>Nursing the seeds in the soil at the required depth and water them.</p> <p>Assessment: Let learners describe how to prepare nursery beds, nurse seeds and transplant seedlings</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: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PRESENTATION		Sub-strand : INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	
Indicator (code)	B4.2.1.1.2.		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
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	Guide learners to prepare and present a prepared project or exercise using clipboard, slides, fonts, paragraph and editing of the ribbons studied their work in MS-PowerPoint to the class. NB: This is to help the learners with software knowledge in Ms PowerPoint, office applications to grasp the concept well Assessment: Let learners show a 3-slide presentation	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

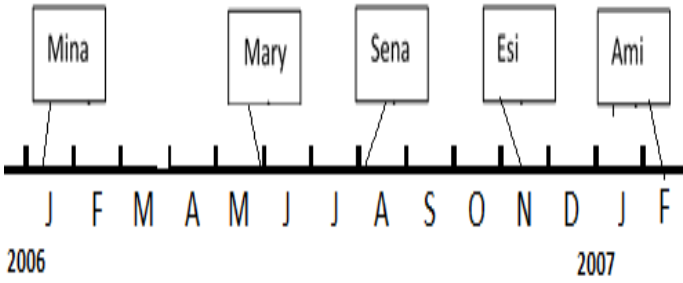
CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement -Time	
Indicator (code)	B4.3.3.3.2	B4.3.3.3.3	
Content standard (code)	B4.3.3.3.	B4.3.3.3.	
Performance Indicator	<ul style="list-style-type: none"> Learners can use clock to measure time to complete simple events in minutes and seconds Learners can state dates of events and record calendar dates in a variety of formats 		
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, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Use the analogue clock to record the time it takes to say walk from the classroom to the canteen/head teacher's office/library, etc. and back. (mostly minutes)</p> <p>E.g. 2 Use the digital watch to record say the time it takes to walk from the teacher's table to the cupboard. (mostly seconds)</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</p>	<p>Ask pupils to tell the time it takes to complete activities like bathing, brushing teeth, ironing a shirt, cooking rice, etc</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>Record dates in different formats</p> <ol style="list-style-type: none"> i. Tuesday, 28th August 2018 ii. 28th August, 2018 iii. 28-Aug-18 iv. 28/08/2018 v. 28.08.18 <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>Ask pupils to write the dates for the following events from a calendar;</p> <ol style="list-style-type: none"> i. Independence Day of Ghana ii. Republic Day iii. Founders' Day iv. Farmers' Day v. Workers' Day 	<p>Review the lesson with Learners</p>

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	<p>1 - One is one alone, alone it shall be.</p>	<p>Assessment: have learners to practice with more examples</p>													
<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>Ask pupils in groups to state their dates of birth and put this in a table. Guide pupils to draw a time line (or time line-graph) for their birthdays (see Figure below)</p> <p>Table 1 Birthdays of pupils in Ami's group</p> <table border="1" data-bbox="472 533 1097 764"> <thead> <tr> <th>Name</th> <th>Date of birth</th> </tr> </thead> <tbody> <tr> <td>Ami</td> <td>20th February 2007</td> </tr> <tr> <td>Esi</td> <td>14th November 2006</td> </tr> <tr> <td>Mary</td> <td>30th May 2006</td> </tr> <tr> <td>Mina</td> <td>10th January 2006</td> </tr> <tr> <td>Sena</td> <td>5th August 2006</td> </tr> </tbody> </table> 	Name	Date of birth	Ami	20 th February 2007	Esi	14 th November 2006	Mary	30 th May 2006	Mina	10 th January 2006	Sena	5 th August 2006	<p>Review the lesson with Learners</p>
Name	Date of birth														
Ami	20 th February 2007														
Esi	14 th November 2006														
Mary	30 th May 2006														
Mina	10 th January 2006														
Sena	5 th August 2006														

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B4.5.2.1.1:		
Content standard (code)	B4.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a committed member of the family.		
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"> Assist learners to explain who a committed person is. Let learners mention behaviours that show that a person is committed. Ask learners to describe a committed family member. A person who: - takes part in family activities, - is obedient to elders of the family, - respects other family members, - accepts responsibility (performing assigned duties), - takes initiatives, - helps needy relatives, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners mention importance of being a committed member of the family	
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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B4 1.4.6.3		
Content standard (code)	B4 1.4.6.		
Performance Indicator	Learners can develop guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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 familiar rhymes	Learners are to: ☐ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it Assessment: let learners write guidelines for appraising and appreciating own and others' visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Engage learners to sing songs and recite familiar rhymes	Learners are to: agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury Assessment: let learners write guidelines for appraising and appreciating own and others' visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.2		
Content standard (code)	B4.6.1.1.1		
Performance Indicator	Learners can state the dates and names of the leaders of the four Republics of Ghana since 1960.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How many Republics	Differentiate between 'President' and 'Head of State'. Assessment: let learners differentiate between 'President' and 'Head of State'.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	do we have in Ghana since 1960?		
Thursday	Engage learners to sing songs and recite familiar rhymes Who was the leader of the third republic?	Match the names of the leaders of the four Republics to the period in which they ruled Assessment: let learners state the dates and names of the leaders of the four Republics of Ghana since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SUBSTANCES/DRUGS	
Indicator (code)	B4.5.5.4.1:		
Content standard (code)	B4.5.5.4.		
Performance Indicator	Learners can identify the effects of drugs use 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 the body for	Learners discuss the short-term and long-term effects of drugs. The effects can be physical and psychological. Advice learners not to involve themselves in drugs. Let them know some of the dangers like sleepless nights, loss of appetite, blood pressure, body temperature, panic, seizures, rashes 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: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Letter Writing	
Indicator (code)	B4.4.8.1.2	B4.4.8.1.3	
Content standard (code)	B4.4.8.1.	B4.4.8.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should write informal letters using controlled composition The learner should write good informal letters 		
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"> Write an informal letter on the board and lead learners to discuss it. Let learners read the letter as a group and then individually. Using the letter on the board as a guide let learners write an informal letter. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners write informal letters using controlled composition	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Give learners a topic and let them write an informal letter on the topic in groups. • Let the groups present their essays to the class. • Let learners write an informal letter on their own <p>Assessment: let learners write good informal letters</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. • Give learners a topic and let them write an informal letter on the topic in groups. • Let the groups present their essays to the class. • Let learners write an informal letter on their own <p>Assessment: let learners write good informal letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC FOUR
WEEK 8

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Silent Reading C. Modals D. Expository/Informative Writing E. Using Simple, Compound and Complex Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.10.3.3.	B4.2.8.1.3	B4.3.9.1.1	B4.4.14.2.1	B4.5.9.1.2	B4.6.1.1.1.
Content standard (code)	B4.1.10.3.	B4.2.8.1.	B4.3.9.1.	B4.4.14.2.	B4.5.9.1.	B4.6.1.1.
Performance Indicator	A. Learners can gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture B. Learners can answer questions based on the passage read C. Learners can use modals to express a variety of meanings D. Learners can write picture events about personal experiences and make radio/TV presentations E. Learners can construct simple sentences correctly F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Guide learners to select interesting topics they want to talk about. • Put them into groups and have each group choose a topic. • Guide learners to gather ideas from their readers and/or online resources. <p>Assessment: let learners gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture</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"> • Precede questions with silent reading of the text. • In asking questions, follow the steps below: <ul style="list-style-type: none"> – Pose the question. – Give learners time to reflect. – Call a learner to answer the question. • Learners give accurate and specific answers to questions. (You could do it orally sometimes). They may read out portions of the text where the answers are found. • Ask different types of levels of questions. <p>Assessment: let learners answer questions based on the passage read</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. GRAMMAR</u></p> <ul style="list-style-type: none"> – can: conveys ability – may: asks for permission, expresses politeness, possibility – must: obligation or compulsion, necessity 	<p>What have we learnt today?</p>

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> - shall / will: prediction, intention, determination etc. - could: tentativeness, politeness - would: politeness - might: possibility - should: obligation - used to: for past activities or events - have to, ought to and need to: for obligation <ul style="list-style-type: none"> • Introduce the modals one at a time. • Have learners read sentences containing modals. • Learners use modals to form sentences and choose the right modals to fill the gaps. • Use drills to give practice. <p>Note: Modals come before the main verbs in sentences.</p> <p>Assessment: let learners use modals to form sentences and choose the right modals to fill the gaps.</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</u></p> <ul style="list-style-type: none"> • Let learners watch TV news at home and write their own news from the pictures they see. • Put learners into groups. Let them brainstorm and write activities of the day. • Let each group choose an interesting event and write the news to broadcast to the class. • Let each group choose one person to present the news. • Help learners to organise a radio or TV talk show. <p>Assessment: let learners write picture events about personal experiences and make radio/TV presentations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Learners construct simple sentences. • Write some of the sentences on the board to guide the discussions on subjects and verbs. • Show a large poster of people doing various activities. • Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate. • The groups edit and publish the work. Each member keeps a copy. <p>Assessment: let learners construct simple sentences correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class
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Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B4.5.4.1.1		
Content standard (code)	B4.5.4.1.		
Performance Indicator	Learners can explain that burning is one of the causes of climate change		
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	Learners watch pictures and videos or charts showing burning of fossil fuel and changing weather patterns. <ul style="list-style-type: none"> • Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property. • Learners, in groups discuss what happens when burning occurs. • Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste. • Evaluate learners by asking them to design posters on the effect of burning on climate change. <p>Assessment: let learners identify the effect of burning on climate change.</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: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B4.5.1.1.1		
Content standard (code)	B4.5.1.1.		
Performance Indicator	Learners can describe cultural exchanges between Ghana and her neighbor.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention common cultural practices between Ghana and her neighbours e.g. language, food, farming Learners in groups describe common festivals and other cultural activities between Ghana and her neighbours e.g. Christmas, Eid-ul- Adha Food: gari, cassava, yam Dressing: kaba and slit, smock	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners mention common festivals and other cultural activities between Ghana and her neighbours	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners mention common cultural practices between Ghana and her neighbours e.g. language, food, farming</p> <p>Learners in groups describe common festivals and other cultural activities between Ghana and her neighbours e.g. Christmas, Eid-ul- Adha</p> <p>Food: gari, cassava, yam</p> <p>Dressing: kaba and slit, smock</p> <p>Assessment: Let learners describe common festivals and other cultural activities between Ghana and her neighbours</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: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : WORD PROCESSING		Sub-strand : INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	
Indicator (code)	B4.3.1.1.1		
Content standard (code)	B4.3.1.1.		
Performance Indicator	Learners can demonstrate how to use the clipboard, styles, fonts, paragraph and editing.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
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	Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word. Assessment: Let learners describe how to use the clipboard, styles, fonts, paragraph and editing.	What have we learnt today? Ask learners to summarize the main points in the lesson

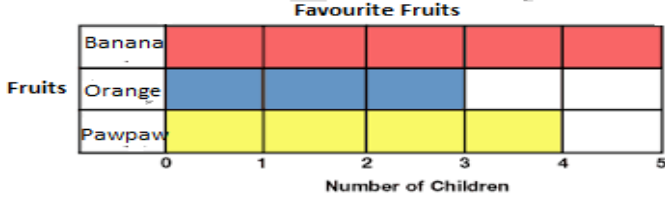
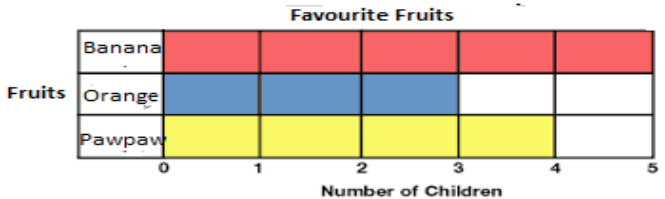
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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B4.4.1.1.1	B4.4.1.1.2	
Content standard (code)	B4.4.1.1.	B4.4.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can use an understanding of one-to-one correspondence to read and interpret graphs Learners can use an understanding of many-to-one correspondence to display or construct graphs 		
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

<p>Monday</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 come pair let us pair</p>	<p>Give learners graphs that use one-to-one correspondence in displaying data. For example, the graph below shows the favourite fruits of children in a P4 class. Each coloured box in the graph represents a pupil</p>  <p>Ask the following questions for children to read and interpret graphs</p> <ol style="list-style-type: none"> How many pupils said they like pawpaw? What is the most favourite food of the class? <p>How many pupils are in the class? Etc.</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, alone it shall be.</p>	<p>Give learners graphs that use one-to-one correspondence in displaying data. For example, the graph below shows the favourite fruits of children in a P4 class. Each coloured box in the graph represents a pupil</p>  <p>Ask the following questions for children to read and interpret graphs</p> <ol style="list-style-type: none"> How many pupils said they like pawpaw? What is the most favourite food of the class? <p>How many pupils are in the class? Etc.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Display a table for of illnesses P4 pupils have had in school last academic year. Discuss with pupils how many objects/cut-outs will be required to display or construct a graph of the illnesses in the table if  represents 2 pupils</p> <table border="1" data-bbox="483 380 1055 1201"> <thead> <tr> <th>Illness</th> <th>Number of pupils visiting hospital with illnesses</th> <th>Number of objects  in graph</th> </tr> </thead> <tbody> <tr> <td>Diarrhoea</td> <td>10</td> <td>5</td> </tr> <tr> <td>Fever</td> <td>16</td> <td>8</td> </tr> <tr> <td>Toothache</td> <td>4</td> <td>2</td> </tr> <tr> <td>Headache</td> <td>6</td> <td>.</td> </tr> <tr> <td>Stomach-ache</td> <td>8</td> <td>.</td> </tr> <tr> <td>Cold</td> <td>14</td> <td>.</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Illness	Number of pupils visiting hospital with illnesses	Number of objects  in graph	Diarrhoea	10	5	Fever	16	8	Toothache	4	2	Headache	6	.	Stomach-ache	8	.	Cold	14	.	<p>Review the lesson with Learners</p>
Illness	Number of pupils visiting hospital with illnesses	Number of objects  in graph																						
Diarrhoea	10	5																						
Fever	16	8																						
Toothache	4	2																						
Headache	6	.																						
Stomach-ache	8	.																						
Cold	14	.																						
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Put a chart with labelled axes on the board; places several card cut-outs of the object  on the table. Ask pupils to go in turns to construct the graph of the illnesses in the chart by pasting the right number of cut-outs in the columns above each illness as in the figure below</p> <p>Ask questions for pupils to read and interpret graphs. Ask pupils also to write questions based on the graph for their friends to answer</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																					

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Friday	Sing songs like: I'm counting one,	Give learners tables with data that require the use an understanding of many-to-one correspondence to construct their graphs Assessment: have learners to practice with more examples	Review the lesson with Learners
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B4.5.2.1.1:		
Content standard (code)	B4.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a committed member of the family.		
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	Help learners to discuss the importance of being a committed family member: - to promote unity, - to gain respect, - to be considered a trustworthy person, etc • Let learners role play or mime roles of committed family members Assessment: let learners mention importance of being a committed member of the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B4 2.4.6.3		
Content standard (code)	B4 2.4.6.		
Performance Indicator	Learners can develop guidelines for appraising and appreciating own and others' performing artworks that reflect topical issues in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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 familiar rhymes	discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☐ agree on what to use the appraisal report for and how to share it;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write guidelines for appraising and appreciating own and others' performing artworks	
	Engage learners to sing songs and recite familiar rhymes	Learners are to: agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury Assessment: let learners write guidelines for appraising and appreciating own and others' performing artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.2		
Content standard (code)	B4.6.1.1.1.		
Performance Indicator	Learners can state the dates and names of the leaders of the four Republics of Ghana since 1960.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How many Republics	Differentiate between 'President' and 'Head of State'. Assessment: let learners differentiate between 'President' and 'Head of State'	What have we learnt today? Ask learners to summarize the main points in the lesson

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	do we have in Ghana since 1960?		
Thursday	Engage learners to sing songs and recite familiar rhymes ho was the leader of the third republic?	Match the names of the leaders of the four Republics to the period in which they ruled Assessment: let learners state the dates and names of the leaders of the four Republics of Ghana since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SELF-RESPONSIBILITY	
Indicator (code)	B4.5.1.5.1		
Content standard (code)	B4.5.1.5.		
Performance Indicator	Learners can accept responsibility for one's own behaviour in a group 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	Obey rules and regulations for the activity. Appreciate and accept calls from officiating officials. Learners must be responsible for their own actions.	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: GHANAIAN LANGUAGE

CLASS: FOUR

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)	B4.5.6.1.1	B4.5.6.1.2.	B4.5.6.1.3
Content standard (code)	B4.5.6.1.	B4.5.6.1.	B4.5.6.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should form compound sentences from simple sentences • The learner should exhibit knowledge of different types of conjunctions in writing. • The learner should form compound sentences with conjunctions 		
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 form simple sentences. • Let them read the sentences as a group. • Use simple sentences to form compound sentences on the board. 	What have we learnt today?

		<ul style="list-style-type: none"> • In groups, let learners form compound sentences from simple sentences. • Let learners present their sentences to the class. <p>Assessment: let learners form compound sentences from simple sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners form simple sentences and read them to the class. • Discuss conjunctions with learners. • Write some conjunctions on the board and lead learners to say them. • Use different types of conjunctions to form sentences. • Let learners form sentences using the conjunctions. • Let learners understand different types of conjunctions in writing. <p>Assessment: let learner's use different types of conjunctions in writing.</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"> • Use different types of conjunctions to form sentences. • In pairs, let learners form compound sentences with conjunctions and read their sentences to the class. <p>Assessment: let learners form compound sentences with conjunctions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FOUR
WEEK 9**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Modals D. Letter Writing E. Spelling F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.10.3.4	B4.2.9.1.2	B4.3.9.1.1	B4.4.15.1.1	B4.5.10.1.1	B4.6.1.1.1.
Content standard (code)	B4.1.10.3.	B4.2.9.1.	B4.3.9.1.	B4.4.15.1.	B4.5.10.1.	B4.6.1.1.
Performance Indicator	A. Learners can support ideas and points with visual resources to convey meaning appropriate to purpose and context B. Learners can use recognition strategies to confirm understanding of level-appropriate texts C. Learners can use modals to express a variety of meanings: D. Learners can write to friends about personal experiences using appropriate letter formats E. Learners can use invented spelling to increase fluency and free writing F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Have groups of learners draw pictures to support their ideas or points of view on given topics. <p>Assessment: let learners support ideas and points with visual resources</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> <p>As learners read the grade-level texts, attention should be given to the words, sentences and paragraphs. Use re-reading, vocabulary and right intonation to self-correct</p> <p>Assessment: let learners read the grade-level 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. GRAMMAR</u></p> <ul style="list-style-type: none"> – can: conveys ability – may: asks for permission, expresses politeness, possibility – must: obligation or compulsion, necessitys – shall / will: prediction, intention, determination etc. – could: tentativeness, politeness – would: politeness – might: possibility – should: obligation – used to: for past activities or events – have to, ought to and need to: for obligation <ul style="list-style-type: none"> • Introduce the modals one at a time. • Have learners read sentences containing modals. • Learners use modals to form sentences and choose the right modals to fill the gaps. 	<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"> • Use drills to give practice. <p>Note: Modals come before the main verbs in sentences.</p> <p>Assessment: let learners use modals to form sentences and choose the right modals to fill the gaps</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Present samples of friendly letters to learners. • Let learners read samples in groups and identify important features of friendly letters. • Discuss these features with learners. • Each group writes a friendly letter (about their personal experiences) showing the important features. <p>Assessment: let learners write to friends about personal experiences using appropriate letter formats</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Let learners spell given words with invented spellings. Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work. • Give learners the meanings of words to identify and spell the words. • Learners use the words they have spelt in sentences of their own. • Select registers of various subjects/topics (shopping, transportation, agriculture). • Guide learners to spell the appropriate vocabulary used in that context. • Let learners use the words in writing a short paragraph describing or narrating that activity (shopping, travelling by bus, making a farm, catching fish). <p>Assessment: let learners use the words they have spelt in sentences of their own</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. 	<p>Have learners to tell what they read to the whole class</p>

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		<ul style="list-style-type: none">• Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
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Vetted by :..... Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B4.5.4.1.1		
Content standard (code)	B4.5.4.1.		
Performance Indicator	Learners can explain that burning is one of the causes of climate change		
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	Learners watch pictures and videos or charts showing burning of fossil fuel and changing weather patterns. <ul style="list-style-type: none"> • Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property. • Learners, in groups discuss what happens when burning occurs. • Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc. <p>Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste. • Evaluate learners by asking them to design posters on the effect of burning on climate change. <p>Assessment: let learners identify the effect of burning on climate change.</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: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B4.5.1.2.1.		
Content standard (code)	B4.5.1.2.		
Performance Indicator	Learners can explain the uses of rocks.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of rocks e.g. building houses and constructing roads Assessment: Let learners mention importance of rocks	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 role play some of the uses of rocks Assessment: Let learners explain the uses of rocks.	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : WORD PROCESSING		Sub-strand : INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	
Indicator (code)	B4.3.1.1.2		
Content standard (code)	B4.3.1.1.		
Performance Indicator	Learners can illustrate the use of the clip board, styles, fonts, paragraph and editing.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
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	Guide learners to use the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document. NB. This is to help the learners with software knowledge in office applications (word processing) to grasp the concept better. Assessment: Let learners illustrate the use of the clip board, styles, fonts, paragraph and editing.	What have we learnt today? Ask learners to summarize the main points in the lesson

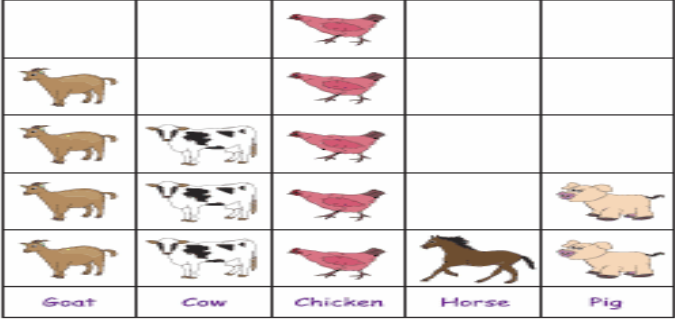
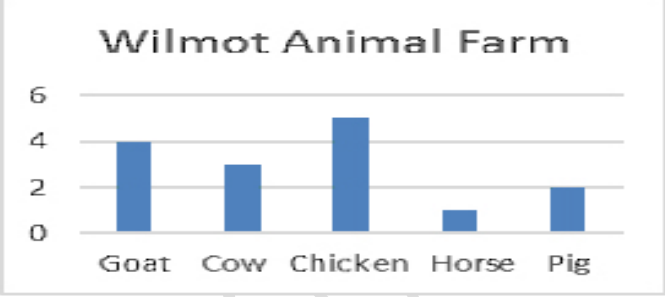
Vetted by :..... Signature: Date :















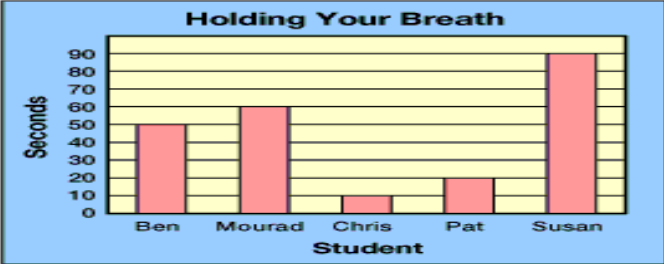
























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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B4.4.1.1.3	B4.4.1.1.4	
Content standard (code)	B4.4.1.1.	B4.4.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can compare graphs in which the same data has been displayed and explain how they are the same and different Learners can find examples of graphs in which many-to-one correspondence is used in print and electronic media, such as newspapers, magazines and the Internet, and describe the correspondence used 		
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

<p>Monday</p> <p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners several graphs that have used one-to-one correspondence in displaying the same data. For instance, the graph below shows the animals at Mr. Wilmot's farm. Ask children to explain how they are the same and different</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:</p> <p>I'm counting one, what is one</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners several graphs that have used one-to-one correspondence in displaying the same data.</p> <p>Ask children to explain how they are the same and different</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p> <p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data. E.g. The graphs below show the number of pupils in a KG to P3 in a school and the time five pupils can take to hold their breath. Ask questions for children to read and interpret graphs</p>	<p>Review the lesson with Learners</p>

	<p>1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<table border="1" style="margin-bottom: 10px;"> <tr> <td style="text-align: right;">KG</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">P1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">P2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">P3</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>In the graph  is 5 girls, and  is 5 boys</p> <div style="text-align: center;">  <table border="1" style="margin-top: 10px;"> <caption>Holding Your Breath</caption> <thead> <tr> <th>Student</th> <th>Seconds</th> </tr> </thead> <tbody> <tr> <td>Ben</td> <td>50</td> </tr> <tr> <td>Mourad</td> <td>60</td> </tr> <tr> <td>Chris</td> <td>15</td> </tr> <tr> <td>Pat</td> <td>25</td> </tr> <tr> <td>Susan</td> <td>90</td> </tr> </tbody> </table> </div> <p>How many pupils are in KG and P1? How many pupils more pupils are in P1 than P3? How long did Ben hold his breath? Who can hold her breath longest? Etc</p> <p>Assessment: have learners to practice with more examples</p>	KG					P1					P2					P3					Student	Seconds	Ben	50	Mourad	60	Chris	15	Pat	25	Susan	90	
KG																																			
P1																																			
P2																																			
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Student	Seconds																																		
Ben	50																																		
Mourad	60																																		
Chris	15																																		
Pat	25																																		
Susan	90																																		
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</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</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</p>	<p>Review the lesson with Learners</p>																																

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	one, what is one	Assessment: have learners to practice with more examples	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B4.5.2.1.1:		
Content standard (code)	B4.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a committed member of the family.		
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	Help learners to discuss the importance of being a committed family member: - to promote unity, - to gain respect, - to be considered a trustworthy person, etc. • Let learners role play or mime roles of committed family members Assessment: let learners mention importance of being a committed member of the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B4. 1.1.1.6 B4 2.1.1.6.		
Content standard (code)	B4. 1.1.1. B4 2.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can explore through brainstorming to generate ideas for creating own visual artworks that reflect topical issues in Ghana Learners can explore through brainstorming to develop ideas for creating own performing artworks that will reflect topical issues in Ghana 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	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: ☐ learn about issues of national concern through library studies, watching films, surfing the internet, interviewing people, etc.; ☐ document their findings by: a) writing simple notes and statements b) taking photographs and drawing pictures	What have we learnt today?

	familiar rhymes	<p>c) recording spoken words/voice messages, etc.; ☒ discuss their findings in class with peers; ☒ think about comments made by peers on their findings during class discussions; ☒ use knowledge gained to generate ideas for designing and making own artworks that will reflect topical issues of national concern.</p> <p>Assessment: let learners write ideas for creating own visual artworks that reflect topical issues in Ghana</p>	<p>Ask learners to summarize the main points in the lesson</p>
	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: learn about issues of national concern from library books, newspapers, watching films, surfing the internet, interviewing people, etc.; ☒ document their findings by: d) writing simple notes and statements; e) taking photographs and making videos; f) recording spoken words/voice messages, etc. ☒ discuss their findings in class with peers; ☒ think about comments made by peers on their findings during class discussions; ☒ use knowledge gained to generate ideas for designing and making own performing artworks that will reflect current topical issues of national concern in Ghana</p> <p>Assessment: let learners write ideas for creating own performing artworks that will reflect topical issues in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.2		
Content standard (code)	B4.6.1.1.1.		
Performance Indicator	Learners can state the dates and names of the leaders of the four Republics of Ghana since 1960.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How many Republics	Differentiate between 'President' and 'Head of State'. Assessment: let learners differentiate between 'President' and 'Head of State'	What have we learnt today? Ask learners to summarize the main points in the lesson

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	do we have in Ghana since 1960?		
Thursday	Engage learners to sing songs and recite familiar rhymes ho was the leader of the third republic?	Match the names of the leaders of the four Republics to the period in which they ruled Assessment: let learners state the dates and names of the leaders of the four Republics of Ghana since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SOCIAL INTERACTION	
Indicator (code)		B4.5.2.5.2	
Content standard (code)		B4.5.2.5.	
Performance Indicator		Learners can participate in a variety of group settings (e.g., partners, small groups and large groups) without interfering with others.	
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	Encourage learners to work in groups and observe group dynamics such as tolerance, self-respect, teamwork, etc.	What have we learnt today? Use answers to summarise the lesson.

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (spelling)	
Indicator (code)	B4.5.7.1.1.	B4.5.7.1.2	B4.5.7.1.3
Content standard (code)	B4.5.7.1.	B4.5.7.1.	B4.5.7.1.
Performance Indicator	<ul style="list-style-type: none"> The learner should write seven and eight letter words correctly. The learner should fill in missing letters from words. The learner should fill in missing words from a short passage 		
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. Introduce learners to vocabulary words in a passage. Help learners to write seven and eight letter words correctly. 	What have we learnt today?

		Assessment: let learners write seven and eight letter words correctly.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some words on the board and lead learners to mention the words. • Let learners mention and spell the words as a group. • Call learners to mention the words individually. • Introduce learners to words that have missing letters. • Let students to fill in missing letters from words. <p>Assessment: let learners fill in missing letters from words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners narrate a short story they have heard before. • Share the class Readers or Reading books to the learners and lead them to read a passage. • Write the first paragraph of the passage on the board taking out some words. • Let learners fill in missing the words from short passage <p>Assessment: let learners fill in missing words from a short passage</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FOUR
WEEK 10**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Summarising C. Prepositions D. Letter Writing E. Spelling F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.10.3.5	B4.2.10.1.1	B4.3.10.1.1	B4.4.15.1.1	B4.5.10.1.1	B4.6.1.1.1.
Content standard (code)	B4.1.10.3.	B4.2.10.1.	B4.3.10.1.	B4.4.15.1.	B4.5.10.1.	B4.6.1.1.
Performance Indicator	A. Learners can use effective introductions and conclusions B. Learners can summarise level-appropriate passages/texts orally C. Learners can use prepositions to convey a variety of meanings: – Direction e.g. along – Period of Time – Purpose – Possession – Comparison e.g. taller than D. Learners can write to friends about personal experiences using appropriate letter formats E. Learners can use invented spelling to increase fluency and free writing F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read					
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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Put learners into convenient groups. • Guide them to select topics of interest, plan and present speeches to the class. • Guide them to introduce and conclude their speeches appropriately. <p>Assessment: let learners introduce and conclude their speeches appropriately</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"> • Learners read and re-read a text to identify the main idea in a given paragraph. • Guide learners with examples to restate information read in a few words. <p>Assessment: let learners summarise level-appropriate passages/texts orally</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. GRAMMAR</u></p> <ul style="list-style-type: none"> • Have learners describe the positions of classroom objects using such sentences as: <ol style="list-style-type: none"> i. The clock is on the wall. ii. The cupboard is in the corner. iii. The waste paper basket is under the table. • Briefly explain the functions of prepositions. • Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is on the table. • Write some of learners' answers on the chalkboard and guide them to identify the prepositions. <p>Note: Ensure that the following prepositions are used:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> - Direction= towards the mountain - Time = at six o'clock - Purpose = for, in order to - Possession= for, to - Comparison= than - Support or opposition = for you, against me <p>Assessment: let learners use prepositions in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Present samples of friendly letters to learners. • Let learners read samples in groups and identify important features of friendly letters. • Discuss these features with learners. • Each group writes a friendly letter (about their personal experiences) showing the important features. <p>Assessment: let learners write to friends about personal experiences using appropriate letter formats</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Let learners spell given words with invented spellings. Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work. • Give learners the meanings of words to identify and spell the words. • Learners use the words they have spelt in sentences of their own. • Select registers of various subjects/topics (shopping, transportation, agriculture). • Guide learners to spell the appropriate vocabulary used in that context. • Let learners use the words in writing a short paragraph describing or narrating that activity (shopping, travelling by bus, making a farm, catching fish). <p>Assessment: let learners use the words they have spelt in sentences of their own</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. 	<p>Have learners to tell what they read to the whole class</p>

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		<ul style="list-style-type: none">• Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
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Vetted by :..... Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B4.5.4.1.1		
Content standard (code)	B4.5.4.1.		
Performance Indicator	Learners can explain that burning is one of the causes of climate change		
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	Learners watch pictures and videos or charts showing burning of fossil fuel and changing weather patterns. <ul style="list-style-type: none"> • Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property. • Learners, in groups discuss what happens when burning occurs. • Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste. • Evaluate learners by asking them to design posters on the effect of burning on climate change. <p>Assessment: let learners identify the effect of burning on climate change.</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: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B4.5.1.2.1.		
Content standard (code)	B4.5.1.2.		
Performance Indicator	Learners can Explain the uses of rocks		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of rocks e.g. building houses and constructing roads Assessment: Let learners mention importance of rocks	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 role play some of the uses of rocks Assessment: Let learners explain the uses of rocks.	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : WORD PROCESSING		Sub-strand : INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	
Indicator (code)	B4.3.1.1.2		
Content standard (code)	B4.3.1.1.		
Performance Indicator	Learners can illustrate the use of the clip board, styles, fonts, paragraph and editing.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
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	Guide learners to use the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document. NB. This is to help the learners with software knowledge in office applications (word processing) to grasp the concept better. Assessment: Let learners illustrate the use of the clip board, styles, fonts, paragraph and editing.	What have we learnt today? Ask learners to summarize the main points in the lesson

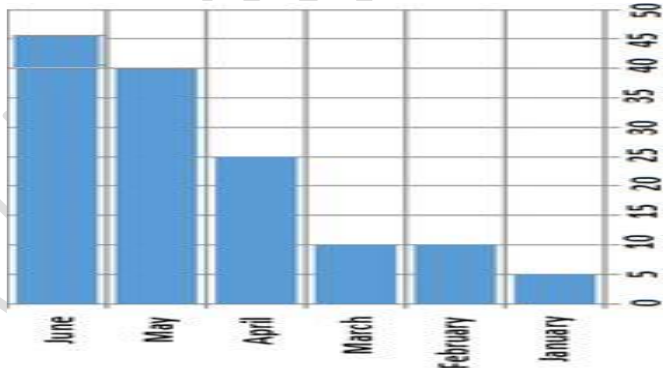
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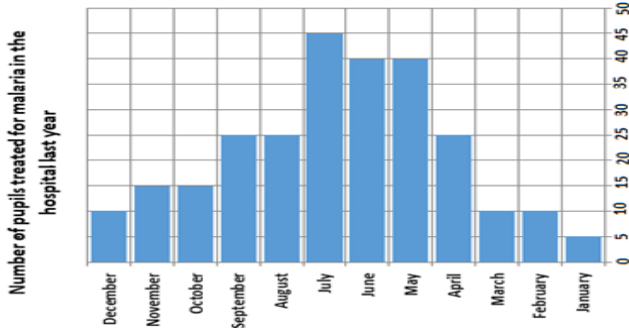
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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B4.4.1.2.1	B4.4.1.2.2	
Content standard (code)	B4.4.1.2.	B4.4.1.2.	
Performance Indicator	<ul style="list-style-type: none"> Learners can identify common features of graphs that use many-to-one correspondence and use that understanding to draw bar graphs or pictographs, complete with title, labelled axes, key or legend, to represent data collected Learners can use understanding of many-to-one correspondence to solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of many-toone bar graphs (up to 4 categories of 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	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Refer to example in B4.4.1.1.4 to common features of graphs that use many-to-one correspondence. Examine such features as title, vertical axis and label, horizontal axis and label, key or legend.</p> <p>E.g. 2. Give students data presented in a table to draw bar graph complete with title, labelled axes, key. The table show amount of rainfall recorded in Kumasi in the half of the year.</p> <table border="1" data-bbox="451 835 1143 1075"> <tr> <td>January</td> <td>February</td> <td>March</td> </tr> <tr> <td>5mm</td> <td>10mm</td> <td>10mm</td> </tr> </table>  <p>Assessment: have learners to practice with more examples</p>	January	February	March	5mm	10mm	10mm	Review the lesson with Learners
January	February	March							
5mm	10mm	10mm							
Tuesday	<p>Sing songs like:</p> <p>I'm counting</p>	<p>Give pupils data on energy usage by households in a community over a period (e.g. six months) presented in tables for them to draw bar graph complete with title, labelled axes, key. Ask questions for pupils to read and interpret graphs.</p>	Review the lesson with Learners						

	one, what is one	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data. For example, the graph below on the number of pupils treated for malaria in a school. Ask questions for children to read and interpret graphs.</p>  <p>Number of pupils treated for malaria in the hospital last year</p> <p>i) How many pupils were treated for malaria in the hospital in April? ii) How many pupils were treated for malaria in the hospital in May and June? iii) How many pupils were treated for malaria in the hospital in the last three months of the year? iv) In which month was the largest number of people treated for malaria in the hospital?</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	Sing songs like:	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</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: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B4.5.2.1.1:		
Content standard (code)	B4.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a committed member of the family.		
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	Help learners to discuss the importance of being a committed family member: - to promote unity, - to gain respect, - to be considered a trustworthy person, etc. • Let learners role play or mime roles of committed family members Assessment: let learners list the roles of committed family members	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 1.2.3.3 B4 2.2.3.3		
Content standard (code)	B4 1.2.3. B4 2.2.3.		
Performance Indicator	<ul style="list-style-type: none"> Learners can create own artworks using available visual arts media and methods to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana Learners can create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: 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	Learners are to: ☑ select ideas from topical issues that are currently trending in Ghana to develop own design concepts to	What have we learnt today?

	<p>and recite familiar rhymes</p>	<p>educate or sensitize the public on the importance or dangers of those issues.</p> <p>☑ select and use available materials and tools as well as the application of appropriate skills and techniques to make artworks based on their own designs.</p> <p>For example:</p> <ul style="list-style-type: none"> - modelling with clay, plasticine, papier mâché (paper pulp), etc. to create a functional, symbolic or decorative product etc. by pinching, slabbing, casting or modelling - weaving a symbolic, functional or decorative tapestry, stole, fringe or tassel, etc. - creating an art form by constructing and assembling everyday materials such as containers: plastic bottles, packages etc. to create a symbolic, functional or decorative pieces, etc. - drawing and painting images to illustrate ideas from the environment, create wall hangings, etc. - printing and organising images from natural and manmade sources to create decorative functional and symbolic artworks, etc. - use ideas from the environment to design and print fabric for decoration. - using paper/metal sheets to create forms in origami, quilling or filigree by punching, perforating, folding, trimming, etc. - creating artworks from fabric and leather by dyeing, sewing, printing, embossing, etc <p>Assessment: let learners create own artworks using available visual arts media</p>	<p>Ask learners to summarize the main points in the lesson</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>select ideas from topical issues that are trending in Ghana and create own music, dance, drama, poem, etc.;</p> <p>☑ select and use available performing arts elements, instruments, movement patterns, and techniques to compose and perform own music, dance, drama, poetry, etc. based on their own ideas;</p> <p>☑ discuss and share their experiences through jury and peer review.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners create own artworks using available performing arts media	
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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.2		
Content standard (code)	B4.6.1.1.1.		
Performance Indicator	Learners can state the dates and names of the leaders of the four Republics of Ghana since 1960.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How many Republics	Differentiate between 'President' and 'Head of State'. Assessment: let learners differentiate between 'President' and 'Head of State'	What have we learnt today? Ask learners to summarize the main points in the lesson

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	do we have in Ghana since 1960?		
Thursday	Engage learners to sing songs and recite familiar rhymes ho was the leader of the third republic?	Match the names of the leaders of the four Republics to the period in which they ruled Assessment: let learners state the dates and names of the leaders of the four Republics of Ghana since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : GROUP DYNAMICS	
Indicator (code)	B4.5.3.5.1		
Content standard (code)	B4.5.3.5.		
Performance Indicator	Learners can demonstrate respect for self, others, and equipment during 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 maximal	i. Learners observe the rules for self-integrity. ii. Learners respect peers and others when working together. Learners use equipment for what they were made for as well as respect their use with peers	What have we learnt today? Use answers to summarise the lesson.

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	performan ce and to prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Conjunctions)	
Indicator (code)	B4.5.7.1.3	B4.5.8.1.1.	
Content standard (code)	B4.5.7.1.	B4.5.8.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should write dictated short passages • The learner should identify and use simple conjunctions - and, but, or, nor - to link: 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a familiar work song • Write some words on the board and lead learners to pronounce the words. • Let learners pronounce the words individually. • Introduce learners to a short passage and lead learners to read the passage. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Dictate the first four sentences of the passage to learners to write. • Let learners exchange their works and discuss their works with them. <p>Assessment: let learners write dictated short passages</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • similar ideas, contrasting ideas, show choices/express alternatives • Introduce the conjunctions one at a time in context. • Elicit examples of sentences with conjunctions from learners. • Put on cards simple sentences. e.g. <ul style="list-style-type: none"> i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short. • Use combination drill for learners to practise the use of conjunctions. <ul style="list-style-type: none"> e.g. <ul style="list-style-type: none"> i. Learner A: I bought a pen... ii. Learner B: I bought a pen and a notebook. iii. Learner C: I will eat fufu..... Learner D: I will eat fufu or kenkey. <p>Assessment: let learners use simple conjunctions</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"> • similar ideas, contrasting ideas, show choices/express alternatives • Introduce the conjunctions one at a time in context. • Elicit examples of sentences with conjunctions from learners. • Put on cards simple sentences. e.g. <ul style="list-style-type: none"> i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short. • Use combination drill for learners to practise the use of conjunctions. <ul style="list-style-type: none"> e.g. <ul style="list-style-type: none"> i. Learner A: I bought a pen... ii. Learner B: I bought a pen and a notebook. iii. Learner C: I will eat fufu..... Learner D: I will eat fufu or kenkey. <p>Assessment: let learners use simple conjunctions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FOUR
WEEK 11**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Summarising C. Prepositions D. Letter Writing E. Spelling F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.10.3.6	B4.2.10.1.2	B4.3.10.1.1	B4.4.15.1.1	B4.5.10.1.1	B4.6.1.1.1.
Content standard (code)	B4.1.10.3.	B4.2.10.1.	B4.3.10.1.	B4.4.15.1.	B4.5.10.1.	B4.6.1.1.
Performance Indicator	A. Learners can elaborate on ideas using explanations B. Learners can write short summary of a level-appropriate passage/text read C. Learners can use prepositions to convey a variety of meanings: – Direction e.g. along – Period of Time – Purpose – Possession – Comparison e.g. taller than D. Learners can write to friends about personal experiences using appropriate letter formats E. Learners can use invented spelling to increase fluency and free writing F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read					
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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Explain the need to elaborate on points made. • Present examples. • Guide learners to use details, concrete examples, to elaborate on their ideas/points of view on given topics. <p>Assessment: let learners elaborate on ideas using explanations</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"> • Guide learners to write a summary of the passages taking note of the main ideas. • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class. <p>Assessment: let learners write short summary of a level-appropriate passage/text read</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. GRAMMAR</u></p> <ul style="list-style-type: none"> • Have learners describe the positions of classroom objects using such sentences as: <ol style="list-style-type: none"> The clock is on the wall. The cupboard is in the corner. The waste paper basket is under the table. • Briefly explain the functions of prepositions. • Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is on the table. • Write some of learners' answers on the chalkboard and guide them to identify the prepositions. <p>Note: Ensure that the following prepositions are used:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> - Direction= towards the mountain - Time = at six o'clock - Purpose = for, in order to - Possession= for, to - Comparison= than - Support or opposition = for you, against me <p>Assessment: let learners use prepositions in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Present samples of friendly letters to learners. • Let learners read samples in groups and identify important features of friendly letters. • Discuss these features with learners. • Each group writes a friendly letter (about their personal experiences) showing the important features. <p>Assessment: let learners write to friends about personal experiences using appropriate letter formats</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Let learners spell given words with invented spellings. Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work. • Give learners the meanings of words to identify and spell the words. • Learners use the words they have spelt in sentences of their own. • Select registers of various subjects/topics (shopping, transportation, agriculture). • Guide learners to spell the appropriate vocabulary used in that context. • Let learners use the words in writing a short paragraph describing or narrating that activity (shopping, travelling by bus, making a farm, catching fish). <p>Assessment: let learners use the words they have spelt in sentences of their own</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. 	<p>Have learners to tell what they read to the whole class</p>

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	during the library period	<ul style="list-style-type: none">• Ask each learner to write a two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B4.5.4.1.1		
Content standard (code)	B4.5.4.1.		
Performance Indicator	Learners can Explain that burning is one of the causes of climate change		
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	Learners watch pictures and videos or charts showing burning of fossil fuel and changing weather patterns. <ul style="list-style-type: none"> • Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property. • Learners, in groups discuss what happens when burning occurs. • Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste. • Evaluate learners by asking them to design posters on the effect of burning on climate change. <p>Assessment: let learners identify the effect of burning on climate change.</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: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B4.5.1.2.1.		
Content standard (code)	B4.5.1.2.		
Performance Indicator	Learners can explain the uses of rocks		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of rocks e.g. building houses and constructing roads Assessment: Let learners mention importance of rocks	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 role play some of the uses of rocks Assessment: Let learners explain the uses of rocks.	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : WORD PROCESSING		Sub-strand : INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	
Indicator (code)	B4.3.1.1.2		
Content standard (code)	B4.3.1.1.		
Performance Indicator	Learners can illustrate the use of the clip board, styles, fonts, paragraph and editing.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
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	Guide learners to use the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document. NB. This is to help the learners with software knowledge in office applications (word processing) to grasp the concept better. Assessment: Let learners illustrate the use of the clip board, styles, fonts, paragraph and editing.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B4.4.1.2.2		
Content standard (code)	B4.4.1.2.		
Performance Indicator	Learners can use understanding of many-to-one correspondence to solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of many-to-one bar graphs (up to 4 categories of 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

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Monday	Sing songs like: I'm counting one, what is one	Give learners several graphs that have used many-to-one correspondence in displaying the same data. Ask questions for children to read and interpret graphs Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Give learners several graphs that have used many-to-one correspondence in displaying the same data. Ask questions for children to read and interpret graphs Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Give learners several graphs that have used many-to-one correspondence in displaying the same data. Ask questions for children to read and interpret graphs 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 learners several graphs that have used many-to-one correspondence in displaying the same data. Ask questions for children to read and interpret graphs Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Give learners several graphs that have used many-to-one correspondence in displaying the same data. Ask questions for children to read and interpret graphs Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B4.5.2.1.1:		
Content standard (code)	B4.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a committed member of the family.		
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	Help learners to discuss the importance of being a committed family member: - to promote unity, - to gain respect, - to be considered a trustworthy person, etc. • Let learners role play or mime roles of committed family members Assessment: let learners mention importance of being a committed member of the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B4 1.3.5.3 B4 2.3.5.3		
Content standard (code)	B4 1.3.5. B4 2.3.5.		
Performance Indicator	<ul style="list-style-type: none"> Learners can display own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana Learners can perform own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	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: ☑ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition (e.g. artworks that	What have we learnt today?

	<p>familiar rhymes</p>	<p>best reflect current topical issues of national concern in Ghana);</p> <ul style="list-style-type: none"> ☑ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; ☑ label the works using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of production; ☑ assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully, e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors' books <p>Assessment: let learners display own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana</p>	<p>Ask learners to summarize the main points in the lesson</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ decide on the types and number of compositions to be performed during the event to reflect current topical issues of national concern in Ghana based on the selected theme, time available and the expected audience; ☑ assign individual and group tasks and responsibilities and ensure they are carried out successfully (e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show, explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions); ☑ arrange the sequence of performances to best tell the story of the event from the beginning to the end; ☑ follow the programme of the day: opening, performances and closing. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners perform own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana	
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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.2		
Content standard (code)	B4.6.1.1.1.		
Performance Indicator	Learners can state the dates and names of the leaders of the four Republics of Ghana since 1960.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How many Republics	Differentiate between 'President' and 'Head of State'. Assessment: let learners differentiate between 'President' and 'Head of State'	What have we learnt today? Ask learners to summarize the main points in the lesson

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	do we have in Ghana since 1960?		
Thursday	Engage learners to sing songs and recite familiar rhymes ho was the leader of the third republic?	Match the names of the leaders of the four Republics to the period in which they ruled Assessment: let learners state the dates and names of the leaders of the four Republics of Ghana since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : CRITICAL THINKING	
Indicator (code)	B4.5.4.5.1		
Content standard (code)	B4.5.4.5.		
Performance Indicator	Learners can distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learners identify the difference between physical courage as taking action but with care and physically reckless as taking action without care. The former has the key characteristics of observing the rules of the game or sports.	What have we learnt today? Use answers to summarise the lesson.

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	prevent injuries		
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading/Children Literature/Library		Sub-strand : Reading Texts, Poems, Narratives and Short Stories	
Indicator (code)	B.4.6.3.1.3		
Content standard (code)	B.4.6.3.1.		
Performance Indicator	<ul style="list-style-type: none"> The learner should explore the meaning of unfamiliar words from context or dictionary 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> Let learners read a text. Let them mention and find the meaning of unfamiliar words from context or dictionary. 	What have we learnt today?

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	familiar rhymes	Assessment: let learners find explore the meaning of unfamiliar words from context or dictionary	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners read a text. • Let them mention and find the meaning of unfamiliar words from context or dictionary. Assessment: let learners find explore the meaning of unfamiliar words from context or dictionary	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners read a text. • Let them mention and find the meaning of unfamiliar words from context or dictionary. Assessment: let learners find explore the meaning of unfamiliar words from context or dictionary	What have we learnt today? Review the lesson with learners

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**TERM THREE
BASIC FOUR
WEEK 12**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Summarising C. Prepositions D. Letter Writing E. Spelling F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.10.3.7	B4.2.10.1.2	B4.3.10.1.1	B4.4.15.1.1	B4.5.10.1.1	B4.6.1.1.1.
Content standard (code)	B4.1.10.3.	B4.2.10.1.	B4.3.10.1.	B4.4.15.1.	B4.5.10.1.	B4.6.1.1.
Performance Indicator	A. Learners can speak with confidence before peers and maintain eye contact B. Learners can write short summary of a level-appropriate passage/text read C. Learners can use prepositions to convey a variety of meanings: – Direction e.g. along – Period of Time – Purpose – Possession – Comparison e.g. taller than D. Learners can write to friends about personal experiences using appropriate letter formats E. Learners can use invented spelling to increase fluency and free writing F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

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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 LANGUAGE</u></p> <ul style="list-style-type: none"> • Encourage learners doing presentations to speak before different audiences. e. g. small and large groups • Invite a learner and model maintaining eye contact while speaking with him or her. <p>Have pairs of learners practise talking to each other on topics of interest while maintaining eye contact</p> <p>Assessment: let learners speak with confidence before peers and maintain eye contact</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"> • Guide learners to write a summary of the passages taking note of the main ideas. • In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class. <p>Assessment: let learners write short summary of a level-appropriate passage/text read</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. GRAMMAR</u></p> <ul style="list-style-type: none"> • Have learners describe the positions of classroom objects using such sentences as: <ol style="list-style-type: none"> i. The clock is on the wall. ii. The cupboard is in the corner. iii. The waste paper basket is under the table. • Briefly explain the functions of prepositions. • Introduce a Question and Answer drill to give learners practice. <p>Learner A: Where is your pen?</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Learner B: It is on the table.</p> <ul style="list-style-type: none"> • Write some of learners' answers on the chalkboard and guide them to identify the prepositions. <p>Note: Ensure that the following prepositions are used:</p> <ul style="list-style-type: none"> - Direction= towards the mountain - Time = at six o'clock - Purpose = for, in order to - Possession= for, to - Comparison= than - Support or opposition = for you, against me <p>Assessment: let learners use prepositions in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Present samples of friendly letters to learners. • Let learners read samples in groups and identify important features of friendly letters. • Discuss these features with learners. • Each group writes a friendly letter (about their personal experiences) showing the important features. <p>Assessment: let learners write to friends about personal experiences using appropriate letter formats</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. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Let learners spell given words with invented spellings. Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work. • Give learners the meanings of words to identify and spell the words. • Learners use the words they have spelt in sentences of their own. • Select registers of various subjects/topics (shopping, transportation, agriculture). • Guide learners to spell the appropriate vocabulary used in that context. • Let learners use the words in writing a short paragraph describing or narrating that activity (shopping, travelling by bus, making a farm, catching fish). <p>Assessment: let learners use the words they have spelt in sentences of their own</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class
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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B4.5.4.1.1		
Content standard (code)	B4.5.4.1.		
Performance Indicator	Learners can Explain that burning is one of the causes of climate change		
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	Learners watch pictures and videos or charts showing burning of fossil fuel and changing weather patterns. <ul style="list-style-type: none"> • Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property. • Learners, in groups discuss what happens when burning occurs. • Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>Assessment: let learners identify the effect of bush fire on humans, plants, animals and property.</p>	
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste. • Evaluate learners by asking them to design posters on the effect of burning on climate change. <p>Assessment: let learners identify the effect of burning on climate change.</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B4.5.1.2.1.		
Content standard (code)	B4.5.1.2.		
Performance Indicator	Learners can Explain the uses of rocks		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of rocks e.g. building houses and constructing roads Assessment: Let learners mention importance of rocks	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 role play some of the uses of rocks Assessment: Let learners explain the uses of rocks.	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : WORD PROCESSING		Sub-strand : INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	
Indicator (code)	B4.3.1.1.2		
Content standard (code)	B4.3.1.1.		
Performance Indicator	Learners can illustrate the use of the clip board, styles, fonts, paragraph and editing.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
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	Guide learners to use the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document. NB. This is to help the learners with software knowledge in office applications (word processing) to grasp the concept better. Assessment: Let learners illustrate the use of the clip board, styles, fonts, paragraph and editing.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B4.4.1.2.2		
Content standard (code)	B4.4.1.2.		
Performance Indicator	Learners can use understanding of many-to-one correspondence to solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of many-to-one bar graphs (up to 4 categories of 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

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Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p> <p>I'm counting</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>Ask questions for children to read and interpret graphs</p>	Review the lesson with Learners

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	one, what is one	Assessment: have learners to practice with more examples	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B4.5.2.1.1:		
Content standard (code)	B4.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a committed member of the family.		
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	Help learners to discuss the importance of being a committed family member: - to promote unity, - to gain respect, - to be considered a trustworthy person, etc • Let learners role play or mime roles of committed family members Assessment: let learners mention importance of being a committed member of the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B4 1.4.7.3		
Content standard (code)	B4 1.4.7.		
Performance Indicator	Learners can analyse and appreciate own or others' visual artworks using the developed guidelines and present own report as feedback on artworks that reflect topical issues in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: 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 familiar rhymes	Learners are to: ☑ display (real/photographs/video) selected works (own or that of others) that reflect emerging topical issues in Ghana; ☑ talk about the works dispassionately using the developed guidelines;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners analyse and appreciate own or others' visual artworks	
	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another artwork; ☑ record/document the activity and share using a platform accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp) <p>Assessment: let learners analyse and appreciate own or others' visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B4.6.1.1.1.2		
Content standard (code)	B4.6.1.1.1.		
Performance Indicator	Learners can state the dates and names of the leaders of the four Republics of Ghana since 1960.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How many Republics	Differentiate between 'President' and 'Head of State'. Assessment: let learners differentiate between 'President' and 'Head of State'	What have we learnt today? Ask learners to summarize the main points in the lesson

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	do we have in Ghana since 1960?		
Thursday	Engage learners to sing songs and recite familiar rhymes ho was the leader of the third republic?	Match the names of the leaders of the four Republics to the period in which they ruled Assessment: let learners state the dates and names of the leaders of the four Republics of Ghana since 1960	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : CRITICAL THINKING	
Indicator (code)	B4.5.4.5.1		
Content standard (code)	B4.5.4.5.		
Performance Indicator	Learners can distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each		
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 identify the difference between physical courage as taking action but with care and physically reckless as taking action without care. The former has the key characteristics of observing the rules of the game or sports.	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: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading/Children Literature/Library		Sub-strand : Reading Texts, Poems, Narratives and Short Stories	
Indicator (code)	B.4.6.3.1.4		
Content standard (code)	B.4.6.3.1.		
Performance Indicator	<ul style="list-style-type: none"> The learner should summarise the passage read in a few words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Allow learners to read a text. Let learners answer about questions based on the passage read. Discuss the process of summarizing with learners. Allow them to summarize the passage read in few words 	What have we learnt today?

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		Assessment: let learners summarise the passage read in a few words	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Allow learners to read a text. • Let learners answer about questions based on the passage read. • Discuss the process of summarizing with learners. • Allow them to summarize the passage read in few words Assessment: let learners summarise the passage read in a few words	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"> • Allow learners to read a text. • Let learners answer about questions based on the passage read. • Discuss the process of summarizing with learners. • Allow them to summarize the passage read in few words Assessment: let learners summarise the passage read in a few words	What have we learnt today? Review the lesson with learners

Vetted by : Signature: Date :