

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

WHATSAPP 0245350591

**TERM THREE
BASIC FIVE
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	VOCABULARY
	NOUNS	NOUNS	NOUNS
	PENMANSHIP AND HANDWRITING	PENMANSHIP AND HANDWRITING	PARAGRAPH DEVELOPMENT
	USING CAPITALISATION	USING CAPITALISATION	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 POEMS	SONGS	POEMS
	PHONICS	WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS	VOCABULARY
	NOUNS	NOUNS	NOUNS
	PARAGRAPH DEVELOPMENT	PENMANSHIP AND HANDWRITING	PARAGRAPH DEVELOPMENT
	USING CAPITALISATION	USING CAPITALISATION	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	STORY TELLING	POEMS	DRAMATIZATION AND ROLE PLAY
	WORD FAMILIES	WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS	COMPREHENSION
	NOUNS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	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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4	DRAMATIZATION AND ROLE PLAY	STORY TELLING	CONVERSATION
	DIPHTHONGS	BLENDS AND CONSONANT CLUSTERS	COMPREHENSION
	DETERMINERS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	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		DRAMATIZATION AND ROLE PLAY	CONVERSATION
	DRAMATIZATION AND ROLE PLAY	BLENDS AND CONSONANT CLUSTERS	SILENT READING
	BLENDS AND CONSONANT CLUSTERS	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
6	BUILDING THE LOVE AND CULTURE OF READING	CONVERSATION - TALKING ABOUT ONESELF, FAMILY, PEOPLE, CUSTOMS, SOCIAL/CULTURAL VALUES AND MANNERS	LISTENING COMPREHENSION
	CONVERSATION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS

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	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
7	BUILDING THE LOVE AND CULTURE OF READING	LISTENING COMPREHENSION	PRESENTATION
	LISTENING COMPREHENSION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	CONJUNCTIONS
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY WRITING
	NARRATIVE WRITING	USING QUALIFYING WORDS- ADJECTIVES	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
8	BUILDING THE LOVE AND CULTURE OF READING	ASKING AND ANSWERING QUESTIONS/ QUESTION TAGS	PRESENTATION
	LISTENING COMPREHENSION	COMPREHENSION	SUMMARISING
	VOCABULARY	VERBS	CONJUNCTIONS
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY WRITING
	NARRATIVE WRITING	USING QUALIFYING WORDS- ADJECTIVES	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
9	BUILDING THE LOVE AND CULTURE OF READING	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS/DIRECTIONS AND MAKING AND RESPONDING TO REQUESTS	PRESENTATION

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	ASKING AND ANSWERING QUESTIONS	COMPREHENSION	SUMMARISING
	LISTENING COMPREHENSION	ADVERBS	MODALS
	ADJECTIVES	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
10	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	GIVING AND FOLLOWING COMMANDS	COMPREHENSION	SUMMARISING
	LISTENING COMPREHENSION	ADVERBS	MODALS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
11	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING COMPREHENSION	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING

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	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
12	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING COMPREHENSION	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING
	USING ACTION WORDS	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	MATERIALS
2	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	EARTH SCIENCE
3	MATERIALS	MATERIALS	EARTH SCIENCE
4	EARTH SCIENCE	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY
5	EARTH SCIENCE	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
6	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND SANITATION
7	LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF ENERGY	DISEASES
8	THE HUMAN BODY SYSTEMS	SOURCES AND FORMS OF ENERGY	DISEASES
9	THE SOLAR SYSTEM	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
10	ECOSYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
11	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
12	SOURCES AND FORMS OF ENERGY	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	MY FAMILY AND THE COMMUNITY	MY FAMILY AND THE COMMUNITY
2	NATURE OF GOD	MY FAMILY AND THE COMMUNITY	MY FAMILY AND THE COMMUNITY
3	MYSELF	THE ENVIRONMENT AND THE WEATHER	THE ENVIRONMENT AND THE WEATHER
4	MY FAMILY AND THE COMMUNITY	FESTIVALS	BEING A CITIZEN
5	HOME AND SCHOOL	BASIC HUMAN RIGHTS	BEING A CITIZEN
6	THE ENVIRONMENT AND THE WEATHER	BEING A LEADER	AUTHORITY AND POWER
7	PLANTS AND ANIMALS	BEING A CITIZEN	FARMING IN GHANA
8	MAP MAKING AND LAND MARKS	BEING A CITIZEN	OUR NEIGHBOURING COUNTRIES
9	POPULATION AND SETTLEMENT	AUTHORITY AND POWER	OUR NEIGHBOURING COUNTRIES
10	WORSHIP	AUTHORITY AND POWER	OUR NEIGHBOURING COUNTRIES
11	WORSHIP	RESPONSIBLE USE OF RESOURCES	OUR NEIGHBOURING COUNTRIES
12	WORSHIP	RESPONSIBLE USE OF RESOURCES	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	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)	INTRODUCTION TO MS-WINDOWS INTERFACE (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER.)
3	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE
4	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	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)	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)
5	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.

	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)		
6	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.	INTRODUCTION TO ELECTRONIC SPREADSHEET(TABS AND RIBBONS MANIPULATION) NETWORK OVERVIEW	INTRODUCTION TO ELECTRONIC SPREADSHEET NETWORK OVERVIEW
7	INTRODUCTION TO ELECTRONIC SPREADSHEET NETWORK OVERVIEW	WEB BROWSERS AND WEB PAGES	WEB BROWSERS AND WEB PAGES
8	WEB BROWSERS AND WEB PAGES	SURFING THE WORLD WIDE WEB FAVOURITE PLACES AND SEARCH ENGINE USING ONLINE FORMS	SURFING THE WORLD WIDE WEB FAVOURITE PLACES AND SEARCH ENGINE USING ONLINE FORMS
9	SURFING THE WORLD WIDE WEB	CUSTOMIZING YOUR BROWSER	CUSTOMISING YOUR BROWSER
10	FAVOURITE PLACES AND SEARCH ENGINE USING ONLINE FORMS	ELECTRONIC EMAIL	ELECTRONIC EMAIL INTERNET OF THINGS (IOT)
11	CUSTOMISING YOUR BROWSER	INTERNET OF THINGS (IOT)	DIGITAL LITERACY
12	ELECTRONIC EMAIL	DIGITAL LITERACY	HEALTH AND SAFETY IN USING ICT TOOLS

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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	FRACTIONS	ALGEBRAIC EXPRESSIONS
2	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	LINES AND SHAPES. MEASUREMENT -PERIMETER, AREA, CAPACITY/VOLUME AND ANGLE
3	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT
4	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT
5	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT - ANGLES
6	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	GEOMETRIC REASONING
7	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	INTERPRETATION AND ANALYSIS DATA COLLECTION, ORGANISATION, PRESENTATION,
8	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	INTERPRETATION AND ANALYSIS DATA COLLECTION, ORGANISATION, PRESENTATION,
9	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	CHANCE (PROBABILITY)
10	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	CHANCE (PROBABILITY)
11	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)
12	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)

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YEARLY SCHEME OF LEARNING

RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
2	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
3	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
4	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
5	GOD THE CREATOR	RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
6	GOD THE CREATOR	RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
7	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
8	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
9	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
10	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
11	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
12	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	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	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
2	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
3	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
4	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	EARLY PROTEST MOVEMENTS
5	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
6	SOME SELECTED INDIVIDUALS	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
7	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
8	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
9	INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
10	INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
11	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
12	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	THINKING AND EXPLORING (VISUAL ARTS)	THINKING AND EXPLORING (VISUAL ARTS)	THINKING AND EXPLORING (VISUAL ARTS)
2	THINKING AND EXPLORING (PERFORMING ARTS)	THINKING AND EXPLORING (PERFORMING ARTS)	THINKING AND EXPLORING (PERFORMING ARTS)
3	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)	DISPLAY AND SHARING (PERFORMING ARTS)	DISPLAY 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 AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL ARTS)	APPRECIATING AND APPRAISING (VISUAL ARTS)

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10	DISPLAYING AND SHARING / APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (PERFORMING ARTS)	APPRECIATING AND APPRAISING (PERFORMING ARTS)
11	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	DISPLAY AND SHARING SCHOOL-BASED PROJECT (VISUAL AND PERFORMING ARTS)	DISPLAY AND SHARING SCHOOL-BASED PROJECT (VISUAL AND PERFORMING ARTS)
12	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS POEMS	CONVERSATION	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS
2	LISTENING AND STORY TELLING DRAMATISATION AND ROLE PLAY	TALKING ABOUT ONESELF, FAMILY, PEOPLE AND PLACES / ASKING AND ANSWERING	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS
3	PHONICS: LETTER SOUND KNOWLEDGE	VOCABULARY (SIGHT AND CONTENT 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	DESCRIPTIVE WRITING / PERSUASIVE WRITING	LITERARY WRITING
7	CREATIVE/ FREE WRITING	PERSUASIVE WRITING / ARGUMENTATIVE WRITING	LETTER WRITING
8	DESCRIPTIVE WRITING	ARGUMENTATIVE WRITING	LETTER WRITING

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9	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (CAPITALIZATION)	GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS) & (USE OF QUALIFYING WORDS)	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)
10	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (PUNCTUATION) INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS) & (USE OF SIMPLE AND COMPOUND SENTENCES)	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING) (CONJUNCTIONS)
11	BUILDING THE LOVE AND CULTURE OF READING IN LEARNERS	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	READING TEXTS, POEMS, NARRATIVE, AND SHORT STORIES AND RESPOND TO THEM
12	READ ALOUD WITH CHILDREN	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	READING TEXTS, POEMS, NARRATIVE, AND SHORT STORIES AND RESPOND TO THEM

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	ENDURANCE
2	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	FLEXIBILITY
3	MANIPULATIVE SKILLS	RHYTHMIC SKILLS	BODY COMPOSITION
4	MANIPULATIVE SKILLS	SPACE AWARENESS	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	DYNAMICS	FITNESS PROGRAMME,
6	MANIPULATIVE SKILLS	RELATIONS	HEALTHY DIET
7	MANIPULATIVE SKILLS	BODY MANAGEMENT	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	STRATEGIES	SAFETY AND INJURIES,
9	MANIPULATIVE SKILLS	BODY MANAGEMENT	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	STRATEGIES	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	AEROBIC	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	STRENGTH	CRITICAL THINKING

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TERMLY SCHEME OF LEARNING

B5 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALGEBRA	Algebraic Expressions	B5.2.3.1. B5.2.3.1.	B5.2.3.1.1 B5.2.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	GEOMETRY AND MEASUREMENT	Lines and Shapes. Measurement -perimeter, Area, Capacity/Volume and Angle	B5.3.1.1. B5.3.1.1. B5.3.1.1.	B5.3.1.1.1 B5.3.1.1.2 B5.3.1.1.3	
3	GEOMETRY AND MEASUREMENT	Measurement	B5.3.2.1. B5.3.2.1. B5.3.2.1.	B5.3.2.1.1 B5.3.2.1.2 B5.3.2.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	Measurement	B5.3.2.2. B5.3.3.2. B5.3.2.2.	B5.3.2.2.1 B5.3.3.2.2 B5.3.2.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	Measurement – Angles	B5.3.3.2. B5.3.3.3. B5.3.3.3.	B5.3.3.2.4 B5.3.3.3.1 B5.3.3.3.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	Geometric Reasoning	B5.3.4.1. B5.3.4.2.	B5.3.4.1.1 B5.3.4.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Data	Interpretation and Analysis Data Collection, Organisation, Presentation,	B5.4.1.1. B5.4.1.1.	B5.4.1.1.1 B5.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Data	Interpretation and Analysis Data Collection, Organisation, Presentation,	B5.4.1.2. B5.4.1.2.	B5.4.1.2.1 B5.4.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Data	Chance (Probability)	B5.4.2.1. B5.4.2.1.	B5.4.2.1.1 B5.4.2.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Data	Chance (Probability)	B5.4.2.1. B5.4.2.1.	B5.4.2.1.2 B5.4.2.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
11	data	Chance (Probability)	B5.4.2.1.	B5.4.2.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
12	data	Chance (Probability)	B5.4.2.1.	B5.4.2.1.3	Counters, bundleS

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TERMLY SCHEME OF LEARNING

B5 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.3	A map of Ghana, Posters, documentary
2	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.3	A map of Ghana, Posters, documentary
3	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.4	A map of Ghana, Posters, documentary
4	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.4	A map of Ghana, Posters, documentary
5	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
6	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
7	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
8	Journey to Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary
9	Journey To Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary
10	Journey To Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary

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11	Journey To Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary
12	Journey To Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary

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TERMLY SCHEME OF LEARNING

B5 Term 3 SCIENCE

WEEKS		STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1		DIVERSITY OF MATTER	MATERIALS		B5.1.2.3.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2		CYCLES	EARTH SCIENCE		B5.2.1.5.1	
3		CYCLES	EARTH SCIENCE		B5.2.1.5.2	Plants and animals in the environment, plastics, stones, pictures videos paper
4		FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY		B1.4.1.2.2	
5		HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION		B5.5.1.2.1	
6		HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION		B5.5.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper
7		HUMANS AND THE ENVIRONMENT	DISEASES		B5.5.2.1.1	
8		HUMANS AND THE ENVIRONMENT	DISEASES		B5.5.2.1.2	
9		HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY		B5.5.3.1.1	
10		HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE		B5.5.4.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
11		HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE		B5.5.4.1.1	
12		HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE		B5.5.4.1.1	

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TERMLY SCHEME OF LEARNING

B5 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and Commitment	The Family and Commitment	B5.4.1.1.	B5.4.1.1.1	wall charts, wall words, posters, video clip, etc
2	The Family and Commitment	The Family and Commitment	B5. 4.1.1.	B5. 4.1.1.1	wall charts, wall words, posters, video clip, etc
3	The Family and Commitment	The Family and Commitment	B5. 4.1.1.	B5. 4.1.1.2	wall charts, wall words, posters, video clip, etc
4	The Family and Commitment	The Family and Commitment	B5. 4.1.1.	B5. 4.1.1.2	wall charts, wall words, posters, video clip, etc
5	The Family, Authority and Obedience	Authority and Obedience	B5.5.1.1.	B5.5.1.1.1:	wall charts, wall words, posters, video clip, etc
6	The Family, Authority and Obedience	Authority and Obedience	B5.5.1.1.	B5.5.1.1.1:	wall charts, wall words, posters, video clip, etc
7	The Family, Authority and Obedience	Authority and Obedience	B5. 5.1.1.	B5. 5.1.1.2:	wall charts, wall words, posters, video clip, etc
8	The Family, Authority and Obedience	Authority and Obedience	B5. 5.1.1.	B5. 5.1.1.2:	wall charts, wall words, posters, video clip, etc
9	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B5.5.2.1.	B5.5.2.1.1	wall charts, wall words, posters, video clip, etc
10	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B5.5.2.1.	B5.5.2.1.1	wall charts, wall words, posters, video clip, etc
11	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B5.5.2.1.	B5.5.2.1.1	wall charts, wall words, posters, video clip, etc
12	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B5.5.2.1.	B5.5.2.1.1	wall charts, wall words, posters, video clip, etc

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B5 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	My Family and the Community		B5.1.3.3.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	My Family and the Community		B5.1.3.3.1	Pictures, Charts, Video Clip
3	ALL AROUND US	The Environment and the Weather		B5.2.1.3.1.	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Being a Citizen		B5.4.1.2.1.	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Being a Citizen		B5.4.1.3. 1.	Pictures, Charts, Video Clip
6	OUR NATION GHANA	Authority and Power		B5.4.2.2 .1.	Pictures, Charts, Video Clip
7	OUR NATION GHANA	Farming in Ghana		B5.4.4.1.1	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.2.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.2.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.2.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Our Neighbouring Countries		B5.5.1.2.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING

B5 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Vocabulary		B5.2.6.4.2.	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns		B5.3.1.1.4.	
	Writing	Paragraph Development		B5.4.3.1.4.	
	Using Writing Conventions	Naming Words/Nouns		B5.5.3.1.4	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
2	Oral Language	Poems		B5.1.3.1.3.	Word cards sentence cards, class library
	Reading	Vocabulary		B5.2.6.4.3	
	Grammar Usage At Word	Nouns		B5.3.1.1.4.	
	Writing	Paragraph Development		B5.4.3.1.4.	
	Using Writing Conventions	Naming Words/Nouns		B5.5.3.1.4	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
3	Oral Language	Dramatization and Role Play		B5.1.5.2.3.	Word cards sentence cards, class library
	Reading	Comprehension		B5.2.7.2.3.	
	Grammar Usage At Word	Determiners		B5.3.2.1.5	
	Writing	Writing as a Process		B5.4.9.3.3	
	Using Writing Conventions	Using action Words		B5.5.4.1.4.	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
4	Oral Language	Conversation		B5.1.6.3.2.	Word cards sentence cards, class library
	Reading	Comprehension		B5.2.7.3.1.	
	Grammar Usage At Word	Determiners		B5.3.2.1.5	
	Writing	Writing as a Process		B5.4.9.3.3	
	Using Writing Conventions	Using action Words		B5.5.4.1.4.	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
5	Oral Language	Conversation		B5.1.6.3.3	Word cards
	Reading	Silent Reading		B5.2.8.1.3.	

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	Grammar Usage At Word	Verbs		B5.3.5.1.6	sentence cards, class library
	Writing	Persuasive/Argumentative Writing		B5.4.13.2.3.	
	Using Writing Conventions	Using Conjunctions		B5.5.8.1.1	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
6	Oral Language	Listening Comprehension		B5.1.7.1.5. B5.1.7.1.6	Word cards sentence cards, class library
	Reading	Fluency		B5.2.9.1.1.	
	Grammar Usage At Word	Verbs		B5.3.5.1.7	
	Writing	Persuasive/Argumentative Writing		B5.4.13.2.4	
	Using Writing Conventions	Using Conjunctions		B5.5.8.1.1	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
7	Oral Language	Presentation		B5.1.10.3.1.	Word cards sentence cards, class library
	Reading	Fluency		B5.2.9.1.2	
	Grammar Usage At Word	Conjunctions		B5.3.8.1.1	
	Writing	Informative/Expository Writing		B5.4.14.1.1	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences		B5.5.9.1.1.	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
8	Oral Language	Presentation		B5.1.10.3.2	Word cards sentence cards, class library
	Reading	Summarising		B5.2.10.1.1.	
	Grammar Usage At Word	Conjunctions		B5.3.8.1.1	
	Writing	Informative/Expository Writing		B5.4.14.2.1	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences		B5.5.9.1.1.	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
9	Oral Language	Presentation		B5.1.10.3.3 B5.1.10.3.4	Word cards sentence cards, class library
	Reading	Summarising		B5.2.10.1.1.	
	Grammar Usage At Word	Modals		B5.3.9.1.1	
	Writing	Letter Writing		B5.4.15.1.1	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences		B5.5.9.1.2	

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	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
10	Oral Language	Presentation		B5.1.10.3.5	Word cards sentence cards, class library
	Reading	Summarising		B5.2.10.1.2	
	Grammar Usage At Word	Modals		B5.3.9.1.1	
	Writing	Letter Writing		B5.4.15.1.1	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences		B5.5.9.1.2	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
11	Oral Language	Presentation		B5.1.10.3.6	Word cards sentence cards, class library
	Reading	Summarising		B5.2.10.1.2	
	Grammar Usage At Word	Prepositions		B5.3.10.1.1.	
	Writing	Letter Writing		B5.4.15.1.1	
	Using Writing Conventions	Spelling		B5.5.10.1.1.	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	
12	Oral Language	Presentation		B5.1.10.3.7	Word cards sentence cards, class library
	Reading	Summarising		B5.2.10.1.2	
	Grammar Usage At Word	Prepositions		B5.3.10.1.1.	
	Writing	Letter Writing		B5.4.15.1.1	
	Using Writing Conventions	Spelling		B5.5.10.1.1.	
	Extensive Reading	Building the Love and Culture of Reading		B5.6.1.1.1	

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TERMLY SCHEME OF LEARNING

Termly B5 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		B5.1.1.1.5 B5.1.1.1.6	Laptops, Images of clipboard, styles, fonts, paragraph
2	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)		B5.1.2.1.6 B5.1.2.1.7	Laptops,
3	Introduction to computing	Data, sources and usage		B5.1.3.1.8 B5.1.3.1.9 B5.1.3.1.10	Laptops,
4	Introduction to computing	Technology in the community (communication)		B5.1.4.1.4	Laptops,
5	Programming and databases	Introduction to databases, algorithm and programming.		B5.5.1.3.5 B5.5.1.3.6	Laptops,
6	Programming and databases. Internet and social media	Introduction to Electronic Spreadsheet. Network Overview		B5.5.1.2.3 B5.6.1.1.3.	Laptops,
7	INTERNET AND SOCIAL MEDIA	Web browsers and Web Pages		B5.6.2.1.7 B5.6.2.1.8 B5.6.2.1.9	Laptops, smart phones
8	INTERNET AND SOCIAL MEDIA	Surfing the world wide web Favourite places and Search engine. Using Online Forms		B5.6.3.1.4. B5.6.4.1.3. B5.6.5.1.3	Laptops, smart phones
9	INTERNET AND SOCIAL MEDIA	Customising your browser		B5.6.6.1.5 B5.6.6.1.6	Laptops, smart phones
10	INTERNET AND SOCIAL MEDIA	Electronic Email INTERNET OF THINGS (IOT)		B5.6.7.1.4 B5.6.8.1.3 B5.6.8.1.4	Laptops, smart phones
11	INTERNET AND SOCIAL MEDIA	DIGITAL LITERACY		B5.6.4.9.1.2 B5.6.10.1.2.	Laptops, smart phones
12	HEALTH AND SAFETY IN USING ICT TOOLS	HEALTH AND SAFETY IN USING ICT TOOLS		B5.7.1.1.1. B5.7.1.1.2	Laptops, smart phones

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TERMLY SCHEME OF LEARNING

B5 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNES	ENDURANCE	B5.3.3.3.	B5.3.3.3.1:	Balls, Videos and Picture,
2	PHYSICAL FITNES	FLEXIBILITY	B5.3.4.3.	B5.3.4.3.1	Drums, Speakers
3	PHYSICAL FITNES	BODY COMPOSITION	B5.3.5.3.	B5.3.5.3.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B5.4.1.4.	B5.4.1.4.1	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B5.4.1.4.	B5.4.1.4.2	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	HEALTHY DIET	B5.4.2.4.	B5.4.2.4.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B5.4.3.4.	B5.4.3.4.1:	Balls, Videos and Picture,
8	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	, SAFETY AND INJURIES,	B5.4.3.4.	B5.4.3.4.2:	Drums, Speakers
9	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF-RESPONSIBILITY	B5.5.1.5.	B5.5.1.5.1	Balls, Videos and Picture, Drums, Speakers
10	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SOCIAL INTERACTION	B5.5.2.5.	B5.5.2.5.1:	Balls, Videos and Picture, Drums, Speakers
11	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	GROUP DYNAMICS	B5.5.3.5.	B5.5.3.5.1:	Videos and Picture, Drums
12	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	CRITICAL THINKING	B5.5.4.5.	B5.5.4.5.1:	

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TERMLY SCHEME OF LEARNING

B5 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B5.1.1.1	B5.1.1.1.5	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B5.2.1.1	B5.2.1.1.5	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B5.1.2.2	B5.1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B5.2.2.2	B5.2.2.2.3	-do-
5	Visual arts	Displaying and sharing (Visual Arts)	B5.1.3.4	B5.1.3.4.3	-do-
6	Performing arts	Display and Sharing (Performing Arts)	B5.2.3.4	B5.2.3.4.3	-do-
7	Visual arts	Appreciating and Appraising (Visual Arts)	B5.1.4.6.	B5.1.4.6.3	-do-
8	Performing arts	Appreciating and Appraising (Performing Arts)	B5.2.4.6	B5.2.4.6.3	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B5.1.1.1 B5.2.1.1	B5.1.1.1.6 B5.2.1.1.6	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B5.1.2.3 B5.2.2.3	B5.1.2.3.3 B5.2.2.3.3	-do-
11	Visual and Performing Arts	Display and Sharing School-Based Project (Visual and Performing Arts)	B5.1.3.5 B5.2.3.5	B5.1.3.5.3 B5.2.3.5.3	-do-

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12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B5.1.4.7 B5.2.4.7	B5.1.4.7.3 B5.2.4.7.3	-do-
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KEY

T&E: Thinking and Exploring

PM&C: Planning, Making and Composing

D&S: Displaying and Sharing

A&A: Appreciating and Appraising

TERMLY SCHEME OF LEARNING**B5 Term 3 (Ghanaian Language)**

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/ Instructions	B5.1.9.1. B5.1.10.1. B5.1.10.1.	B5.1.9.1.2 B5.1.10.1.1 B5.1.10.1.2	Drums, drum sticks, recorded audios,
2.	Oral Language	Giving and Following Commands/ Instructions	B5.1.11.1 B5.1.11.1. B5.1.11.1.	B5.1.11.1.1 B5.1.11.1.2 B5.1.11.1.3	Manila cards, recorded audio visuals
3.	Reading	Fluency	B5.2.8.1. B5.2.8 .1.	B5.2.8.1.1 B5.2.8 .1. 2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Summarising	B5.2.9.1. B5.2.9.1.	B5.2.9.1.1 B5.2.9.1.2	Manila cards, markers, recorded audio-visual
5.	Writing	Penmanship/ Handwriting	B5.3.1.1.	B5.3.1.1.5	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Literary Writing	B5.4.6.1. B5.4.7.1. B5.4.7.1.	B5.4.6.1.2 B5.4.7.1.1 B5.4.7.1.2	Manila Cards, Class reader
7.	Composition Writing	Letter Writing	B5.4.7.1. B5.4.8.1. B5.4.8.1.	B5.4.7.1.3 B5.4.8.1.1 B5.4.8.1.2	Manila Cards, Markers
8.	Composition Writing	Letter Writing	B5.4.8.1.	B5.4.8.1.3	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of simple and compound sentences)	B5.5.6.1. B5.5.6.1. B5.5.7.1.	B5.5.6.1.2 B5.5.6.1.3 B5.5.7.1.1	Word cards, Manila card Markers Word Cards, Manila card,

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10.	Writing Conventions / Usage	Integrating Grammar in Written Language (Spelling) (Conjunctions)	B5.5.7.1. B5.5.7.1. B5.5.8.1.	B5.5.7.1.2 B5.5.7.1.3 B5.5.8.1.1.	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narrative, and Short Stories and Respond to them	B5.6.3.1. B5.6.3.1.	B5.6.3.1.4 B5.6.3.1.5	Reading materials
12.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narrative, and Short Stories and Respond to them	B5.6.3.1.	B5.6.3.1.6	Manila Cards, Markers

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TERM THREE
BASIC FIVE
WEEK 1

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Vocabulary B. Nouns C. Paragraph Development D. Naming Words/Nouns E. Building the Love and Culture of Reading			
Indicator (code)	B5.2.6.4.2.	B5.3.1.1.4.	B5.4.3.1.4.	B5.5.3.1.4	B5.6.1.1.1
Content standard (code)	B5.2.6.4	B5.3.1.1.	B5.4.3.1.	B5.5.3.1.	B5.6.1.1.
Performance Indicator	A. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.). B. Learners can identify and use abstract nouns to refer to concepts and ideas. C. Learners can use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information. 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 at least a-three-paragraph summary of each book read				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

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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"> • Demonstrate the playful use of words (jokes, riddles etc.) • e.g. Riddle, riddle. I am something. I have four legs and a top. People write or eat on me. What am I? • Have learners use appropriate language in jokes, riddles etc. • Make them understand that these are ways in which language could also be used. <p>Assessment: let learners use appropriate language in jokes and 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 concrete nouns. • Introduce abstract nouns as nouns that cannot be touched, seen or felt. They include ghost, beauty, holiness, air, etc. • Provide a passage with concrete and abstract nouns and let learners identify each category. • Have learners use given concrete and abstract nouns in sentences. <p>Assessment: let learners use given concrete and abstract nouns 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"> • Display a sample paragraph. • Underline the cohesive devices/transitional words. • Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph. • Lead them in a general discussion on what the underlined words are and their role in the paragraph. 	<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"> • Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words. <p>Assessment: Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words</p>	
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"> • Revise concrete nouns. Introduce abstract nouns as nouns or names of things that cannot be touched, seen or felt. They include ghost, beauty, holiness, mercy, etc. • Provide a passage with concrete and abstract nouns and let learners identify each category. • Have learners use given concrete and abstract nouns in sentences. <p>Assessment: let learners use given concrete and abstract nouns in 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 at least a-three-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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B5.1.2.3.1		
Content standard (code)	B5.1.2.3.		
Performance Indicator	Learners can demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)		
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"> • Display some solid and liquid substances for learners to observe, e.g. water, common salt, vinegar, sugar, sand, cooking oil and soft drinks. • Put learners in groups and ask them to add each of the substances to a separate quantity of water whilst stirring and observe what happens. • Learners describe the material combinations they have produced, i.e. as solid-liquid mixture, liquid-liquid mixture or a solution. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> • Learners find out the difference between a mixture of sand and water, and a mixture of salt and water. • Learners also differentiate between the mixture of water and soft drink, and the mixture of water and cooking oil. • Put learners into groups to demonstrate how to recover the salt from the salt solution. • Assist learners to separate different solid-liquid mixtures and liquid-liquid mixtures using separation methods such as filtration, evaporation, sieving and use of separating funnel. <p>Project: Separation of solid- liquid mixture Learners separate a mixture of sand and water using appropriate materials.</p> <p>NB: An improvised separation equipment can be used to effectively separate various mixtures</p> <p>Assessment: let learners describe the formation and separation of mixtures (solid-liquid and liquid-liquid mixtures)</p>	
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Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B5.1.3.3.1		
Content standard (code)	B5.1.3.3.		
Performance Indicator	Learners can explain how gender equity can be promoted.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	In groups learners work to elicit gender stereotypes in their community. Learners, in groups identify roles that are to be performed by the sexes. Learners discuss and cross out responses the class considers as stereotypes. Assessment: Let learners explain how gender equity can be promoted	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 discuss some gender issues in the community and how they affect the:</p> <ul style="list-style-type: none"> i. Individual ii. Community iii. Nation building e.g. widowhood rites, trokosi, witch camps etc. <p>Assessment: Let learners mention gender issues in the community and how they affect the nation building</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p> <p>Learners find out from parents and other people in the community some of the customs they consider discriminatory.</p>
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Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: FIVE

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)	B5.1.1.1.5	B5.1.1.1.6	
Content standard (code)	B5.1.1.1.	B5.1.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can identify home row keys, top row, bottom row keys, numerical pad and type (short sentences). Learners can summarise the generation of computers. 		
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 type using top row keys (Q, W, E, R, and T keys for the left-hand and Y, U, I, O, and P keys for the right-hand), bottom row keys (Z, X, C, V, and B keys for the left-hand and N, M, comma, period, and forward slash keys for the right-hand), numerical pad (1, 2, 3, ...9. etc.) and type an essay (50 words) using Word Processor or typing tutorial Guide learners to recall what has been learnt in previous classes and ask leading questions, use	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>scenarios to help learners identify the difference between the types of computers, their advantages and disadvantages.</p> <p>Assessment: Let learners identify the difference between the types of computers, their advantages and disadvantages</p>	
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Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand :		Sub-strand :	
Indicator (code)	B5.2.3.1.1	B5.2.3.1.2	B5.2.3.1.3
Content standard (code)	B5.2.3.1.	B5.2.3.1.2	B5.2.3.1.3
Performance Indicator	<ul style="list-style-type: none"> Learners can express a given problem as an equation where the unknown is represented by a letter to variable. Learners can identify the unknown in a problem; represent the problem with an equation; and solve the problem concretely, pictorially or symbolically. Learners can Create a problem for a given equation 		
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)										
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>E.g.1. Ask learners solve word problems; e.g..</p> <p>i. The cost of two pens is twenty ₦15. If one costs ₦5.50, what is the cost the other pen?</p> <p>ii. The product of two numbers is 120. If one of the numbers is 24, what is the other number?</p> <p>E.g.2. Ask learners to read Ama's problem below, complete the table and solve the problem</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Days (d)</td> <td>Days</td> <td>1</td> <td>2</td> </tr> <tr> <td>Height (h)</td> <td>Height</td> <td>5cm</td> <td>7cm</td> </tr> </table> <p>Ama is tracking the progress of her plant's growth. Today the plant is 5cm tall. The plant grows 2cm a day</p> <p>(i) Write a mathematical sentence that represents the height of the plant after d days; (ii) What will the height of the plant be after 20 days?</p> <p>(iii) How many days will the height take to reach 75cm?</p> <p>Assessment: have learners to practice with more examples</p>	Days (d)	Days	1	2	Height (h)	Height	5cm	7cm	Review the lesson with Learners
Days (d)	Days	1	2								
Height (h)	Height	5cm	7cm								
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>E.g.1. Ask learners solve word problems; e.g..</p> <p>i. The cost of two pens is twenty ₦15. If one costs ₦5.50, what is the cost the other pen?</p> <p>ii. The product of two numbers is 120. If one of the numbers is 24, what is the other number?</p> <p>E.g.2. Ask learners to read Ama's problem below, complete the table and solve the problem</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Days (d)</td> <td>Days</td> <td>1</td> <td>2</td> </tr> <tr> <td>Height (h)</td> <td>Height</td> <td>5cm</td> <td>7cm</td> </tr> </table> <p>Ama is tracking the progress of her plant's growth. Today the plant is 5cm tall. The plant grows 2cm a day</p>	Days (d)	Days	1	2	Height (h)	Height	5cm	7cm	Review the lesson with Learners
Days (d)	Days	1	2								
Height (h)	Height	5cm	7cm								

		<p>(i) Write a mathematical sentence that represents the height of the plant after d days; (ii) What will the height of the plant be after 20 days? (iii) How many days will the height take to reach 75cm?</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>E.g.1 Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. If necessary, model the use of guess and test as one strategy. By observing patterns in their results, students become more systematic in the guesses they make</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>1. $3 + p = 11$ 5. $p + 5 = 17$ 2. $14 - p = 8$ 6. $24 = p + 9$ 3. $p - 9 = 16$ 7. $3p = 12$ 4. $7. 3p = 12$</p> </div> <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 shall be.</p>	<p>Ask students to describe two different stories that the equation $5 + k = 9$ could represent</p> <p>E.g.2. Ask learners to solve puzzle in the figure, by solving the equations in each line</p> <div style="text-align: center;"> </div> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B5.2.1.1.5		
Content standard (code)	B5.2.1.1.		
Performance Indicator	Learners can study the artworks of Ghanaian and other African visual artists that reflect topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		PICTURES	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ select works of Ghanaian and other African visual artists that reflect current topical issues of concern in Africa (e.g. climate change, water and air pollution, slums, inclusion, diversity, international relations, green cross and highway codes); ☑ appreciate: through shower thoughts sessions discuss the works of the selected African artists with focus on	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>the type of artwork, theme/purpose, materials, tools, method and style, etc.</p> <p>Assessment: let learners describe the artworks of Ghanaian and other African visual artists that reflect topical issues in Africa</p>	
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Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Early Protest Movements	
Indicator (code)	B5.5.1.1.3		
Content standard (code)	B5.5.1.1.		
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA).		
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 Who was Joseph	1. Identify Joseph Ephraim Casely-Hayford from photographs. 2. Show and discuss a documentary the bust of Joseph Ephraim Casely-Hayford at Casford Hall, UCC (where possible). Assessment: let learners narrate the bust of Joseph Ephraim Casely-Hayford at Casford Hall, UCC	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Ephraim Casely-Hayford?		
Thursday	Engage learners to sing songs and recite familiar rhymes Who was Joseph Ephraim Casely-Hayford? Where was he born?	Present a narrative of the leadership role of Joseph Ephraim Casely-Hayford in the NCBWA Assessment: let learners mention the sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA)	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : ENDURANCE	
Indicator (code)	B5.3.3.3.1		
Content standard (code)	B5.3.3.3.		
Performance Indicator	Learners can perform two set of continuous push ups		
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 after general and specific warm ups, learners lie on the ground face down. Learners with their palms flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners continue the process for a number of time base on their ability in a set. Learners repeat the second set after rest and progress at their own pace	End the lesson with cool down activities and use questions to summarise the lesson

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	performan ce and to prevent injuries		
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Vetted by : Signature: Date :

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and Commitment		Sub-strand : The Family and the Community	
Indicator (code)	B5.4.1.1.1		
Content standard (code)	B5.4.1.1.		
Performance Indicator	Learners can explain the need to be 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	Have learners mention behaviours and attitudes needed in order to be a committed family member: - Initiates activities for family members eg. Periodic get-together - Supports common family projects eg. Taking care of a needy person in the family - Visitation (taking time off to visit elders, parents, etc.) - Accepting responsibility (support family members who lag behind in performing their assigned duties) - Helping to instil discipline among younger family members, 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">• Learners discuss the need for being a committed family member: - to promote unity, - to gain respect, - to bring unity and peace in the family, - to strengthen the family support system, - to be considered a trustworthy person, etc <p>Assessment: let learners explain the need to be a committed member of the family</p>	
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Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/ Instructions	
Indicator (code)	B5.1.9.1.2	B5.1.10.1.1	B5.1.10.1.2
Content standard (code)	B5.1.9.1.	B5.1.10.1.	B5.1.10.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should explain and use polar question markers • The learner should recognise landmarks in your area and other areas • The learner should use landmarks to give directions. 		
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 some polar questions on the board. • Ask learners to recognise the polar question markers • Lead learners to use polar question markers identified correctly in their speech or in their conversations. • Ask learners to give more polar questions. • Write some of the polar questions on the board. 	What have we learnt today?

		<ul style="list-style-type: none"> • Help learners to recognise the polar question markers and tell where they occur in the structure. • Ask learners to tell how to use polar question markers correctly. • Allow learners to give examples on the board <p>Assessment: let learners use polar question markers in sentences</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"> • Discuss with learners what landmarks are. • Display a sketch of an area on the board. • Show them some of the landmarks on the sketch. • Lead learners to recognise landmarks in their area and other areas. • Allow a learner to give directions to their home making reference to any landmark in their area. E.g. post office, palace, church, mosque, school etc <p>Assessment: let learners identify and landmarks in your area and other areas</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"> • Display a sketch of an area on the board. • Ask the learners to mention some of the landmarks seen on the sketch displayed. • Point to two locations on the sketch and ask learners to give directions from one location to another point on the sketch. • Assist learners to use more landmarks on the sketch to give directions correctly. E.g. Take the route on your right. Turn to the left of the mosque and descend the hill near the post office. • Expose learners to Global Positioning System (GPS), especially the Ghana Post digital address system. • Show learners how to use it. <p>Assessment: let learners use landmarks to give directions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC FIVE
WEEK 2

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Vocabulary C. Nouns D. Paragraph Development E. Naming Words/Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B5.1.3.1.3.	B5.2.6.4.3	B5.3.1.1.4.	B5.4.3.1.4.	B5.5.3.1.4	B5.6.1.1.1
Content standard (code)	B5.1.3.1	B5.2.6.4.	B5.3.1.1.	B5.4.3.1.	B5.5.3.1.	B5.6.1.1.
Performance Indicator	A. Learners can compose six-line poems B. Learners can use words suitable for purpose, audience, context and culture in relation to: type of texts (expository/explanatory, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc. C. Learners can identify and use abstract nouns to refer to concepts and ideas. D. Learners can use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information 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 at least a-three-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 recite a poem of their choice individually and in groups. • Put learners into groups and ask them to write out some lines of the recited poems. • Assign learners to create or write some meaningful lines similar to those in the poem of their choice. • Guide learners to arrange their formulated lines together to compose a poem of six lines. • Have each group recite their poem while others listen. • Ask the class to identify the values in the poems as they listen to recitations. <p>Assessment: let learners compose six-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"> • Demonstrate the use of the key elements in writing. E.g. purpose, audience, setting, characters etc. • Have learners to role-play a simple story to bring out the importance of these elements and their usage. <p>Assessment: let learners use words suitable for purpose, audience, context and culture in relation to a type of 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	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise concrete nouns. 	<p>What have we learnt today?</p>

	familiar rhymes	<ul style="list-style-type: none"> • Introduce abstract nouns as nouns that cannot be touched, seen or felt. They include ghost, beauty, holiness, air, etc. • Provide a passage with concrete and abstract nouns and let learners identify each category. • Have learners use given concrete and abstract nouns in sentences. <p>Assessment: let learners use given concrete and abstract nouns 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"> • Display a sample paragraph. • Underline the cohesive devices/transitional words. • Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph. • Lead them in a general discussion on what the underlined words are and their role in the paragraph. • Provide a paragraph and leave out the cohesive devices. <p>Have learners complete the paragraph with appropriate transitional words.</p> <p>Assessment: let learners use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph,</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 concrete nouns. Introduce abstract nouns as nouns or names of things that cannot be touched, seen or felt. They include ghost, beauty, holiness, mercy, etc. • Provide a passage with concrete and abstract nouns and let learners identify each category. • Have learners use given concrete and abstract nouns in sentences. <p>Assessment: let learners use given concrete and abstract nouns in 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	<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. 	Have learners to tell what they read to the whole class

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	library period	<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 at least a-three-paragraph summary of each book read</p>	
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SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B5.2.1.5.1		
Content standard (code)	B5.2.1.5.		
Performance Indicator	Learners can identify human activities that make water unsuitable for human 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	Begin by discussing the qualities of good drinking water and dangers of using unsafe water. • Learners, in groups, identify human activities that make water unsuitable for use, e.g. toxic waste disposal, sewage disposal, deforestation, mining, littering, pesticides, herbicides and fertilizer application and agricultural practices	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners identify human activities that make water unsuitable for human use.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution.</p> <p>Project: Task learners to work in groups to create concept maps on the causes, control and prevention of water pollution</p> <p>Assessment: let learners identify ways of preventing, minimizing and controlling water pollution.</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B5.1.3.3.1		
Content standard (code)	B5.1.3.3.		
Performance Indicator	Learners can explain how gender equity can be promoted.		
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 find out from parents and other people in the community some of the customs they consider discriminatory. In groups, learners discuss and present their findings in class.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners explain how gender equity can be promoted	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss how they will promote gender equity in their community. e.g. women empowerment Assessment: Let learners mention gender issues in the community and how they affect the nation building	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING

CLASS: FIVE

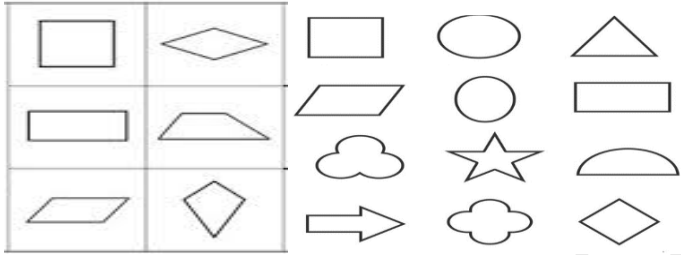
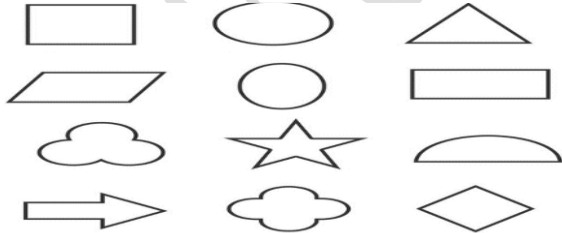
Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand: Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	
Indicator (code)	B5.1.2.1.6	B5.1.2.1.7	
Content standard (code)	B5.1.2.1.	B5.1.2.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can move, copy and paste a file or icon into and from a folder on the desktop. Learners can demonstrate understanding of the File Explorer window and locations of the computer through the file explorer. 		
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 copy and paste a file or icon into and from a folder on the desktop. Guide learners to use the file explorer to locate files. NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science. Assessment: Let learners describe how to use the file explorer to locate files.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Lines and Shapes	
Indicator (code)	B5.3.1.1.1	B5.3.1.1.2	B5.3.1.1.3
Content standard (code)	B5.3.1.1.	B5.3.1.1.	B5.3.1.1.
Performance Indicator	<ul style="list-style-type: none"> Learners can demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectangles Learners can use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals properties Learners can prove that a polygon is regular by measuring the sides and angles or by folding and superimposing 		
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 alone, alone it shall be. 2</p>	<p>E.g. 1 Give learners photocopied worksheets with shapes to identify squares and rectangles and give reasons. (Or Draw on the chalk board)</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 1 - One is one alone, alone it shall be.</p>	<p>Give learners photocopied worksheets with shapes to identify squares and rectangles and give reasons. (Or Draw on the chalk board)</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners									
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone,</p>	<p>Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of sides, angles, and diagonals and complete the table</p> <table border="1" data-bbox="451 1703 1136 1906"> <thead> <tr> <th>Properties</th> <th>Rectangle</th> <th>Square</th> </tr> </thead> <tbody> <tr> <td><i>Sides</i></td> <td></td> <td></td> </tr> <tr> <td>All sides are congruent</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table>	Properties	Rectangle	Square	<i>Sides</i>			All sides are congruent	No	Yes	Review the lesson with Learners
Properties	Rectangle	Square										
<i>Sides</i>												
All sides are congruent	No	Yes										

	<p>alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<table border="1" data-bbox="456 128 1138 422"> <tr> <td>Diagonals bisect each other</td> <td></td> <td></td> </tr> <tr> <td>Diagonals are congruent</td> <td></td> <td></td> </tr> <tr> <td>Diagonals meet at right angles</td> <td></td> <td></td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	Diagonals bisect each other			Diagonals are congruent			Diagonals meet at right angles									
Diagonals bisect each other																		
Diagonals are congruent																		
Diagonals meet at right angles																		
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses - to investigate the properties in terms of sides, angles, and diagonals and complete the table</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 shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses - to investigate the properties in terms of sides, angles, and diagonals and complete the table</p> <table border="1" data-bbox="456 1251 1089 1682"> <thead> <tr> <th>Properties</th> <th>Rectangle</th> <th>Square</th> </tr> </thead> <tbody> <tr> <td><i>Sides</i></td> <td></td> <td></td> </tr> <tr> <td>All sides are congruent</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Opposite sides are congruent</td> <td></td> <td></td> </tr> <tr> <td>Opposite sides are parallel</td> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Properties	Rectangle	Square	<i>Sides</i>			All sides are congruent	No	Yes	Opposite sides are congruent			Opposite sides are parallel			<p>Review the lesson with Learners</p>
Properties	Rectangle	Square																
<i>Sides</i>																		
All sides are congruent	No	Yes																
Opposite sides are congruent																		
Opposite sides are parallel																		

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B5. 2.1.1.5		
Content standard (code)	B5. 2.1.1.		
Performance Indicator	Learners can study the compositions and performances of Ghanaian and other African performing artists that reflect topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		PICTURES	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ select compositions and performances of other Ghanaian and African performing artists that reflect current topical issues of much concern in Africa (e.g. climate change, water and air pollution, slums, inclusion, diversity, international relations); ☑ appreciate: through shower thoughts session discuss the compositions and performances of the selected	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>African artists with focus on the type of art-forms, theme/purpose, elements,</p> <p>Assessment: let learners describe the compositions and performances of Ghanaian and other African performing artists that reflect topical issues in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ select compositions and performances of other Ghanaian and African performing artists that reflect current topical issues of much concern in Africa (e.g. climate change, water and air pollution, slums, inclusion, diversity, international relations); ☑ appreciate: through shower thoughts session discuss the compositions and performances of the selected African artists with focus on the type of dynamics, tempo, instruments, style, etc. <p>Assessment: let learners describe the compositions and performances of Ghanaian and other African performing artists that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Early Protest Movements	
Indicator (code)	B5.5.1.1.3		
Content standard (code)	B5.5.1.1.3		
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What was his role in	Present a narrative of the leadership role of Joseph Ephraim Casely-Hayford in the NCBWA Assessment: let learners mention the sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA)	What have we learnt today? Ask learners to summarize the main points in the lesson

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	the NCBWA?		
Thursday	Engage learners to sing songs and recite familiar rhymes What was his role in the NCBWA?	Learners retell the story of Joseph Ephraim Casely-Hayford Assessment: let learners narrate the story of Joseph Ephraim Casely-Hayford	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : FLEXIBILITY	
Indicator (code)	B5.3.4.3.1:		
Content standard (code)	B5.3.4.3.1:		
Performance Indicator	Learners can perform standing bend and reach the knee with the forehead		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners go through warm up. Learners stand straight shoulder with apart. Arms by their sides tilt to one side of their body till the hand reaches the knees. Same should be done to the other side. Let them perform in pairs so that as one performs the other gives support.	End the lesson with cool down activities and use questions to summarise the lesson

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

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and Commitment		Sub-strand : The Family and the Community	
Indicator (code)	B5.4.1.1.1		
Content standard (code)	B5.4.1.1.		
Performance Indicator	Learners can explain the need to be 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	In groups, let learners role play a family sketch centred on commitment. The sketch should have commitment as its theme Assessment: let learners explain the need to be 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: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/ Instructions	
Indicator (code)	B5.1.11.1.1	B5.1.11.1.2	B5.1.11.1.3
Content standard (code)	B5.1.11.1.	B5.1.11.1.	B5.1.11.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should discuss things that make the home unclean • The learner should discuss the items used in cleaning the home • The learner should give reasons for cleaning the home 		
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"> • Display a picture of a rubbish dump and another picture of a neat house. • Let learners talk about the pictures in groups. • Lead learners to recognise and mention things that make the home unclean. • Let learners draw some of the things that make the home unclean. E.g. Rubbish, stagnant water, unclean bowls etc <p>Assessment: let learners mention things that make the home unclean</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Display a picture of somebody sweeping. • Let learners talk about the picture. • Lead a discussion on cleanliness. • Allow learners to recognise and mention items used in cleaning the home. • Show some items for cleaning to the learners. • Let learners demonstrate or improvise the use of these items in a cleaning exercise. E.g. Broom, mop, dusters, etc. <p>Assessment: let learners mention the items used in cleaning the home</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"> • Discuss with learners the consequences of an unclean home. • Lead learners to discuss how to make the home clean. • Help learners to recognise and mention the reasons for cleaning the home. E.g. To make the home healthy for living. To prevent sickness etc <p>Assessment: let learners give reasons for cleaning the home</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FIVE
WEEK 3**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Dramatization and Role Play B. Comprehension C. Determiners D. Writing as a Process E. Using action Words F. Building the Love and Culture of Reading				
Indicator (code)	B5.1.5.2.3.	B5.2.7.2.3.	B5.3.2.1.5	B5.4.9.3.3	B5.5.4.1.4	B5.6.1.1.1
Content standard (code)	B5.1.5.2.	B5.2.7.2.	B5.3.2.1.5	B5.4.9.3.	B5.5.4.1.	B5.6.1.1.
Performance Indicator	A. Learners can analyse the actions of characters in sketches B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion). C. Learners can identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to D. Learners can display writing piece for peers to read and publish it in the class magazine. E. Learners can use singular and plural subjects and the verb forms that go with them. F. Learners can read a variety of age- and level appropriate books and present at least a-three-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"> • Sing songs that accompany story telling with learners. • Choose familiar stories from learners’ background. • Put learners into groups. <p>Revise the previous activity on writing short sketches. Learners sketch a story told.</p> <ul style="list-style-type: none"> • Through questions guide learners to identify and analyse characters and their actions in their sketches. <p>Assessment: let learners analyse the actions of characters in sketches</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 with questions to identify the main parts of a story, e.g. introduction, body and conclusion. • Have learners use connectives to summarise each part of the text and use these to make a full summary. <p>Assessment: let learners identify the main structure 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"> • Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage. • Create a scenario for them to use the demonstratives appropriately in sentences. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners use interrogative determiners appropriately 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 share their writing with their peers classmates and families. • Encourage learners to copy neatly their writing and submit them for publication in the class magazine, school magazine or notice board, The Junior Graphic <p>Assessment: let learners display writing piece for 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> <p>Note: Let learners use the various tenses(simple, present perfect and past perfect).</p> <ul style="list-style-type: none"> • Revise work done on subject-verb agreement and give additional practice. • Review the listed tenses. • Demonstrate that more than one of these may be used in an essay, e.g. the simple present and the simple past as well as simple past and the past perfect. • Show samples of texts from their reader and elsewhere. • Provide topics for learners to practise with their groups. <p>Assessment: let learners use singular and plural subjects and the verb forms that go with them in 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 at least a-three-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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B5.2.1.5.2		
Content standard (code)	B5.2.1.5.		
Performance Indicator	Learners can know how to make and keep air clean in our environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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"> Find out from learners what they understand by clean air and review things that pollute air (make air unclean) such as smoke from factories, car exhausts, bush burning and dust from construction sites and untarred roads. Lead discussions to come out with the do's and don'ts that will make or keep air clean in our homes and surrounding environment (planting of trees and grass and avoiding frequent and uncontrolled burning). 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> Learners are assigned to design a concept map on the causes, prevention and control of air pollution. <p>Assessment: let learners design a concept map on the causes, prevention and control of air pollution</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners draw and use a Future’s Wheel to trace the effects of water pollution on the environment <p>Assessment: let learners use a Future’s Wheel to trace the effects of water pollution on the environment</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B5.2.1.3.1.		
Content standard (code)	B5.2.1.3.		
Performance Indicator	Learners can describe the shape of 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 use the globe to study the shape of the earth Learners watch pictures/videos illustrating the shape of the earth–picture and video of an approaching ship Assessment: Let learners describe the shape of the earth	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 sketch the globe to illustrate the shape and angle of the earth on its axis Assessment: Let learners sketch the globe to illustrate the shape and angle of the earth on its axis	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: COMPUTING

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B5.1.3.1.8	B5.1.3.1.9	B5.1.3.1.10
Content standard (code)	B5.1.3.1.	B5.1.3.1.	B5.1.3.1.
Performance Indicator	<ul style="list-style-type: none"> Learners can select the samples and collect data (e.g. listening to radio, newspaper, talking to people etc.). Learners can make simple tables and diagrams from the collected data. Learners can analyse tables, maps, diagrams, photographs and charts, and generalize the results and make suggestions (e.g. Finding sum or grand total). 		
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	Put learners into groups, task them to interview teachers using simple questionnaire, and record the data in books. Bring tools or pictures of the tools in a box or container and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring tools for collecting data for a class discussion.	What have we learnt today? Ask learners to summarize the main points in the lesson


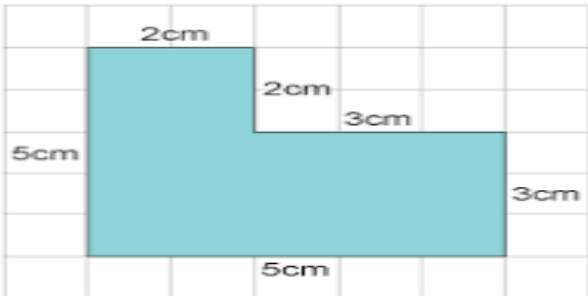
		<p>Task learners to calculate the average, mean, sum and difference between data collected in an earlier class.</p> <p>NB: This is to help the learner with fundamental principle of problem-solving skills and creativity in computing and computer science.</p> <p>Assessment: Let learners make simple tables and diagrams from the collected data.</p>	
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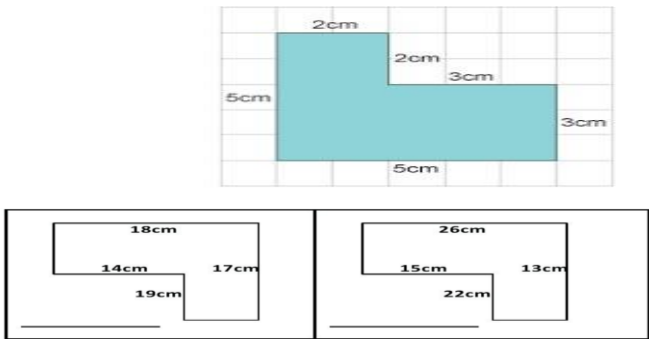
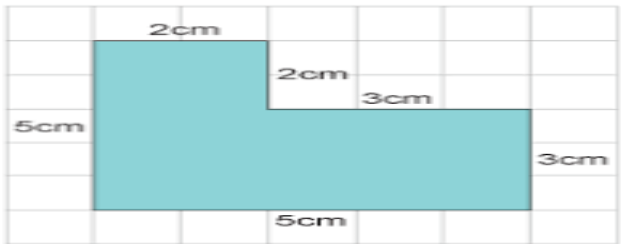
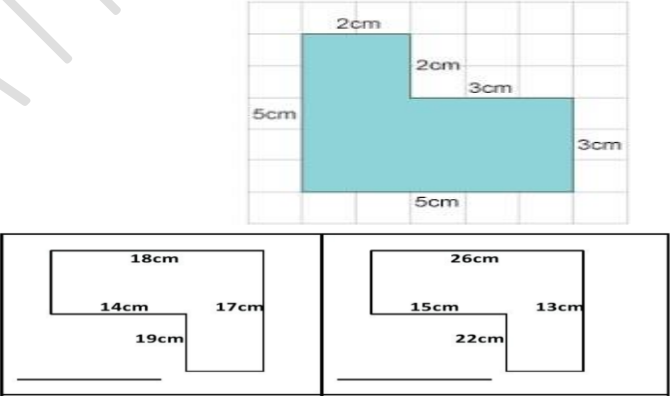
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SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement	
Indicator (code)	B5.3.2.1.1	B5.3.2.1.2	B5.3.2.1.3
Content standard (code)	B5.3.2.1.	B5.3.2.1.	B5.3.2.1.
Performance Indicator	<ul style="list-style-type: none"> Learners can estimate perimeter using referents for centimetre and metre, and calculate the actual perimeter and compare Learners can calculate perimeter of given shapes in centimetres and metres. Learners can calculate surface area of given shapes in centimetres and metres. 		
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 alone, alone it shall be.</p>	<p>Using pupils' referents for centimetre (hand span and thumb width) or metre (two strides or pace steps) estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, teacher's table, classroom floor, 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>	Review the lesson with Learners
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Give learners 2D shapes with given dimensions to find the perimeter by adding the distance around the shapes</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</p>	<p>Give learners 2D shapes with given dimensions to find the perimeter by adding the distance around the shapes</p>	Review the lesson with Learners

	<p>one, what is one 1 - One is one alone, alone it shall be. 2</p>	 <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles</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 shall be.</p>	<p>Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Planning, Making And Composing	
Indicator (code)	B5 1.2.2.3		
Content standard (code)	B5 1.2.2.		
Performance Indicator	Learners can experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		PICTURES	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ explore the local environment to select available materials and tools that are good for making artworks; ☑ study and experiment with available materials and tools to create simple artworks that reflect the emerging topical issues in Africa using appropriate methods and skills e.g.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> - clay, plasticine, papier mâché (paper pulp), etc. for modelling and casting; - straw, yarn, paper, etc. for weaving; - odds and ends for constructing and assembling; - brushes and paint for painting; - craft tools for perforating, shaping and punching; folding and shaping paper to make origami and quilling; - spatula and scooping tools for modelling; - needle for sewing, etc. <p>☑ discuss and share their experiences through jury and peer review;</p> <p>☑ use available materials in the environment to make artworks similar to the works studied</p> <p>Assessment: let learners experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> discuss and compare their artworks to the artworks studied <p>Assessment: let learners experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Early Protest Movements	
Indicator (code)	B5.5.1.1.4		
Content standard (code)	B5.5.1.1.		
Performance Indicator	Learners can examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference		
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 Who was Joseph	Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference. Assessment: let learners narrate of the role of J.B. Danquah in the Gold Coast Youth Conference.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Boakye Danquah? Where was he born?		
Thursday	Engage learners to sing songs and recite familiar rhymes Who was Joseph Boakye Danquah? Where was he born?	Field trip to Danquah Circle in Accra or his home where possible or show pictures of Danquah Circle in Accra Assessment: let learners identify pictures of Danquah Circle in Accra	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B5.3.5.3.1		
Content standard (code)	B5.3.5.3.		
Performance Indicator	Learners can identify the capabilities of the various body types.		
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	There are three main body types: Ectomorph, Endomorph and Mesomorph. Ectomorph: Lean and long with difficulty to build muscles Endomorph : Big, high body fats, round in shape and high tendency to store body fats and softbody Mesomorph: Muscular and well built, high metabolism and responsive muscle cell.	End the lesson with cool down activities and use questions to summarise the lesson

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

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and Commitment		Sub-strand : The Family and the Community	
Indicator (code)	B5.4.1.1.2		
Content standard (code)	B5.4.1.1.		
Performance Indicator	Learners can demonstrate things to do to show commitment as members 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	Guide learners to sketch a demonstration on the following: - taking part in family programmes and activities, - contributing to and attending weddings, funerals, naming ceremonies, etc. Assessment: let learners mention things to do to show commitment as members of the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Fluency	
Indicator (code)	B5.2.8.1.1	B5.2.8 .1. 2	
Content standard (code)	B5.2.8.1.	B5.2.8 .1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should read longer texts with minimal mistakes • The learner should read naturally 		
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"> • Give learners longer passages to read aloud. • Help learners read longer passages with minimal mistakes. • Let learners recognise unfamiliar words and discuss with learners. • Play a reading game with learners in groups and in pairs. 	What have we learnt today?

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		Assessment: let learners read longer texts with minimal mistakes	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners longer passages to read aloud. • Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading. <p>Assessment: let learners read naturally</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 longer passages to read aloud. • Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading. <p>Assessment: let learners read naturally</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC FIVE
WEEK 4

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Comprehension C. Determiners D. Writing as a Process E. Using action Words F. Building the Love and Culture of Reading				
Indicator (code)	B5.1.6.3.2.	B5.2.7.3.1.	B5.3.2.1.5	B5.4.9.3.3	B5.5.4.1.4	B5.6.1.1.1
Content standard (code)	B5.1.6.3.	B5.2.7.3.	B5.3.2.1.	B5.4.9.3.	B5.5.4.1.	B5.6.1.1.
Performance Indicator	A. Learners can demonstrate turn taking in conversation in different topics and follow agreed-upon rules for conversation, e.g. listening to others, speaking one at a time. B. Learners can use knowledge of prefixes and suffixes to read and interpret unfamiliar words e.g. mis – misunderstanding C. Learners can identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to D. Learners can display writing piece for peers to read and publish it in the class magazine E. Learners can use singular and plural subjects and the verb forms that go with them. F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					

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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"> • Through discussion, guide learners to identify some events that happened in the day or recently. • Invite some individual learners to discuss with the class some experiences. e.g. The learner was late and had to help somebody on the way to school. • Have a pair of learners converse on a given topic (e.g. a football match) as others watch. • Learners in pairs then converse, talking about different topics after the example presented. • Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word. • Encourage learners to take turns in the activity. e.g. What did you just say? Say that again. Can you repeat what you said, sorry, excuse me. <p>Learners demonstrate the use of this in pairs in front of the class.</p> <p>Assessment: let learners take turns in conversation in different topics</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Revise affixes briefly and have learners identify them in words. • Have learners use words in their own sentences <p>Assessment: let learners use knowledge of prefixes and suffixes to read and interpret unfamiliar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage. • Create a scenario for them to use the demonstratives appropriately in sentences. <p>Assessment: let learners use interrogative determiners appropriately 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"> • Have learners share their writing with their peers classmates and families. • Encourage learners to copy neatly their writing and submit them for publication in the class magazine, school magazine or notice board, The Junior Graphic <p>Assessment: let learners display writing piece for 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> <p>Note: Let learners use the various tenses(simple, present perfect and past perfect).</p> <ul style="list-style-type: none"> • Revise work done on subject-verb agreement and give additional practice. • Review the listed tenses. • Demonstrate that more than one of these may be used in an essay, e.g. the simple present and the simple past as well as simple past and the past perfect. • Show samples of texts from their reader and elsewhere. • Provide topics for learners to practise with their groups. <p>Assessment: let learners use singular and plural subjects and the verb forms that go with them in 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>Have learners to tell what they read to the whole class</p>

		Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	
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SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B1.4.1.2.2		
Content standard (code)	B1.4.1.2.		
Performance Indicator	Learners can measure and record temperature using thermometer.		
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"> • Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water. • If available, bring clinical and laboratory thermometers to class. • Learners recall their previous knowledge on the concept, "temperature". • Learners discuss the relationship between hotness and coldness in terms of heat transfer, (when an object 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>loses heat, it cools and when it gains heat, it becomes warm or hot).</p> <ul style="list-style-type: none"> • Learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used. <p>Assessment: let learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used. • Learners are assisted to use the clinical thermometer to measure and record their body temperatures, and the laboratory thermometer to measure the temperature of warm water <p>Assessment: let learners measure and record temperature using thermometer</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B5.4.1.2.1.		
Content standard (code)	B5.4.1.2.		
Performance Indicator	Learners can discuss the importance of being a responsible citizen in the nation		
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 describe attitudes and behaviours that show that a person is responsible e.g. obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people. Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners write the importance of being a responsible citizen in the nation	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners role-play activities of responsible citizens.</p> <p>Learners identify and talk about what they can do to help the country to develop.</p> <p>Assessment: Let learners identify and talk about what they can do to help the country to develop</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Technology in the community (communication)	
Indicator (code)	B5.1.4.1.4		
Content standard (code)	B5.1.4.1.		
Performance Indicator	Learners can discuss the effects of technology on the community.		
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 brainstorm the effects of technology on the community. Show learners videos or pictures of effects of technology on the community. Let them discuss in groups, the effects of technology on their own community. Positive effects – health care, education, manufacturing, agriculture etc. Negative effects – resource depletion, pollution, privacy and security etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

		NB: This is to help the learners to have fundamental knowledge of hardware such as robots and sensors). Assessment: Let learners identify the effects of technology on the community	
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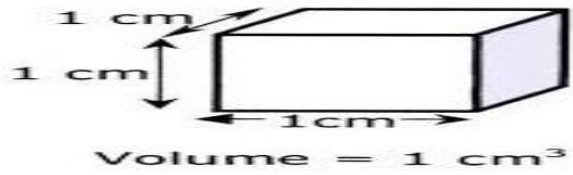
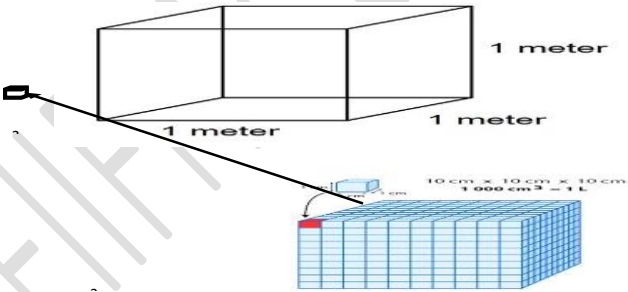
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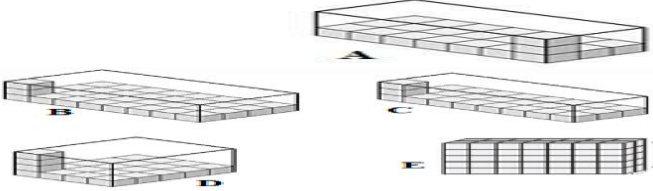
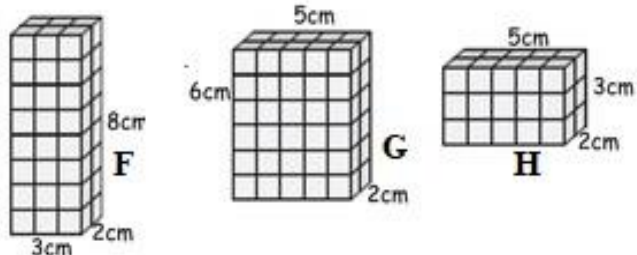
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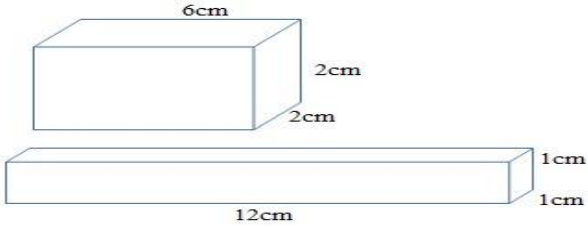
SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement	
Indicator (code)	B5.3.2.2.1	B5.3.3.2.2	B5.3.2.2.3
Content standard (code)	B5.3.2.2.	B5.3.3.2.	B5.3.2.2.
Performance Indicator	<ul style="list-style-type: none"> Learners can select and justify referents for cm³ or m³ units Learners can determine the volume of boxes by finding how many cubes of sizes 1cm³ each contains Learners can Determine different sizes of boxes that have the same volume 		
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</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two</p>	<p>1 Show learners an object which is a cubic centimetre (or 1 cm³) and another object which is a cubic metre (or 1 m³)</p>  <p>2 Let learners explore the classroom and compound to find that can be used as referents for the cubic centimetre (1cm) and cubic metre (1m³). Example of 1m³is polytank; and 1cm³is cube sugar.</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>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners identify containers in the classroom and compound that can be measured using cubic centimetre (cm³) and cubic metre (m³)</p>  <p>Ask learners to explore and state the relationship between 1cm³ and 1m³; that is, a cubic is the volume of a cube with measurements 1cm×1cm×1cm, and is equal to 1/1,000,000of a cubic meter, 1/1,000 of a litre (i.e. 1m³=100cm×100cm×10cm =1,000,000cm³). cubes is 1m</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</p>	<p>E.g. 1 Ask learners to determine the volume of different sizes of boxes by investigating how many cubes of sizes 1cm^3 can fill the containers. i.e. for box A, the base can take 2 by 7 1cm^3, and to fill it this arrangement will done 3 times, hence Volume of A is base area \times height = $2 \times 7 \times 3 = 42\text{cm}^3$ E.g. 2 Ask learners to determine the volume of the boxes B, C, D and E</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>3 Guide learners to deduce the rule for volume of a box, and use is to calculate volumes of given boxes – F, G and H. That is, if the base area is $ll \times ww$ and the height is h, then the. Volume of box is given by $ll \times ww \times h$</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>Given 12 centimetre cubes, ask learners to find the different dimensions of boxes that can take the cubes. For 12 cubes there boxes can be of dimension $1\text{cm} \times 1\text{cm} \times 12\text{cm}$ or $2\text{cm} \times 2\text{cm} \times 6\text{cm}$. Can we find any more drawings.</p>	<p>Review the lesson with Learners</p>

	<p>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>E.g. 2 Ask learners to investigate with 20, 24, 30 and 48 centimetre cubes and draw all possible boxes</p>  <p>Assessment: have learners to practice with more examples</p>	
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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Early Protest Movements	
Indicator (code)	B5.5.1.1.4		
Content standard (code)	B5.5.1.1.		
Performance Indicator	Learners can examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) PICTURES			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What was Joseph Boakye Danquah role in the Gold Coast	Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference Assessment: let learners narrate of the role of J.B. Danquah in the Gold Coast Youth Conference	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Youth Conference?		
Thursday	Engage learners to sing songs and recite familiar rhymes What was Joseph Boakye Danquah role in the Gold Coast Youth Conference?	Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference Assessment: let learners narrate the story of J.B. Danquah and the Gold Coast Youth Conference	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B5 2.2.2.3		
Content standard (code)	B5 2.2.2.		
Performance Indicator	Learners can experiment with available relevant performing arts media and techniques to create own performing artworks that reflect topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ explore the local environment to select available instruments, equipment, sounds, melody, rhythms, movement patterns that are good for composing/arranging and performing music, dance, drama, poems, appellations, etc. ; ☑ experiment with the available instruments, equipment, sounds, movement patterns, melody etc. to perform some of the compositions of the Ghanaian artists studied that reflect topical issues of much concern in Africa;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners experiment with available relevant performing arts media and techniques to create own performing artworks that reflect topical issues in Africa	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: discuss and share their experiences through peer review.</p> <p>Assessment: let learners experiment with available relevant performing arts media and techniques to create own performing artworks that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B5.4.1.4.1		
Content standard (code)	B5.4.1.4.		
Performance Indicator	Learners can monitor the intensity of one’s heart rate 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 determine heart rate using their age. Learners learn how to take the heart beat by palpating at the radial artery or carotid artery. During exercise, learners should be encouraged to take heart rates for 15 seconds and multiply by 4 to obtain beat per minutes. Learners use various gadgets (polar wrist watches, polar vests, heart rate monitors, etc.) that determine exercise intensity and heart rate during and after physical activity. There are treadmills that determine calories burnt, distance covered	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and Commitment		Sub-strand : The Family and the Community	
Indicator (code)	B5.4.1.1.2		
Content standard (code)	B5.4.1.1.		
Performance Indicator	Learners can demonstrate things to do to show commitment as members 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	In groups, let learners discuss things they have to do to show commitment to their family. Assessment: let learners mention things to do to show commitment as members of the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Summarising	
Indicator (code)	B5.2.9.1.1	B5. 2.9.1. 2	
Content standard (code)	B5.2.9.1.	B5. 2.9.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner gives the summary of longer texts. • The learner write main ideas in a given text • The learner write main ideas in a given text 		
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 read a passage. • Let learners recognise the main ideas in each paragraph read. • Let learners write down each idea found in each paragraph and discuss in their groups. • Assist learners to recognise the main ideas in a text. 	What have we learnt today?

		<ul style="list-style-type: none"> • Lead learners to give summaries of the texts orally before writing in their books. <p>Assessment: let learners give the summary of longer texts.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a text aloud in class. • Let learners select the main ideas from each paragraph. • Let learners write the main ideas in their own words and read aloud for discussion. • Assist learners to write the main ideas in the given text in simple sentences correctly. <p>Assessment: let learners write main ideas in a given text</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"> • Read a text aloud in class. • Let learners select the main ideas from each paragraph. • Let learners write the main ideas in their own words and read aloud for discussion. • Assist learners to write the main ideas in the given text in simple sentences correctly. <p>Assessment: let learners write main ideas in a given text</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC FIVE
WEEK 5

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Silent Reading C. Verbs D. Persuasive/Argumentative Writing E. Using Conjunctions F. Building the Love and Culture of Reading				
Indicator (code)	B5.1.6.3.3	B5.2.8.1.3.	B5.3.5.1.6	B5.4.13.2.3	B5.5.8.1.1	B5.6.1.1.1
Content standard (code)	B5.1.6.3.	B5.2.8.1.	B5.3.5.1.	B5.4.13.2.	B5.5.8.1.	B5.6.1.1.
Performance Indicator	A. Learners can respond to questions to give further clarification of an opinion. B. Learners can answer questions based on the passage read. C. Learners can use the past continuous form of verbs to talk about actions/events that were going on when a second action/event took place. D. Learners can establish and maintain a formal style. E. Learners can identify and use conjunctions – because, since, so, although – to – give reasons – link contrasting ideas – show results. F. Learners can read a variety of age- and level appropriate books and present at least a-three-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"> • Revise the activity on the talk show. Learners give examples of some vocabulary learnt. • Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions. • Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions. • Have the group respond to the questions to give further clarifications <p>Assessment: let learners respond to questions to give further clarification of an opinion.</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 pose and answer questions that clarify meaning and promote deeper understanding of a text. • Questions can be generated by the learner, a peer or an adult. <p>E.g.</p> <ol style="list-style-type: none"> i. Why did the character do nothing? ii. How did it make them feel? <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 familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Introduce the concept by reviewing the present continuous form of verbs. • Use the concept in context and have learners identify the time of the actions. • Have learners construct similar sentences. 	<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"> • Explain that the past continuous form of verbs is used to talk about actions/events that were going on when a second action/event took place. • In pairs let learners write sentences using the past continuous form of verbs. <p>Assessment: let learners write sentences using the past continuous form of verbs.</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 and feedback. <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"> • Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but. • Introduce because, since, so, although, in context. e.g. I'm late because I missed the bus. Although Afi is has eye problems, she doesn't wear glasses. He eats well, so he is healthy. • Guide learners to discover the functions of these conjunctions. • Have them practise using these conjunctions in their own sentences. • Provide a passage and have learners identify the conjunctions in the passage. • Let learners form sentences and join them with the conjunctions identified. <p>Assessment: let learners form sentences and join them with the conjunctions</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	<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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	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 at least a-three-paragraph summary of each book read</p>	
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SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B5.5.1.2.1		
Content standard (code)	B5.5.1.2.		
Performance Indicator	Learners can know how to keep washrooms clean.		
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 keep washrooms clean. • Engage them in a discussion on how to keep the lavatory clean. • Emphasise such key points as: flushing immediately after use, urinating directly in the toilet bowl, keeping used tissues in waste containers rather than throwing them on the floor, regularly removing used tissues and burning them. <p>Assessment: let learners describe how to keep the washrooms clean.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners investigate the risks associated with the use of dirty washrooms. • Evaluate learners by asking them to design a poster to be pasted in their school's washroom <p>Assessment: let learners mention the risks associated with the use of dirty washrooms.</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B5.4.1.3. 1		
Content standard (code)	B5.4.1.3.		
Performance Indicator	Learners can demonstrate how diversity can promote national development		
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 describe how ethnic diversity can promote national development e.g. promotion of tourism, sale of artefacts, inter-ethnic marriage Assessment: Let learners describe how ethnic diversity can promote national development	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 a scenario depicting cultural diversity e.g. display of various cultural activities at national gatherings Assessment: Let learners describe how ethnic diversity can promote national development	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: COMPUTING

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Programming and databases		Sub-strand : Introduction to Electronic Spreadsheet	
Indicator (code)	B5.5.1.3.5	B5.5.1.3.6	
Content standard (code)	B5.5.1.3.5	B5.5.1.3.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can explain fundamental database concepts. • Learners can discuss programming languages and their use • (e.g. scratch, vb.net 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 fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and restore. Guide learners to investigate in groups on the programming languages and their use (e.g. scratch, vb.net etc.) NB: This is to give a foundation to the learner in computing and Computer Science which is more concerned with uses of and development of	What have we learnt today? Ask learners to summarize the main points in the lesson

		programming together with fundamental principles of problem-solving and creativity. Assessment: Let learners write and the use of programming languages	
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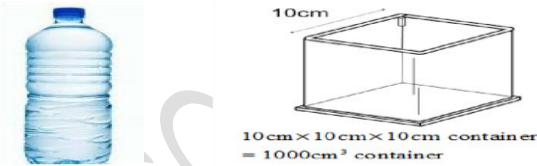
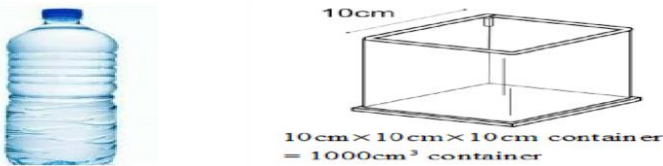
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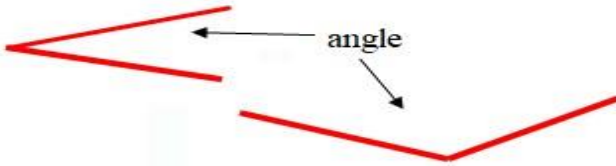
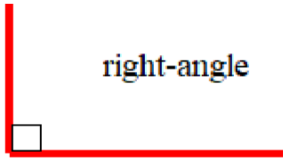

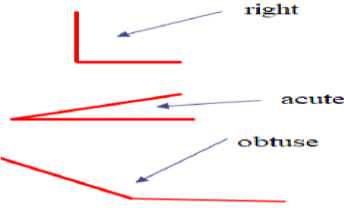
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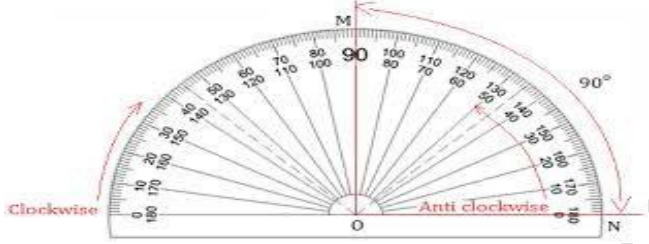
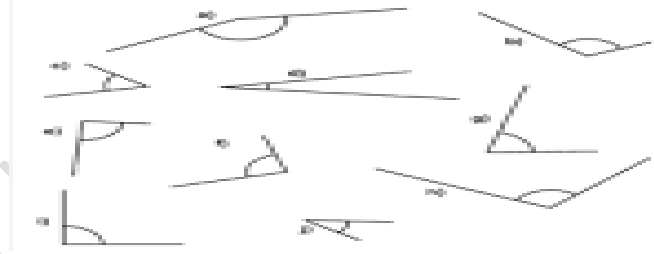
SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement - Angles	
Indicator (code)	B5.3.3.2.4	B5.3.3.3.1	B5.3.3.3.2
Content standard (code)	B5.3.3.2.	B5.3.3.3.	B5.3.3.3.
Performance Indicator	<ul style="list-style-type: none"> Learners can demonstrate an understanding of capacity by describing the relationship between capacity and volume as well as litre and 10cm³ Learners can identify examples of angles in the environment that are equal to, less than or larger than, a right angle Learners can measure given angles with a protractor and classify them according to their measured sizes – right, acute, obtuse and reflex 		
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</p> <p>5 - Fire</p>	<p>Give learners a litre container and a 10cm×10cm×10cm container (i.e. a 1000cm³container. Ask them to fill one with water and empty it into the other; and ask them to explore and state the relationship between 1cm³ and 1m³i.e.</p> <p>10cm×10cm×10cm =1000cm³ = 1litre. [see B5.3.2.2.1 i.e. 1000litres is 1m³]</p> <p>Note: the volume is the actual amount of something which covers a definite space. Capacity is the potential amount of a substance which an object is able to hold (units are litres and millilitres , gallons, etc).</p> <div style="text-align: center;">  </div> <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>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn</p>	<p>Give learners a litre container and a 10cm×10cm×10cm container (i.e. a 1000cm³container. Ask them to fill one with water and empty it into the other; and ask them to explore and state the relationship between 1cm³ and 1m³i.e.</p> <p>10cm×10cm×10cm =1000cm³ = 1litre. [see B5.3.2.2.1 i.e. 1000litres is 1m³]</p> <p>Note: the volume is the actual amount of something which covers a definite space. Capacity is the potential amount of a substance which an object is able to hold (units are litres and millilitres , gallons, etc).</p> <div style="text-align: center;">  </div>	Review the lesson with Learners

		<p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Review the definition of angles: angles as the region formed in a plane when two lines meet or cross, they form an Angle. And ask learners to identified angles in the classroom and compound. E.g. opening laptop, door, window, pair of scissors, pavement floor, etc.</p>  <p>E.g. 2 Guide learners to see right angles and fold right angles from paper. Ask learners to identify examples of angles in the classroom and compound that are equal to, less than or larger than, a right angle</p>   	<p>Review the lesson with Learners</p>

		<p>Assessment: have learners to practice with more examples</p>	
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>E.g. 1 Review with learners how to use the protractor to measure angles</p>  <p>E.g. 2 Give learners photocopied worksheets with protractor in position measuring angles; ask them to read the angles or place their protractors on it and read it</p> <p>E.g. 4 Give learners photocopied worksheets with several angles to measure and sort into those which are – right, acute obtuse angles.</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is</p>	<p>E.g. 5 Ask learners to draw various angles such as 30o, 45o,60o, 75o, 90o, 120o, 150o,270o, etc.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B5 1.3.4.3		
Content standard (code)	B5 1.3.4.		
Performance Indicator	Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		PICTURES	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ 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); ☑ discuss the need for displaying portfolio of own visual artworks; ☑ 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 (e.g. the Future of Africa); ☑ 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;</p> <p>☑ 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);</p> <p>Assessment: let learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ decide on mode of display (e.g. by hanging, draping, spreading); ☑ 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>Assessment: let learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : The 1948 Riots And After	
Indicator (code)	B5.5.3.1.1		
Content standard (code)	B5.5.3.1.		
Performance Indicator	Learners can explain why people were unhappy in the country after the Second World War		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes When was the Second	Show and discuss a documentary on the general state of affairs after the Second World War – failure to honour the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc Assessment: let learners describe the general state of affairs after the Second World War in the country	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>World War fought? What promises were made to the Gold Coast soldiers who fought in the war?</p>		
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>When was the Second World War fought? What promises were made to the Gold Coast soldiers who fought in the war?</p>	<p>Discuss how government handled their grievances at the time</p> <p>Assessment: let learners mention how government handled their grievances in the country after the Second World War</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B5.4.1.4.2		
Content standard (code)	B5.4.1.4.		
Performance Indicator	Learners can describe how muscle strength and muscle endurance enhance motor skill performance		
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	Teacher explains that muscles aid in movement, lifting, etc. Strong arm, chest, and back muscles will therefore facilitate movements in these parts of the body.	End the lesson with cool down activities and use questions to summarise the lesson

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

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B5.5.1.1.1		
Content standard (code)	B5.5.1.1.		
Performance Indicator	Learners can recognise parents as sources of discipline and character formation		
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"> • Through questions and answers, let learners mention how they are disciplined by their parents and other elders at home: - scolding, - reprimanding, - deprivation of gifts and other interests, - prayer and worship at home, - parents act as role models to the children/learners, etc. 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none">• Guide learners to talk about the benefits they get from their parents because of their obedience to them. <p>Assessment: let learners mention the benefits they get from their parents because of their obedience to them</p>	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/ Handwriting	
Indicator (code)	B5.3.1.1.5		
Content standard (code)	B5.3.1.1.		
Performance Indicator	<ul style="list-style-type: none"> 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	Write words on the boards and explain the meaning of those words. <ul style="list-style-type: none"> Call learners in turns to form simple sentences with the words. Write sentences on sentence cards. Use the sentence cards to help learners write simple and meaningful sentences 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners write simple sentences	
	Engage learners to sing songs and recite familiar rhymes	<p>Write words on the boards and explain the meaning of those words.</p> <ul style="list-style-type: none"> • Call learners in turns to form simple sentences with the words. • Write sentences on sentence cards. • Use the sentence cards to help learners write simple and meaningful sentences <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	<p>Write words on the boards and explain the meaning of those words.</p> <ul style="list-style-type: none"> • Call learners in turns to form simple sentences with the words. • Write sentences on sentence cards. • Use the sentence cards to help learners write simple and meaningful sentences <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 FIVE
WEEK 6

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Fluency C. Verbs D. Persuasive/Argumentative Writing E. Using Conjunctions F. Building the Love and Culture of Reading				
Indicator (code)	(B5.1.7.1.5 B5.1.7.1.6) B5.2.9.1.1 B5.3.5.1.7 B5.4.13.2.4 B5.5.8.1.1 B5.6.1.1.1					
Content standard (code)	(B5.1.7.1. B5.1.7.1.) B5.2.9.1. B5.3.5.1. B5.4.13.2. B5.5.8.1. B5.6.1.1.					
Performance Indicator	<p>A. Learners can ask relevant questions to expand comprehension of details of texts. Distinguish between causes and effects of events in a story</p> <p>B. Learners can read grade-level texts with good speed and accuracy</p> <p>C. Learners can use the imperative forms of verbs to give instructions and directions</p> <p>D. Learners can provide a concluding statement that follows from the arguments presented</p> <p>E. Learners can identify and use conjunctions – because, since, so, although – to – give reasons – link contrasting ideas – show results</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>					

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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"> • Through discussion, learners identify some interesting stories or texts they have heard or read. • Assist learners to talk about the content of the stories/texts after re-telling the story. Encourage learners to ask relevant questions to expand their comprehension of the details of the text. • Select an appropriate story to be read in class. • Have learners read the story and re-tell it to the class. • Work together with learners to identify the events in the story and link them sequentially by identifying cause and effect. • Learners in their groups choose stories and identify the causes and effects of events. <p>Let learners present their work as the rest listen to them</p> <p>Assessment: let learners choose stories and identify the causes and effects of events.</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"> • Use the three-stage approach to a comprehension lesson and have learners prepare and read the text with purpose and understanding. • Use different strategies to assist learners to come up with meaning of a text ,e.g. The Herringbone, KWL etc. <p>Assessment: let learners read grade-level texts with good speed and accuracy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <p>e.g. Switch on the light. Turn right.</p> <ul style="list-style-type: none"> • Revise commands and requests. • Invite pairs of learners to demonstrate giving instructions and directions. • Create situations for learners to have practice. <p>Assessment: let learners use the imperative forms of verbs to give instructions and directions in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Revise persuasive writing. • Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept their opinion or point of view. • Teach the features of a debate. • Guide learners to select a controversial or debatable topic. <p>Divide the class into two to prepare using the writing process as a guide, and debate on the topic.</p> <p>Assessment: let learners provide a concluding statement that follows from the arguments presented</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"> • Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but. • Introduce because, since, so, although, in context. <p>e.g. I'm late because I missed the bus. Although Afi is has eye problems, she doesn't wear glasses. He eats well, so he is healthy.</p> <ul style="list-style-type: none"> • Guide learners to discover the functions of these conjunctions. • Have them practise using these conjunctions in their own sentences. • Provide a passage and have learners identify the conjunctions in the passage. • Let learners form sentences and join them with the conjunctions identified. <p>Assessment: let learners form sentences and join them with the conjunctions identified</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Frida</p>	<p>Guide learners to choose and read books during the library period</p>	<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 at least a-three-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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B5.5.1.2.2		
Content standard (code)	B5.5.1.2.		
Performance Indicator	Learners can demonstrate how to clean the environment regularly		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Assemble various items for cleaning the environment. Begin the lesson with a song on cleanliness. Take the learners on a trip to observe tidy and untidy parts of the nearby community or show different pictures depicting clean and unclean environments. Engage learners to discuss how to make the unclean environments as clean as those that are clean. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> • Learners discuss some materials that are used for cleaning the home, the school and the community. <p>Assessment: let learners describe how to clean the environment regularly</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Demonstrate to learners the correct way of using the cleaning tools, e.g. brooms, rags, ceiling brush, dustpans and dustbins. • Learners are assisted to know the need to keep the environment clean. • Engage learners to use local cleaning tools to clean the classroom and the school environment. <p>Project: Learners design posters to create awareness on the need to keep the school, home and Community clean and exhibit their work in the school.</p> <p>NB: Teachers are encouraged to form an environmental awareness club in the class after this lesson</p> <p>Assessment: let learners explain the need to keep the school, home and Community clean</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Authority and Power	
Indicator (code)	B5.4.2.2 .1.		
Content standard (code)	B5.4.2.2 .		
Performance Indicator	Learners can explain and appreciate the importance of democratic governance		
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 various persons and bodies who are responsible in governing their school e.g. headteacher, teachers, school prefects. Learners discuss the importance of good governance in their school. Learners in groups suggest ways in which school governance could be improved.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Groups present their report in class.</p> <p>Assessment: Let learners explain the importance of democratic governance</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Class mock election</p> <p>Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p> <p>Assessment: Let learners explain why good governance is important for national development</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: COMPUTING

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Programming and databases Internet and social media		Sub-strand : Introduction to Electronic Spreadsheet Network Overview	
Indicator (code)	B5.5.1.2.3	B5.6.1.1.3.	
Content standard (code)	B5.5.1.2.	B5.6.1.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can get familiar with the interface of MS-Excel. • Learners can explain what the Internet is. 		
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 demonstrate how to access MS-Excel on any computer or gadget and display text in MS-Excel. NB. This is to help the learner with an understanding of application softwares (Electronic Spreadsheet application).	What have we learnt today? Ask learners to summarize the main points in the lesson

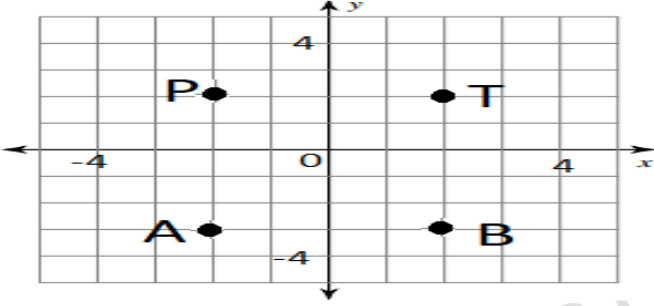
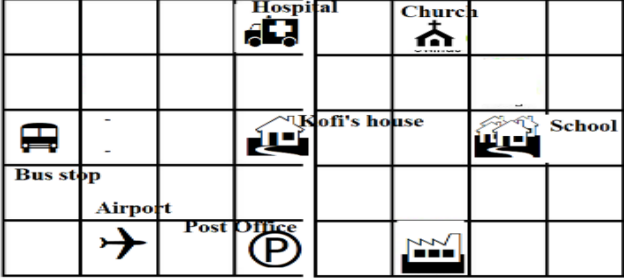
		<p>Guide learners to discuss the inter-connection of the internet computers (learners should be made to realise that the internet is a network of networks). Also, guide learners to come out with examples of Internet Communication</p> <p>Assessment: Let learners explain what the Internet is</p>	
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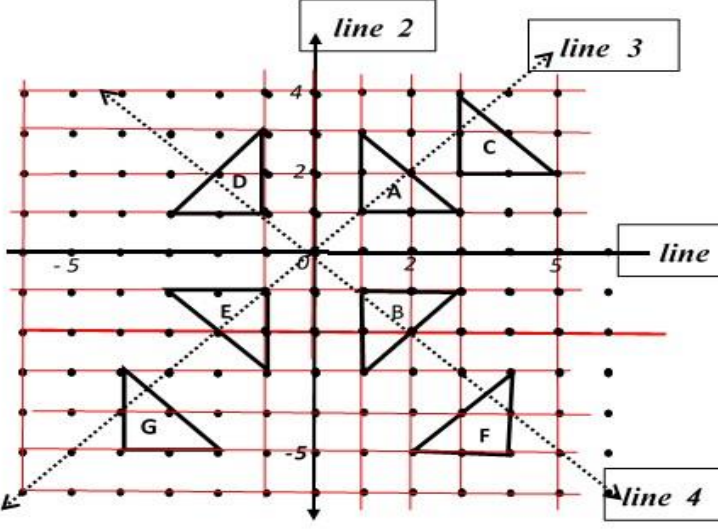
Vetted by : Signature: Date :

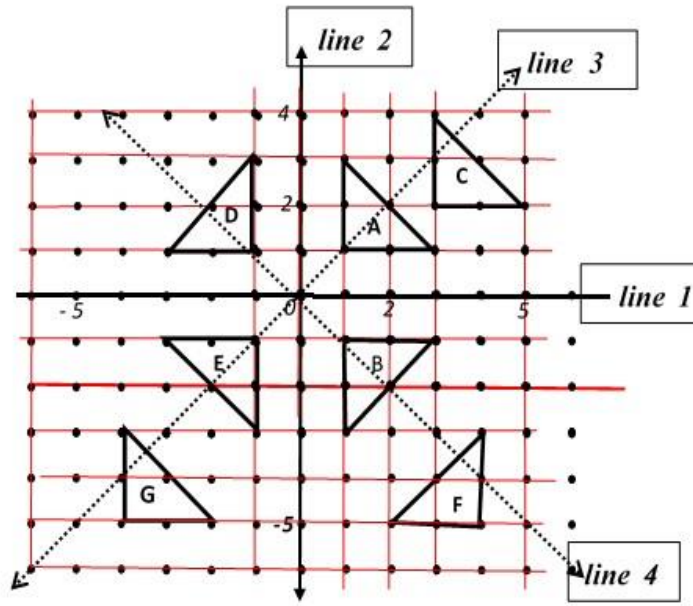
SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Geometric Reasoning	
Indicator (code)	B5.3.4.1.1	B5.3.4.2.2	
Content standard (code)	B5.3.4.1	B5.3.4.2	
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 identify images of a single transformation (i.e. reflection) of a 2D shapes in a plane 		
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,</p>	<p>. 1. Pupils describe the position and motion of objects from one point to another using the 4 main cardinal points: 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:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>E.g. 2. Pupils describe the position of places in a grid from a given location. E.g. from Kofi's house - the school is East of Kofi's house; the hospital is North of Kofi's house E.g. 3. Ask learners to give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church</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>Ask learners to identify images of reflections of given 2D shapes in a given plane. Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines. Shape E is the image of Shape B in mirror line 2 or the line $xx=0$; shape A is a reflection of shape E in the line $yy=xx$.</p>	<p>Review the lesson with Learners</p>

		<p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like: I'm counting</p>	<p>Ask learners to identify images of reflections of given 2D shapes in a given plane. Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines. Shape E is the image of Shape B in mirror line 2 or the line $xx=0$; shape A is a reflection of shape E in the line $yy=xx$.</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</p>	<p>Ask learners to identify images of reflections of given 2D shapes in a given plane. Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines. Shape E is the image of Shape B in mirror line 2 or the line $xx=0$; shape A is a reflection of shape E in the line $yy=xx$.</p>	<p>Review the lesson with Learners</p>



Assessment: have learners to practice with more examples

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B5 2.3.4.3		
Content standard (code)	B5 2.3.4.		
Performance Indicator	Learners can plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ 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 the physical and social environments of Africa; ☐ 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

		<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 (e.g. The Future of Africa); ☑ 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 (e.g. creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance); <p>Assessment: let learners plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props, etc.); ☑ 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/corners), characters, directors, stage managers, audience, health and security personnel); ☑ clean and prepare the venue and its environment and make it ready for the performance; ☑ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc. <p>Assessment: let learners plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : The 1948 Riots And After	
Indicator (code)	B5.5.3.1.1		
Content standard (code)	B5.5.3.1.		
Performance Indicator	Learners can explain why people were unhappy in the country after the Second World War		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why were people	Role play the scene for learners to offer the opinions on the situation (whether the riot was justified or not). Assessment: let learners explain why people were unhappy in the country after the Second World War	What have we learnt today? Ask learners to summarize the main points in the lesson

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	unhappy after the war?		
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948.</p> <p>Assessment: let learners develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948.</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : HEALTHY DIET	
Indicator (code)		B5.4.2.4.1:	
Content standard (code)		B5.4.2.4.	
Performance Indicator		Learners can explain why dehydration impairs temperature regulation and physical and mental performance	
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	The body is made of 75% water. Water lubricates our joints and keeps the body temperature in check by releasing unwanted heat through sweat. The brain cell is composed mostly of water and the lack of it causes imbalance in the functioning of the brain. Personal	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B5.5.1.1.1		
Content standard (code)	B5.5.1.1.		
Performance Indicator	Learners can recognise parents as sources of discipline and character formation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		RME curriculum Page	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners demonstrate how their parents discipline them at home Assessment: let learners identify parents as sources of discipline and character formation	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Literary Writing	
Indicator (code)	B5.4.6.1.2 B5.4.7.1.1 B5.4.7.1.2		
Content standard (code)	B5.4.6.1. B5.4.7.1. B5.4.7.1.		
Performance Indicator	<ul style="list-style-type: none"> • The learner should publish and appreciate the articles in the journal • The learner should write short poems • The learner should create short prose. 		
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"> • Look at the class journal created. • In their groups, let learners write simple articles on topics on disability and equity, and let other learners edit them. • Ask the learners to publish the article in the created class journal and display in the class. 	What have we learnt today?

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		<ul style="list-style-type: none"> Put learners in groups and allow each group to read an article from the class journal and discuss the article, bringing out for instance, the moral and the theme <p>Assessment: let learners publish and appreciate the articles in the journal</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Write a simple short poem on a cardboard. Discuss some features of a poem with learners. Use flashcards with short poems on them to help learners compose their own short poems <p>Assessment: let learners write short poems</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"> Show learners samples of prose and discuss some features of prose. Ask learners to write a simple prose to be read in class. Give an assignment of prose writing as a competition among learners <p>Assessment: let learners create short prose</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC FIVE
WEEK 7

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Conjunctions D. Informative/Expository Writing E. Using Simple, Compound and Complex Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B5.1.10.3.1.	B5.2.9.1.2.	B5.3.8.1.1	B5.4.14.1.1	B5.5.9.1.1.	B5.6.1.1.1
Content standard (code)	B5.1.10.3	B5.2.9.1.	B5.3.8.1.	B5.4.14.1.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners can present information about personal experiences B. Learners can use context to confirm or self-correction strategies to confirm understanding of level-appropriate texts C. Learners can identify and use simple conjunctions-because, since, so, although – to – give reasons, – link contrasting ideas – show results D. Learners can write sentences to describe a process of doing something E. Learners can identify subjects and predicates in compound sentences F. Learners can read a variety of age- and level appropriate books and present at least a-three-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"> • Model presenting a speech on a topic or have them listen to a recording of someone's personal experience. Use the example to guide learners to identify the (purpose of and audience for the speech.) • Discuss the importance of purpose and audience in speech. • Put learners in groups to plan a parallel speech and present to the class. Each group should select a purpose for and an audience for their speech. <p>Assessment: let learners present information about personal experiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners read the grade appropriate texts paying attention to punctuation marks, words, sentences and paragraphs. • Provide questions that will guide learners in understanding the passage, e.g., What word connects paragraphs one and two? • Learners use correction strategy to help them make meaning from the text as they read. <p>Assessment: let learners use correction strategy to make meaning from the text as they 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"> • Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but. • Introduce because, since, so, although in context. <p>e.g.:</p>	<p>What have we learnt today?</p>

	familiar rhymes	<p>I'm late because I missed the bus. Although Afi is has eye problems, she doesn't wear glasses. He eats well, so he is healthy.</p> <ul style="list-style-type: none"> • Guide learners to discover the functions of these conjunctions. • Have them practise using these conjunctions in their own sentences. • Provide a passage and have learners identify the conjunctions in the passage. • Let learners form pairs of simple sentences and join them with the conjunctions identified. <p>Assessment: let learners form pairs of simple sentences and join them with the conjunctions identified</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"> • Use pictures showing the stages of how some dishes are prepared. • Learners in groups observe the picture sequences and write words that give information on the activity. • Each group presents its work for discussion. • Let learners in groups choose a domestic activity they would want to give information on. (They should be able to compose expository pieces of between 90 and 120 words). <p>Assessment: let learners write sentences to describe the stages of how some dishes are prepared.</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 and compound sentences. • Let them identify the subjects and verbs in each compound sentence. • Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences. • Learners edit to demonstrate their knowledge of subject and predicate. <p>Assessment: let learners identify subjects and predicates in compound 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 at least a-three-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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B5.5.2.1.1		
Content standard (code)	B5.5.2.1.		
Performance Indicator	Learners can explain the causes, symptoms and control of chicken pox		
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, videos or charts on causes, symptoms and control of chicken pox or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on chicken pox. Assessment: let learners explain the causes and symptoms of chicken pox	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 video: (1) What causes chicken pox? (2) What are the symptoms of chicken pox? (3) What should be done if someone has chicken pox? (4) What are the ways of preventing the spread of chicken pox?</p> <p>Project: Learners develop a concept map to trace the causes, symptoms and prevention of chicken pox</p> <p>Assessment: let learners mention the ways of preventing the spread of chicken pox.</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B5.4.4.1.1		
Content standard (code)	B5.4.4.1.		
Performance Indicator	Learners can participate in transplanting seedlings		
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 prepare plant house or garden boxes/pots/trays, containers or garden beds for transplanting. Fill with fertile soil or plant medium; make holes at correct spacing and water ready for seedlings. Ensure that seedlings are ready for transplanting. Water seedlings before transplanting.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Use the right tools e.g. hand trowel to lift seedlings from seedbed, use dibber to make holes at the right depth.</p> <p>Transplant seedlings in boxes/pots/trays, containers or garden beds</p> <p>Assessment: Let learners describe how to transplanting seedlings</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings.</p> <p>Use record to write weekly report</p> <p>Assessment: Let learners write a report</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : Web browsers and Web Pages	
Indicator (code)	B5.6.2.1.7	B5.6.2.1.8	B5.6.2.1.9
Content standard (code)	B5.6.2.1.	B5.6.2.1.	B5.6.2.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can explain what a Web Page is. • Learners can explain what a home page is. • Learners can move within and between web pages using hyperlinks. 		
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 features of a Web Page (text, graphics, audio, video, animation etc. through practical lessons) Guide learners to identify a home page from other web pages, through practical lessons.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Guide learners to practise clicking hyperlinks, through practical lessons. NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science.</p> <p>Assessment: Let learners describe movement within and between web pages using hyperlinks.</p>	
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SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B5.4.1.1.1 B5.4.1.1.2		
Content standard (code)	B5.4.1.1. B5.4.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can explain the difference between first-hand and second-hand data Learners can find examples of second-hand data in print and electronic media, such as newspapers, magazines, and the internet. 		
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:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Explain first-hand data as data that you collect on your own; and second-hand data is data that has been collected and organized by somebody else</p> <p>Mrs. Acquaye's class studied the weather. The learners measured the rainfall for 5 days (Monday to Friday). For her class these results are first-hand data. But for another class these results are second-hand data</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</p>	<p>Look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, 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:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Ask learners to study the second-hand data on the league table and write questions for their friends to read and interpret the data. E.g. Which team has not lost in a match? Which team has won only one match</p> <table border="1" data-bbox="540 1226 1133 1478"> <thead> <tr> <th>Team</th> <th>P</th> <th>W</th> <th>D</th> <th>L</th> <th>F</th> <th>A</th> <th>Pts</th> </tr> </thead> <tbody> <tr> <td>Hearts</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>4</td> <td>1</td> <td>6</td> </tr> <tr> <td>Kotoko</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Dwafts</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Gold Feilds</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Team	P	W	D	L	F	A	Pts	Hearts	2	2	0	0	4	1	6	Kotoko	2	1	0	1	3	3	3	Dwafts	2	0	1	1	0	1	1	Gold Feilds	2	0	1	1	0	2	1	<p>Review the lesson with Learners</p>
Team	P	W	D	L	F	A	Pts																																			
Hearts	2	2	0	0	4	1	6																																			
Kotoko	2	1	0	1	3	3	3																																			
Dwafts	2	0	1	1	0	1	1																																			
Gold Feilds	2	0	1	1	0	2	1																																			
<p>Thursday</p> <p>Sing songs like:</p> <p>I'm counting</p>	<p>Ask learners to study the second-hand data on suggested number of 30 minutes periods that Ghanaian primary school children learn certain subjects every week. Ask them to write questions for their friends to read and interpret the data.</p>	<p>Review the lesson with Learners</p>																																								

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Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B5 1.4.6.3		
Content standard (code)	B5 1.4.6.		
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ 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 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. <p>Suggested Guidelines ☑ Description of the work: The elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work.</p> <ul style="list-style-type: none"> ☑ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming. ☑ Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning). ☑ <p>Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc.</p> <p>Assessment: let learners develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : The 1948 Riots And After	
Indicator (code)	B5.5.3.1.1		
Content standard (code)	B5.5.3.1.		
Performance Indicator	Learners can explain why people were unhappy in the country after the Second World War		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why were people unhappy	Role play the scene for learners to offer the opinions on the situation (whether the riot was justified or not). Assessment: let learners explain why people were unhappy in the country after the econd World War	What have we learnt today? Ask learners to summarize the main points in the lesson

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	after the war?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Guide learners to develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948. By Assessment: let learners develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)		B5.4.3.4.1	
Content standard (code)		B5.4.3.4.	
Performance Indicator		Learners can describe the role of muscle strength and proper lifting in the prevention of back injuries	
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	Teacher explains to learners that muscles aid in movement, lifting, etc. Strong arm, chest, and back muscles will therefore facilitate movements in these parts of the body	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B5. 5.1.1.2		
Content standard (code)	B5. 5.1.1.		
Performance Indicator	Learners can explain the need to demonstrate responsible behaviour at home		
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 identify ways by which they can be responsible: - be a good child to avoid punishment, - emulate parents and other family members, etc. • Let learners dramatise responsible behaviours as parents Assessment: let learners explain the need to demonstrate responsible behaviour at home	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Letter Writing	
Indicator (code)	B5.4.7.1.3	B5.4.8.1.1	B5.4.8.1.2
Content standard (code)	B5.4.7.1.	B5.4.8.1.	B5.4.8.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should write a short and simple play • The learner should comprehend and discuss the process in writing good semi-formal letters • The learner should write semi-formal letters using controlled composition. 		
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 watch a simple play. • Discuss the play with learners and bring out its features. • Write out some of the features of a play on the board as a guide. 	What have we learnt today?

		<ul style="list-style-type: none"> • Ask learners to write a simple play of at least three characters, one of the plays may be dramatised in class and be discussed. <p>Assessment: let learners write a short and simple play</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss letter writing and its structure with learners. • Show a sample of a letter to learners to point out the structure and features. • Discuss the features and types of letters. • Explain to learners the structure of semi-formal letters. • Write a sample semi-formal letter on the board. • Discuss the process involved in writing a semi-formal letter. • Assist learners to understand the process in writing good semi-formal letters <p>Assessment: let learners identify the process in writing good semi-formal 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"> • Write a semi-formal letter on the board. • Assist learners to write semi-formal letters using controlled composition. • Ask learners to point out the features and structure of the semi-formal letter written. <p>Assessment: let learners write semi-formal letters using controlled composition</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC FIVE
WEEK 8

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Conjunctions D. Informative/Expository Writing E. Using Simple, Compound and Complex Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B5.1.10.3.2	B5.2.10.1.1.	B5.3.8.1.1	B5.4.14.2.1	B5.5.9.1.1.	B5.6.1.1.1
Content standard (code)	B5.1.10.3.	B5.2.10.1.	B5.3.8.1.	B5.4.14.2.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners can draw on prior knowledge to identify organisational structure of speech. B. Learners can summarise level-appropriate texts/passages orally. C. Learners can identify and use simple conjunctions-because, since, so, although – to – give reasons, – link contrasting ideas – show results. D. Learners can write about incidence or events of the day (e.g. any event witnessed on their way to school) and make radio/TV presentations. E. Learners can identify subjects and predicates in compound sentences. F. Learners can read a variety of age- and level appropriate books and present at least a-three-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 listen to a speech and give the written text to them to read taking note of the features. • Discuss the structure of a model speech with learners: e.g. <ol style="list-style-type: none"> i. Heading ii. Vocative Address iii. Introduction iv. Body • In groups have pupils write and present a parallel speech. Have the class critique each group's work based on the discussed structures. <p>Assessment: let learners identify organisational structure of 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"> • Learners identify the most important ideas in texts/passages read and restate them in their own words. <p>E.g.</p> <ol style="list-style-type: none"> i. Can you retell the story? ii. Who are the main characters? iii. What is the setting? iv. What are the main events? (use herringbone or story map as strategies) <p>Assessment: let learners summarise level-appropriate texts/passages 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	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but. • Introduce because, since, so, although in context. 	<p>What have we learnt today?</p>

	familiar rhymes	<p>e.g.: I'm late because I missed the bus. Although Afi is has eye problems, she doesn't wear glasses. He eats well, so he is healthy.</p> <ul style="list-style-type: none"> • Guide learners to discover the functions of these conjunctions. • Have them practise using these conjunctions in their own sentences. • Provide a passage and have learners identify the conjunctions in the passage. • Let learners form pairs of simple sentences and join them with the conjunctions identified. <p>Assessment: let learners form pairs of simple sentences and join them with the conjunctions identified</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"> • 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 about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class. Let each group choose one person to present the news. • Have learners publish their works on the internet. • Help learners to organise a radio or talk show <p>Assessment: let learners write about incidence or events of the day</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 and compound sentences. • Let them identify the subjects and verbs in each compound sentence. • Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences. • Learners edit to demonstrate their knowledge of subject and predicate. <p>Assessment: let learners identify subjects and predicates in compound 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 at least a-three-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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B5.5.2.1.2		
Content standard (code)	B5.5.2.1.		
Performance Indicator	Learners can identify causes, symptoms and prevention of cholera		
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 or images showing the causes, symptoms and prevention of cholera. Invite a local health officer or SHEP coordinator to give a presentation on cholera to the learners Engage learners, in groups, to discuss the causes of cholera, using everyday scenarios, e.g. eating contaminated food and living in a dirty environment. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners identify causes and symptoms of cholera	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners are provided one large cardboard for all the groups to write different ideas on the causes, prevention and symptoms of cholera. • Learners display the cardboard in the classroom. <p>Assessment: let learners identify the prevention of cholera</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B5.5.1.1.1.		
Content standard (code)	B5.5.1.1.		
Performance Indicator	Learners can describe the economic exchanges between Ghana and her neighbours		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch picture/videos of economic exchanges between Ghana and her neighbours e.g. trade, work Learners describe the types of goods exchanged between Ghana and her neighbours e.g. tomatoes, onions, clothes	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners describe the economic exchanges between Ghana and her neighbours	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners write essays on the importance of the exchange of goods e.g. for food, clothes Assessment: Let learners write essays on the importance of the exchange of goods	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : Surfing the world wide web Favourite places and Search engine Using Online Forms	
Indicator (code)	B5.6.3.1.4.	B5.6.4.1.3.	B5.6.5.1.3
Content standard (code)	B5.6.3.1.	B5.6.4.1.	B5.6.5.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can Use the links toolbar. • Learners can demonstrate how to handle search results. • Learners can demonstrate downloading of files (e.g. pictures, audio, pdf 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	Guide learners to use the links toolbar. NB: This is to help the learner with the fundamental skills of surfing and navigating the internet.	What have we learnt today?

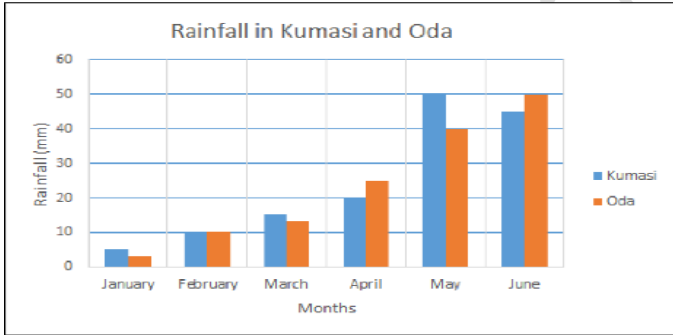
	familiar rhymes	Guide learners to explore the way to handle search results from a search engine. NB: This is to help the learner with the fundamental skills of surfing and navigating the internet. Guide learners to download a file through practical session(s). Assessment: Let learners describe how to download a file	Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B5.4.1.2.1	B5.4.1.2.2	
Content standard (code)	B5.4.1.2.	B5.4.1.2.	
Performance Indicator	<ul style="list-style-type: none"> Learners can draw double bar graphs, complete with title, labelled axes, key or legend, to represent data collected (up to 3 pairs of categories of data and use it to solve problems Learners can identify examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines, and the internet. 		
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 alone, alone it shall be. 2 – Two pair, two pair come pair let us pair</p>	<p>Give students data presented in a table on rainfall in mm for two towns to draw a double bar graph complete with title, labelled axes, key</p> <table border="1" data-bbox="453 464 1015 632"> <thead> <tr> <th></th> <th>January</th> <th>February</th> </tr> </thead> <tbody> <tr> <td>Kumasi</td> <td>5</td> <td>10</td> </tr> <tr> <td>Oda</td> <td>3</td> <td>10</td> </tr> </tbody> </table>  <p>Assessment: have learners to practice with more examples</p>		January	February	Kumasi	5	10	Oda	3	10	Review the lesson with Learners
	January	February										
Kumasi	5	10										
Oda	3	10										
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is</p>	<p>Give students more paired data presented in a tables. Ask them to study the paired data in the tables and ask them questions based on them. Also ask them to write questions for their friends to read and interpret the data. For instance some questions can be (i) In which subject was Fusena's worse performance? (ii) How many pupils are in the upper primary classes in Presby? (iii) When was the best day for Senasco shop?</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</p>	<p>. Ask learners to draw double bar graphs complete with title, labelled axes, key for the paired data presented in the tables on (i) percentage test scores of 2 students; (ii) enrolment in 2 schools in a town; sales of two of bread in two shops in a week; etc.</p>	Review the lesson with Learners									

	<p>one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me</p>	<p>(i) test scores of 2 students</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Maths</th> <th>English</th> <th>Ghanaian Language</th> <th>Science</th> <th>Social Studies</th> </tr> </thead> <tbody> <tr> <td>Fusena</td> <td>75</td> <td>60</td> <td>80</td> <td>60</td> <td>65</td> </tr> <tr> <td>Alidu</td> <td>55</td> <td>70</td> <td>75</td> <td>70</td> <td>55</td> </tr> </tbody> </table> <p>(ii) enrollment in 2 school in a town</p> <table border="1"> <thead> <tr> <th>School</th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td>Presby</td> <td>35</td> <td>30</td> <td>40</td> <td>30</td> <td>35</td> <td>45</td> </tr> <tr> <td>Roman</td> <td>45</td> <td>50</td> <td>55</td> <td>50</td> <td>65</td> <td>60</td> </tr> </tbody> </table> <p>(iii) Sales of bread in two shops in a week</p> <table border="1"> <thead> <tr> <th>Shop</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>Abijak</td> <td>25</td> <td>22</td> <td>20</td> <td>24</td> <td>24</td> </tr> <tr> <td>Senasco</td> <td>25</td> <td>18</td> <td>16</td> <td>22</td> <td>26</td> </tr> </tbody> </table> <p>Basic school enrollment in Ghana from 2010 to 2013</p> <p>Assessment: have learners to practice with more examples</p>	Student	Maths	English	Ghanaian Language	Science	Social Studies	Fusena	75	60	80	60	65	Alidu	55	70	75	70	55	School	P1	P2	P3	P4	P5	P6	Presby	35	30	40	30	35	45	Roman	45	50	55	50	65	60	Shop	Monday	Tuesday	Wednesday	Thursday	Friday	Abijak	25	22	20	24	24	Senasco	25	18	16	22	26	
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<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Provide opportunities for learners to access, read and interpret examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines and the internet</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																																																									
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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B5 2.4.6.3		
Content standard (code)	B5 2.4.6.		
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' performing artworks that reflect topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide 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

		Assessment: let learners develop guidelines for appreciating and appraising own and others' performing artworks that reflect topical issues in Africa	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. <p>Suggested guidelines</p> <ul style="list-style-type: none"> ☑ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. ☑ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. ☑ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. <p>Assessment: let learners develop guidelines for appreciating and appraising own and others' performing artworks that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : The 1948 Riots And After	
Indicator (code)	B4.5.3.1.2		
Content standard (code)	B4.5.3.1.		
Performance Indicator	Learners can examine sources of evidence about what happened during the 1948 riots		
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 Who were the ex-	Show a map of Accra indicating the routes that were approved for the ex-servicemen. Use a documentary to illustrate what happened during the 1948 riots and discuss it afterwards Assessment: let learners narrate what happened during the 1948 riots and afterwards	What have we learnt today? Ask learners to summarize the main points in the lesson

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	servicemen ?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did the shooting occur?	Role play the scene of the 1948 riots as evidence for learners Assessment: let learners identify sources of evidence about what happened during the 1948 riots	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)		B5.4.3.4.2:	
Content standard (code)		B5.4.3.4.	
Performance Indicator		Learners can list factors that cause injuries when using PE equipment	
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	Teacher explains that injuries may occur when the learner had not gone through proper warm-up and stretching. Warm up prevents injuries to the muscles and the joints, increases the elasticity in the muscles to adapt to the ensuing vigorous activities. Teacher should ensure that the environment and the equipment are safe for use.	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B5. 5.1.1.2		
Content standard (code)	B5. 5.1.1.		
Performance Indicator	Learners can explain the need to demonstrate responsible behaviour at home		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners write essays on how to become responsible adults. • Let learners present their works to the class for appreciation and discussion Assessment: let learners write essays on how to become responsible adults	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Letter Writing	
Indicator (code)	B5.4.8.1.3		
Content standard (code)	B5.4.8.1.		
Performance Indicator	The learner should write good semi-formal 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"> • Read a semi-formal letter to learners. • Guide learners to write good semi-formal letters Assessment: let learners write good semi-formal letters.	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"> • Read a semi-formal letter to learners. • Guide learners to write good semi-formal letters <p>Assessment: let learners write good semi-formal 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"> • Read a semi-formal letter to learners. • Guide learners to write good semi-formal letters <p>Assessment: let learners write good semi-formal letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC FIVE
WEEK 9

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Modals D. Letter Writing E. Using Simple, Compound and Complex Sentences F. Building the Love and Culture of Reading			
Indicator (code)	(B5.1.10.3.3 B5.1.10.3.4) B5.2.10.1.1. B5.3.9.1.1 B5.4.15.1.1 B5.5.9.1.2 B5.6.1.1.1				
Content standard (code)	(B5.1.10.3. B5.1.10.3.) B5.2.10.1. B5.3.9.1. B5.4.15.1. B5.5.9.1. B5.6.1.1.				
Performance Indicator	A. Learners can gather and select facts and ideas from one or multiple print and non-print sources, appropriate to the purpose, audience, context and culture. Support ideas and points of view by integrating selected visual and audio resources, verbal and non-verbal cues (e.g. gestures, facial expressions) B. Learners can summarise level-appropriate texts/passages orally C. Learners can use modals to express a variety of meanings: D. Learners can write to friends about events using appropriate letter formats E. Learners can construct compound sentences correctly				

	F. Learners can read a variety of age- and level appropriate books and present at least a-three-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"> • Review the organizational structure of the speech with pupils by giving a short speech and asking them to identify the various structures. • Provide sample speeches for discussion to help learners generate ideas for their speeches. • Use the internet to guide the learners to download important speeches. • Together with learners, discuss the organisational structure of the speeches. • Have learners choose and write speeches <ul style="list-style-type: none"> • Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources (e.g. resource person) appropriate to the purpose, audience, context and culture. • Encourage learners to ask questions for clarity <p>Assessment: let learners support ideas and points of view by integrating selected visual and audio 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	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Learners identify the most important ideas in texts/passages read and restate them in their own words. 	What have we learnt today?

	familiar rhymes	<p>E.g.</p> <ol style="list-style-type: none"> i. Can you retell the story? ii. Who are the main characters? iii. What is the setting? iv. What are the main events? (use herringbone or story map as strategies) <p>Assessment: let learners summarise level-appropriate texts/passages orally</p>	Ask learners to summarize the main points in the lesson
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: I can drive - May: asks for permission, expresses politeness, possibility: May I go out? - Must: obligation or compulsion, necessity - Shall/will: prediction, intention, determination etc. - Could: tentativeness, politeness - Would: politeness - Might: possibility - Should: obligation - Used to: for past activity/event - Have to/ought to/need to: for obligation <ul style="list-style-type: none"> • Introduce these (one or two at a time) in context. • Use situations and drills to give learners ample practice. <p>Assessment: let learners use modals to express a variety of meanings</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"> • In groups learners are given samples of friendly letters. • Let them brainstorm and write the important features of the letter and other special things they identify in the letters. • Learners present their information to the whole class to guide the class to learn about such letters. • Guide learners in their groups to choose an imaginary friend they want to write to. • Learners brainstorm and write down ideas on what they would want to include in their letters. • Guide them to write their letters and let them edit their work. • Learners exchange their product with other groups to edit. • Learners read their letters to others. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners write to friends about events using appropriate letter formats	
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"> • Review the use of coordinators in sentences. • Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate. • Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences. • Guide them to edit their work and encourage them to share the final products with the class. <p>Assessment: let learners construct compound 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><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 at least a three-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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : SCIENCE AND INDUSTRY	
Indicator (code)	B5.5.3.1.1		
Content standard (code)	B5.5.3.1.		
Performance Indicator	Learners can identify the raw materials used in some local industries (kenkey production, gari production, ceramic and pottery production).		
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"> Take learners to a local gari, kenkey, shea butter, cooking oil, blacksmith, basketry, carpentry or pottery production site or show videos of such ventures. Learners observe critically and identify the raw materials used in the various industries. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		Assessment: let learners identify the raw materials used in some local industries	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Engage the learners in a matching activity to match some local products with their raw materials. <p>Project: Designing an Industry. Learners plan and design a factory in their locality, showing the raw materials they use and the finished products.</p> <p>Assessment: let learners identify the raw materials used in some local industries</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B5.5.1.2.1.		
Content standard (code)	B5.5.1.2.		
Performance Indicator	Learners can describe the rotation and revolution of 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 explain rotation and revolution of the Earth Learners undertake activities describing the rotation of the earth on its axis and revolution of the earth round the sun. Learners demonstrate the solar and lunar eclipses. i. Use learners to represent the sun, moon and earth. ii. Have the moon (learner 1) walk in circles around the earth (learner 2).	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</p> <p>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</p> <p>Assessment: Let learners describe the rotation and revolution of the Earth</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners demonstrate the solar and lunar eclipses.</p> <p>i. Use learners to represent the sun, moon and earth.</p> <p>ii. Have the moon (learner 1) walk in circles around the earth (learner 2).</p> <p>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</p> <p>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</p> <p>Discuss their findings on the experiment in groups.</p> <p>Present group findings to the class.</p> <p>Assessment: Let learners describe the rotation and revolution of the Earth</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : Customising your browser	
Indicator (code)	B5.6.6.1.5	B5.6.6.1.6	
Content standard (code)	B5.6.6.1.	B5.6.6.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can identify cookies in web browsers. • Learners can illustrate how to set disk space or cache usage. 		
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	Aid learners to recognize cookies in web browsers. Guide learners to set disk space or cache usage Assessment: Let learners illustrate how to set disk space or cache usage.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Chance (Probability)	
Indicator (code)	B5.4.2.1.1 B5.4.2.1.2		
Content standard (code)	B5.4.2.1. B5.4.2.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can Classify the likelihood of a single outcome occurring in a probability experiment as impossible, possible, or certain Learners can Design and conduct an experiment in which the likelihood of a single outcome occurring is impossible, possible (likely or unlikely), certain. 		
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 -</p>	<p>E.g. In a Ludo competition with a die, the event of "obtaining the number 1" is possible; the event of "obtaining the number 7" is impossible; the event of "obtaining the number 1 or 2 or 3 or 4 or 5 or 6" is certain.</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 -</p>	<p>E.g. In a Ludo competition with a die, the event of "obtaining the number 1" is possible; the event of "obtaining the number 7" is impossible; the event of "obtaining the number 1 or 2 or 3 or 4 or 5 or 6" is certain.</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 -</p>	<p>E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes</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</p>	<p>E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 2 - Two pair,</p>	<p>E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
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Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B5 1.1.1.6. B5 2.1.1.6.		
Content standard (code)	B5 1.1.1 B5 2.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can brainstorm and come out with ideas for creating own visual works that will reflect topical issues in Africa Learners can brainstorm to generate ideas for creating own compositions and performances that reflect topical issues in Africa 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☑ learn about current topical issues of concern in Africa using available OERs (e.g. libraries, internet, audio visuals, and other social media);	What have we learnt today?

	<p>familiar rhymes</p>	<p>☑ Create portfolios by using any of the following: a) downloading videos and other related documents from the internet b) jotting down simple notes and statements c) taking still and moving pictures d) making photocopies of relevant documents e) recording sound/voice messages, etc.</p> <p>☑ make presentations for class discussions and peer review for formative assessment (assessment as/of learning); ☑ reflect on feedback from class discussions, peer reviews and formative assessment to generate concepts for designing and making own artworks that will reflect topical issues of concern in Africa.</p> <p>Assessment: let learners brainstorm and come out with ideas for creating own visual works that will reflect topical issues in Africa</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ learn about current topical issues of much concern in Africa using available OERs, e.g. libraries, internet, audio-visuals, and other social media;</p> <p>☑ create portfolios by using any of the following: a) downloading videos and other related documents from the internet;</p> <p>b) jotting down simple notes and statements;</p> <p>c) recording sound/voice messages, etc.;</p> <p>☑ make presentations for class discussions and peer review for formative assessment (assessment as/of learning);</p> <p>☑ reflect on feedback from class discussions, peer reviews and formative assessment to generate concepts for designing and making own artworks that will reflect current topical issues of much concern in Africa.</p> <p>Assessment: let learners brainstorm to generate ideas for creating own compositions and performances that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : The 1948 Riots And After	
Indicator (code)	B4.5.3.1.2		
Content standard (code)	B4.5.3.1.		
Performance Indicator	Learners can examine sources of evidence about what happened during the 1948 riots		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where did the	Role play the scene of the 1948 riots as evidence for learners Assessment: let learners identify sources of evidence about what happened during the 1948 riots	What have we learnt today? Ask learners to summarize the main points in the lesson

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	shooting occur?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did the shooting occur?	Discuss the arrest of the 'Big Six' (leaders of the UGCC). Assessment: let learners narrate arrest of the 'Big Six' (leaders of the UGCC).	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SELF-RESPONSIBILITY	
Indicator (code)		B5.5.1.5.1:	
Content standard (code)		B5.5.1.5.	
Performance Indicator		Learners can participating independently in fitness and skill development activities outside school	
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 are self-motivated to participate in physical activities at least once outside the school physical education programme	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

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)	B5.5.2.1.1:		
Content standard (code)	B5.5.2.1.		
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Assist learners to explain a responsible person in the family. <ul style="list-style-type: none"> • Let learners describe attitudes and behaviours that show that a person is responsible. • Ask learners to describe a responsible family member: <ul style="list-style-type: none"> - show commitment in family activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), 	What have we learnt today? Ask learners to summarize the main points in the lesson

		- taking initiatives, - helping needy relatives, etc Assessment: let learners describe attitudes and behaviours that show that a person is responsible.	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

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)	B5.5.6.1.2	B5.5.6.1.3	B5.5.7.1.1
Content standard (code)	B5.5.6.1.	B5.5.6.1.	B5.5.7.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should use single conjunctions in forming compound sentences. • The learner should form compound sentences with appropriate conjunctions • The learner write eight and nine-letter words correctly 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Write a mixture of words on the board and lead learners to select the conjunctions. • Ask learners to use the conjunctions to form compound sentences orally or written. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> Put learners in a group to write compound sentences and underline the conjunction. <p>Assessment: let learners use single conjunctions in forming compound sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Give learners simple sentences and ask them to form compound sentences with them using the appropriate conjunction. Use flashcards with conjunctions written on them to assist learners to form compound sentences with appropriate conjunctions. Allow learners to write some conjunctions on the board <p>Assessment: let learners form compound sentences with appropriate conjunctions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners to mention words they know and write them on the board.</p> <ul style="list-style-type: none"> Group the words according to the number of letters. Read the letters aloud and guide learners to spell out the words correctly. Use flashcards with eight and nine letter words written on them to help learners to write eight and nine letter words correctly. <p>Assessment: let learners write eight and nine-letter words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FIVE
WEEK 10**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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. Modals D. Letter Writing E. Using Simple, Compound and Complex Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B5.1.10.3.5.	B5.2.10.1.2	B5.3.9.1.1	B5.4.15.1.1	B5.5.9.1.2	B5.6.1.1.1
Content standard (code)	B5.1.10.3.	B5.2.10.1.	B5.3.9.1.	B5.4.15.1.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners can use discourse markers to signpost stages in a presentation (e.g. "For the next part", "For example", "In summary") B. Learners can write a short summary of a level-appropriate text/passage read C. Learners can use modals to express a variety of meanings: D. Learners can write to friends about events using appropriate letter formats E. Learners can construct compound sentences correctly F. Learners can read a variety of age- and level appropriate books and present at least a-three-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"> • Select a sample written speech and through discussion help learners to identify discourse markers to signpost stages in a presentation. E.g. “Let us look at,” also, “ To sum up,” “Finally”. • Learners write and use the appropriate words in both formal and informal situations. <p>Assessment: let learners discourse markers to signpost stages in a presentation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners work in groups to write a summary of a text/passage read taking note of the main ideas. • Let learners present their write-up for discussion and feedback from the class and teacher. <p>Assessment: let learners write a short summary of a level-appropriate text/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 familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> – Can: conveys ability: I can drive – May: asks for permission, expresses politeness, possibility: May I go out? – Must: obligation or compulsion, necessity – Shall/will: prediction, intention, determination etc. – Could: tentativeness, politeness – Would: politeness – Might: possibility – Should: obligation – Used to: for past activity/event – Have to/ought to/need to: for obligation • Introduce these (one or two at a time) in context. 	<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 situations and drills to give learners ample practice. <p>Assessment: let learners use modals to express a variety of meanings</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"> • In groups learners are given samples of friendly letters. • Let them brainstorm and write the important features of the letter and other special things they identify in the letters. • Learners present their information to the whole class to guide the class to learn about such letters. • Guide learners in their groups to choose an imaginary friend they want to write to. • Learners brainstorm and write down ideas on what they would want to include in their letters. • Guide them to write their letters and let them edit their work. • Learners exchange their product with other groups to edit. • Learners read their letters to others. <p>Assessment: let learners write to friends about events 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"> • Review the use of coordinators in sentences. • Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate. • Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences. • Guide them to edit their work and encourage them to share the final products with the class. <p>Assessment: let learners write to friends about events 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	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>

		<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 at least a-three-paragraph summary of each book read</p>	
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SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B5.5.4.1.1		
Content standard (code)	B5.5.4.1.		
Performance Indicator	Learners can identify the impact of deforestation on 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	<ul style="list-style-type: none"> Put learners into groups and let them discuss the importance of trees in the environment. Take learners on a trip around the school environs and help them to appreciate the importance of trees such as provision of shade, food, fresh air, production of rain, etc. Learners brainstorm what will happen if people continuously cut down trees. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Engage each group to present their ideas to the whole class and re-shape their ideas by writing all key points about tree-felling and its impact to the environment as well as its long-term effect on the climate. <p>Assessment: let learners identify the impact of deforestation on climate change</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners brainstorm what measures to take to stop people from tree-cutting. • Learners are assisted to plant trees in their school environment and at strategic locations within the community. • Learners are supervised to take good care of the trees they plant <p>Assessment: let learners identify the measures to take to stop people from tree-cutting.</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B5.5.1.2.1.		
Content standard (code)	B5.5.1.2.		
Performance Indicator	Learners can describe the rotation and revolution of 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 explain rotation and revolution of the Earth Learners undertake activities describing the rotation of the earth on its axis and revolution of the earth round the sun. Learners demonstrate the solar and lunar eclipses. i. Use learners to represent the sun, moon and earth. ii. Have the moon (learner 1) walk in circles around the earth (learner 2).	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</p> <p>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</p> <p>Assessment: Let learners describe the rotation and revolution of the Earth</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners demonstrate the solar and lunar eclipses.</p> <p>i. Use learners to represent the sun, moon and earth.</p> <p>ii. Have the moon (learner 1) walk in circles around the earth (learner 2).</p> <p>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</p> <p>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</p> <p>Discuss their findings on the experiment in groups.</p> <p>Present group findings to the class.</p> <p>Assessment: Let learners describe the rotation and revolution of the Earth</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: COMPUTING

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : Electronic Email INTERNET OF THINGS (IOT)	
Indicator (code)	B5.6.7.1.4	B5.6.8.1.3	B5.6.8.1.4
Content standard (code)	B5.6.7.1.	B5.6.8.1.	B5.6.8.1.
Performance Indicator	<ul style="list-style-type: none"> Learners can illustrate viewing received messages and Create or Compose messages. Learners can identify components of Internet of Things. Learners can identify the role of smart sensors in the Internet of Things. 		
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 write messages, format text, etc. Guide learners to explore the components of the Internet of Things. e.g. Hardware, Data, Software and Connectivity. Guide learners to explore the role of smart sensors in the Internet of Things e.g. Sensing and data collection	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>capability such as climatic change (e.g. Electronic Doors, RFID, CCTV camera, etc.), define at least five terms and acronyms of IoT.</p> <p>NB: This is to help the learner grasp the fundamental knowledge of hardware such as robots and sensors.</p> <p>Assessment: Let learners identify the role of smart sensors in the Internet of Things.</p>	
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SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Chance (Probability)	
Indicator (code)	B5.4.2.1.2	B5.4.2.1.3	
Content standard (code)	B5.4.2.1.	B5.4.2.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can design and conduct an experiment in which the likelihood of a single outcome occurring is impossible, possible (likely or unlikely), certain. Learners can conduct a given probability experiment a number of times, recording the outcomes, and explaining the result 		
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	E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one ,	E.g. In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag. 1. Picking a black bottle top is impossible 2. Picking a red bottle top is possible (likely) 3. Picking a pink bottle top is possible (unlikely) 4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is,	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head,	Review the lesson with Learners

	I'm counting one, what is one 1 - One is	head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	
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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B5 1.2.3.3	B5 2.2.3.3	
Content standard (code)	B5 1.2.3.	B5 2.2.3.	
Performance Indicator	<ul style="list-style-type: none"> Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to	What have we learnt today?

	<p>familiar rhymes</p>	<p>produce own 2-dimensional and 3-dimensional artworks based on own ideas and experiences;</p> <p>☑ make own comprehensive designs based on reflective memory of current topical issues of much concern in Africa;</p> <p>☑ follow own design to produce personal artwork by selecting and using available but suitable and appropriate: a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving);</p> <p>b) tools and equipment: e.g. - brush for painting; - scissors and cutting knives for cutting; - spray diffuser for spraying - chisel for carving - spatulas for modelling - craft tools for punching, perforating, etc.</p> <p>c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying). .</p> <p>Assessment: let learners create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts, instruments, equipment and techniques freely in creative and expressive ways to produce own music, dance, drama, poetry etc. based on own ideas and experiences;</p> <p>☑ make own compositions based on reflective memory of current topical physical and social issues in Africa;</p> <p>☑ produce music, dance, drama etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);</p> <p>b) manual/mechanical/ electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements, dramatization);</p> <p>c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production.</p> <p>Assessment: let learners create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa</p>	
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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : The 1948 Riots And After	
Indicator (code)	B4.5.3.1.2		
Content standard (code)	B4.5.3.1.		
Performance Indicator	Learners can examine sources of evidence about what happened during the 1948 riots		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where did the	Role play the scene of the 1948 riots as evidence for learners Assessment: let learners identify sources of evidence about what happened during the 1948 riots	What have we learnt today? Ask learners to summarize the main points in the lesson

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	shooting occur?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did the shooting occur?	Discuss the arrest of the 'Big Six' (leaders of the UGCC). Assessment: let learners narrate arrest of the 'Big Six' (leaders of the UGCC).	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SOCIAL INTERACTION	
Indicator (code)	B5.5.2.5.1		
Content standard (code)	B5.5.2.5.		
Performance Indicator	Learners can acknowledge orally the contributions and strengths of 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	Teacher appreciates each individual’s strengths, weaknesses and contributions in group settings by praising them such as “ayekoo”, good work, etc.	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

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)	B5.5.2.1.1:		
Content standard (code)	B5.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a responsible 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	Guide learners to discuss the importance of being a responsible family member: - to promote unity, - to gain respect, - to be considered a reliable person, etc. • Let learners role-play activities of responsible family members Assessment: let learners mention the importance of being a responsible member of the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Spelling) Integrating Grammar in Written Language (Conjunctions)	
Indicator (code)	B5.5.7.1.2	B5.5.7.1.3	B5.5.8.1.1.
Content standard (code)	B5.5.7.1.	B5.5.7.1.	B5.5.8.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should rearrange letters to form new words. • The learner should fill in missing words from passages • The learner should identify conjunctions (because, since, so, although etc.) appropriately in sentences to give reasons, link contrasting ideas and show results 		
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	• Give learners some letters and ask them to form words from those letters.	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Say and write on the board eight, and nine letters and help learners rearrange the letters to form new words. <p>Assessment: let learners rearrange letters to form new words.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write words with some missing sounds. Let learners recognise them and fill in the missing letters. • Using flashcards with sentences that have missing words written on them help learners fill in missing words from passages <p>Assessment: let learners fill in missing words from passages</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the lesson on simple conjunctions. • Provide simple sentences and let learners join them using and, or/nor, but. • Introduce because, since, so, although in context. e.g.: I'm late because I missed the bus. Although Afi is has eye problems, she doesn't wear glasses. He eats well, so he is healthy. • Guide learners to discover the functions of these conjunctions. • Have them practise using these conjunctions in their own sentences. • Provide a passage and have learners identify the conjunctions in the passage. • Let learners form pairs of simple sentences and join them with the conjunctions identified. <p>Assessment: let learners should identify conjunctions (because, since, so, although etc.) appropriately in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC FIVE
WEEK 11

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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)	B5.1.10.3.6	B5.2.10.1.2.	B5.3.10.1.1	B5.4.15.1.1	B5.5.9.1.2	B5.6.1.1.1
Content standard (code)	B5.1.10.3.	B5.2.10.1.	B5.3.10.1.	B5.4.15.1.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners can elaborate on points using concrete examples B. Learners can write a short summary of a level-appropriate text/passage read C. Learners can use prepositions to convey a variety of meanings: D. Learners can write to friends about events using appropriate letter formats E. Learners can construct compound sentences correctly F. Learners can read a variety of age- and level appropriate books and present at least a-three-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"> • Through model discussion help learners to elaborate on their points and substantiate them through the use of details, concrete examples, experiences and feelings. • Have learners present their works to the hearing of others. • Encourage the class to make inputs in one another’s work. <p>Assessment: let learners elaborate on points using concrete examples</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners work in groups to write a summary of a text/passage read taking note of the main ideas. • Let learners present their write-up for discussion and feedback from the class and teacher. <p>Assessment: let learners write a short summary of a level-appropriate text/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 familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> – Position, e.g. by – Direction, e.g. towards – Time, e.g. at – Purpose, e.g. for – Possession, e.g. for – Comparison, e.g. taller than – Support or opposition, e.g. for you, against you • Provide a text and guide learners with examples to identify prepositions used to show different meanings. • Let learners construct sentences to convey the following meanings using appropriate prepositions. <ol style="list-style-type: none"> i. Position – She is standing by the car. ii. Direction – They went towards the East. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>iii. Time – He left at dawn. iv. Purpose – I bought this hoe for weeding my garden. v. Possession – The shirt is for Kofi. vi. Comparison – She is taller than her brother. vii. Support or opposition – My views are against his plans.1`</p> <p>Assessment: let learners use prepositions to form 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"> • In groups learners are given samples of friendly letters. • Let them brainstorm and write the important features of the letter and other special things they identify in the letters. • Learners present their information to the whole class to guide the class to learn about such letters. • Guide learners in their groups to choose an imaginary friend they want to write to. • Learners brainstorm and write down ideas on what they would want to include in their letters. • Guide them to write their letters and let them edit their work. • Learners exchange their product with other groups to edit. • Learners read their letters to others. <p>Assessment: let learners write to friends about events 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"> • Review the use of coordinators in sentences. • Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate. • Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences. • Guide them to edit their work and encourage them to share the final products with the class. <p>Assessment: let learners can construct compound 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 at least a-three-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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B5.5.4.1.1		
Content standard (code)	B5.5.4.1.		
Performance Indicator	Learners can identify the impact of deforestation on 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	<ul style="list-style-type: none"> Put learners into groups and let them discuss the importance of trees in the environment. Take learners on a trip around the school environs and help them to appreciate the importance of trees such as provision of shade, food, fresh air, production of rain, etc. Learners brainstorm what will happen if people continuously cut down trees. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> Engage each group to present their ideas to the whole class and re-shape their ideas by writing all key points about tree-felling and its impact to the environment as well as its long-term effect on the climate. <p>Assessment: let learners identify the impact of deforestation on climate change</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners brainstorm what measures to take to stop people from tree-cutting. Learners are assisted to plant trees in their school environment and at strategic locations within the community. Learners are supervised to take good care of the trees they plant <p>Assessment: let learners identify the measures to take to stop people from tree-cutting.</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B5.5.1.2.1.		
Content standard (code)	B5.5.1.2.1.		
Performance Indicator	Learners can describe the rotation and revolution of 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 explain rotation and revolution of the Earth Learners undertake activities describing the rotation of the earth on its axis and revolution of the earth round the sun. Learners demonstrate the solar and lunar eclipses. i. Use learners to represent the sun, moon and earth. ii. Have the moon (learner 1) walk in circles around the earth (learner 2).	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</p> <p>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</p> <p>Assessment: Let learners describe the rotation and revolution of the Earth</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners demonstrate the solar and lunar eclipses.</p> <p>i. Use learners to represent the sun, moon and earth.</p> <p>ii. Have the moon (learner 1) walk in circles around the earth (learner 2).</p> <p>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</p> <p>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</p> <p>Discuss their findings on the experiment in groups.</p> <p>Present group findings to the class.</p> <p>Assessment: Let learners describe the rotation and revolution of the Earth</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : DIGITAL LITERACY	
Indicator (code)	B5.6.4.9.1.2	B5.6.10.1.2	
Content standard (code)	B5.6.4.9.1.	B5.6.10.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can discuss various techniques on online protection from online identity theft. Learners can illustrate how to keep some information from public when using the internet. 		
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 security measures online such as logging out after browsing, etc Guide learner to avoid posting personal information. Assessment: Let learners illustrate how to keep some information from public when using the internet	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Chance (Probability)	
Indicator (code)	B5.4.2.1.3		
Content standard (code)	B5.4.2.1.		
Performance Indicator	Learners can conduct a given probability experiment a number of times, recording the outcomes, and explaining the results		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the	Review the lesson with Learners

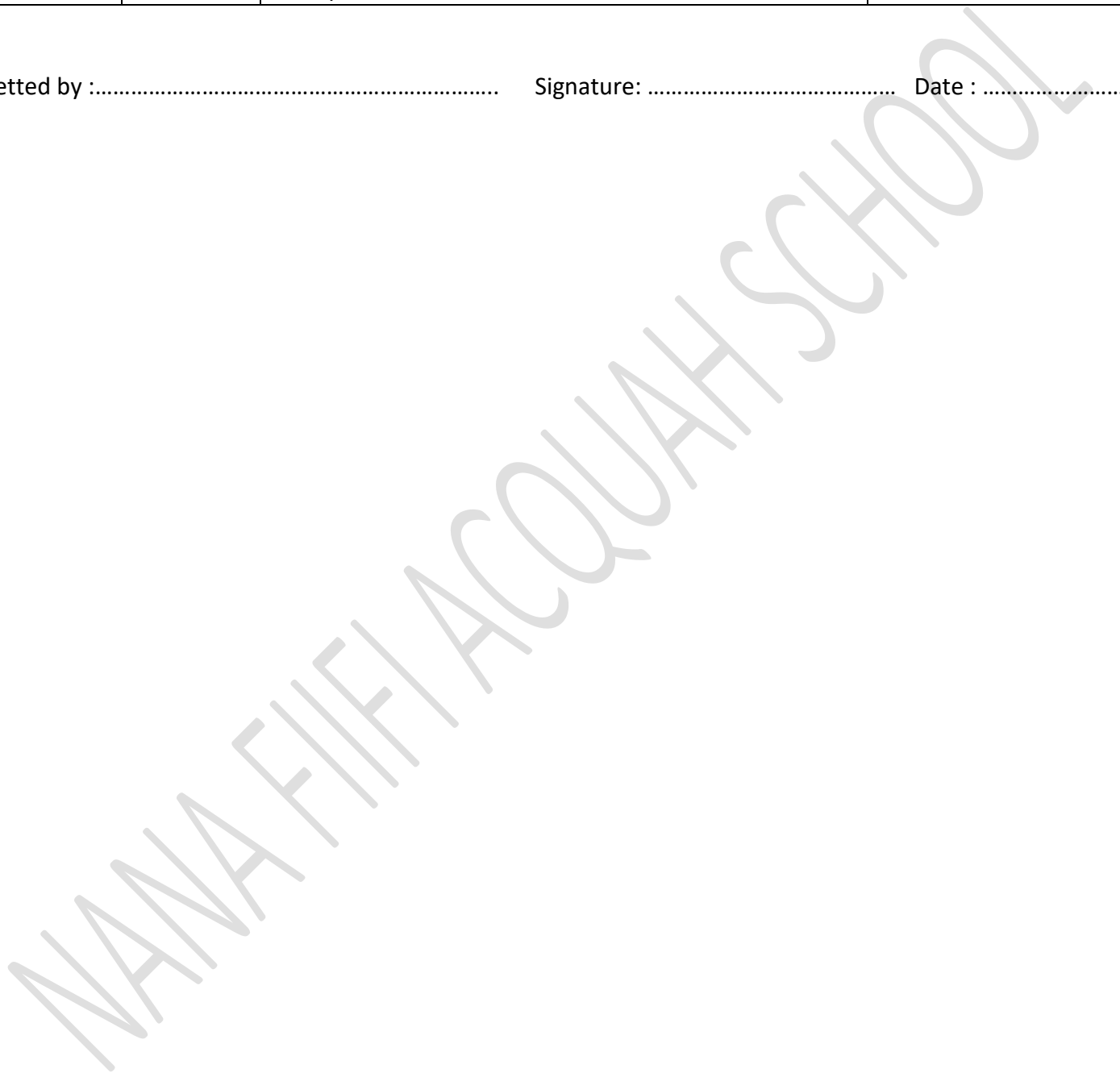
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	I'm counting one, what is one 1 - One is	outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should	Review the lesson with Learners

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	I'm counting one, what is one	explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	
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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B5 1.3.5.3 B5 2.3.5.3		
Content standard (code)	B5 1.3.5. B5 2.3.5.		
Performance Indicator	<ul style="list-style-type: none"> Learners can exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect topical issues in Africa Learners can Stage a display of own portfolio of performing artworks to share own creative experiences of compositions that reflect the topical issues in Africa 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ 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 best explains current topical issues of much concern in Africa);	What have we learnt today? Ask learners to summarize the main points in the lesson

		<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). Note ☑ check/monitor visitors from improper practices (e.g. touching, lifting, handling and/ or taking away some of the exhibits); ☑ organise opening and closing ceremonies for the exhibition; ☑ prepare template for appreciating, appraising, evaluating and reporting, etc.; ☑ clean the hall after the exhibition. <p>Assessment: let learners exhibit portfolio of own and others’ art artworks to share creative experiences of artworks that reflect topical issues in Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ decide on the types and number of compositions to be performed during the event to reflect current topical issues of much concern in Africa 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 by 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; 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>☑ follow the programme of the day: opening, performances and closing.</p> <p>NOTE ☑ prepare template for appreciating, appraising, evaluating and reporting, etc.; ☑ clean the hall after the performance</p> <p>Assessment: let learners Stage a display of own portfolio of performing artworks</p>	
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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : The 1948 Riots And After	
Indicator (code)	B4.5.3.1.2		
Content standard (code)	B4.5.3.1.		
Performance Indicator	Learners can examine sources of evidence about what happened during the 1948 riots		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where did the shooting occur?	Role play the scene of the 1948 riots as evidence for learners Assessment: let learners identify sources of evidence about what happened during the 1948 riots	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Discuss the arrest of the 'Big Six' (leaders of the UGCC).	What have we learnt today?

	recite familiar rhymes Where did the shooting occur?	Assessment: let learners narrate arrest of the 'Big Six' (leaders of the UGCC).	Ask learners to summarize the main points in the lesson
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : GROUP DYNAMICS	
Indicator (code)	B5.5.3.5.1		
Content standard (code)	B5.5.3.5.		
Performance Indicator	Learners can identify and define the role of each participant in a cooperative 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	Teacher should study the learners and appoint those who have the potentials as leaders. There could be a general leader and groups leaders in a class. When they are made leaders, they become more responsible	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

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)	B5.5.2.1.1:		
Content standard (code)	B5.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a responsible 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	Guide learners to discuss the importance of being a responsible family member: - to promote unity, - to gain respect, - to be considered a reliable person, etc. • Let learners role-play activities of responsible family members Assessment: let learners mention the importance of being a responsible member of the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading/ Children Literature/Library		Sub-strand : Reading Texts, Poems, Narrative, and Short Stories and Respond to them	
Indicator (code)	B5.6.3.1.4	B5.6.3.1.5	
Content standard (code)	B5.6.3.1.	B5.6.3.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should read paragraphs, passages and stories of different texts The learner should answer factual questions based on the passage read 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: 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"> Read a paragraph to the hearing of learners. Give learners the opportunity to read paragraphs, passages and stories of different texts to the class Assessment: let learners read paragraphs, passages and stories of different texts	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"> • Read a passage to the hearing of learners. • Help learners to read a text. • Let them answer factual questions based on the passage read. • Ask learners to narrate what they read <p>Assessment: let learners answer factual questions based on the passage read</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a passage to the hearing of learners. • Help learners to read a text. • Let them answer factual questions based on the passage read. • Ask learners to narrate what they read <p>Assessment: let learners answer factual questions based on the passage read</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC FIVE
WEEK 12**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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)	B5.1.10.3.7	B5.2.10.1.2.	B5.3.10.1.1	B5.4.15.1.1	B5.5.9.1.2	B5.6.1.1.1
Content standard (code)	B5.1.10.3.	B5.2.10.1.	B5.3.10.1.	B5.4.15.1.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners can speak with confidence before different audiences and maintain appropriate posture. B. Learners can write a short summary of a level-appropriate text/passage read. C. Learners can use prepositions to convey a variety of meanings. D. Learners can write to friends about events using appropriate letter formats. E. Learners can construct compound sentences correctly F. Learners can read a variety of age- and level appropriate books and present at least a-three-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"> • Through role play and frequent practice in presentation, build confidence in learners to enable them stand before different audiences. • Let them demonstrate various postures, maintain eye contact and use verbal and non-verbal signs to convey meaning. <p>Let them practice these in pairs and groups</p> <p>Assessment: let learners speak with confidence before different audiences and maintain appropriate posture</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners work in groups to write a summary of a text/passage read taking note of the main ideas. • Let learners present their write-up for discussion and feedback from the class and teacher. <p>Assessment: let learners write a short summary of a level-appropriate text/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 familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> - Position, e.g. by - Direction, e.g. towards - Time, e.g. at - Purpose, e.g. for - Possession, e.g. for - Comparison, e.g. taller than - Support or opposition, e.g. for you, against you • Provide a text and guide learners with examples to identify prepositions used to show different meanings. • Let learners construct sentences to convey the following meanings using appropriate prepositions. <p>i. Position – She is standing by the car.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>ii. Direction – They went towards the East. iii. Time – He left at dawn. iv. Purpose – I bought this hoe for weeding my garden. v. Possession – The shirt is for Kofi. vi. Comparison – She is taller than her brother. vii. Support or opposition – My views are against his plans.</p> <p>Assessment: let learners use prepositions to form 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"> • In groups learners are given samples of friendly letters. • Let them brainstorm and write the important features of the letter and other special things they identify in the letters. • Learners present their information to the whole class to guide the class to learn about such letters. • Guide learners in their groups to choose an imaginary friend they want to write to. • Learners brainstorm and write down ideas on what they would want to include in their letters. • Guide them to write their letters and let them edit their work. • Learners exchange their product with other groups to edit. • Learners read their letters to others. <p>Assessment: let learners write to friends about events 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"> • Review the use of coordinators in sentences. • Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate. • Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences. • Guide them to edit their work and encourage them to share the final products with the class. <p>Assessment: let learners construct compound 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 at least a-three-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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B5.5.4.1.1		
Content standard (code)	B5.5.4.1.		
Performance Indicator	Learners can identify the impact of deforestation on 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	<ul style="list-style-type: none"> Put learners into groups and let them discuss the importance of trees in the environment. Take learners on a trip around the school environs and help them to appreciate the importance of trees such as provision of shade, food, fresh air, production of rain, etc. Learners brainstorm what will happen if people continuously cut down trees. Engage each group to present their ideas to the whole class and re-shape their ideas by writing all key points about tree-felling and its impact to the environment as well as its long-term effect on the climate. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners identify the impact of deforestation on climate change	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners brainstorm what measures to take to stop people from tree-cutting. • Learners are assisted to plant trees in their school environment and at strategic locations within the community. • Learners are supervised to take good care of the trees they plant <p>Assessment: let learners identify the measures to take to stop people from tree-cutting.</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: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B5.5.1.2.1.		
Content standard (code)	B5.5.1.2.		
Performance Indicator	Learners can describe the rotation and revolution of 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 explain rotation and revolution of the Earth Learners undertake activities describing the rotation of the earth on its axis and revolution of the earth round the sun. Learners demonstrate the solar and lunar eclipses. i. Use learners to represent the sun, moon and earth. ii. Have the moon (learner 1) walk in circles around the earth (learner 2).	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</p> <p>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</p> <p>Assessment: Let learners describe the rotation and revolution of the Earth</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners demonstrate the solar and lunar eclipses.</p> <p>i. Use learners to represent the sun, moon and earth.</p> <p>ii. Have the moon (learner 1) walk in circles around the earth (learner 2).</p> <p>iii. Have the earth (learner 2) walk around the sun (learner 3) while the moon (learner 1) maintains its orbit.</p> <p>iv. When the moon (learner 1) passes between the sun (learner 3) and the earth (learner 2) to create a shadow, solar eclipse is formed.</p> <p>Discuss their findings on the experiment in groups.</p> <p>Present group findings to the class.</p> <p>Assessment: Let learners describe the rotation and revolution of the Earth</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: COMPUTING

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HEALTH AND SAFETY IN USING ICT TOOLS		Sub-strand : HEALTH AND SAFETY IN USING ICT TOOLS	
Indicator (code)	B5.7.1.1.1.	B5.7.1.1.2	
Content standard (code)	B5.7.1.1.	B5.7.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can identify some major health hazards associated with the use of ICT tools. Learners can describe proper sitting posture. 		
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 the learners to discuss wrist pain and sitting posture (neck, back and waist pain). Guide learners in groups to discuss, identify and practise the proper sitting posture (i.e. sitting at 90 degrees, wrist should be supported with a wrist pad, take short breaks etc.) when using the computer.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: Let learners describe proper sitting posture	
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SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Chance (Probability)	
Indicator (code)	B5.4.2.1.3		
Content standard (code)	B5.4.2.1.		
Performance Indicator	Learners can conduct a given probability experiment a number of times, recording the outcomes, and explaining the results		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the	Review the lesson with Learners

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	I'm counting one, what is one	outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one,	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	E.g. Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times. Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome	Review the lesson with Learners

	I'm counting one, what is one 1 - One is one	match their expectation? Either way the teacher should explain. In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up Assessment: have learners to practice with more examples	
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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B5 1.4.7.3		
Content standard (code)	B5 1.4.7.		
Performance Indicator	Learners can analyse and appreciate own or others' visual artworks and present reports as feedback on artworks that reflect topical issues of much concern in Africa Learners can analyse and appreciate/appraise own or others' performing artworks and present reports as feedback on compositions that reflect topical issues in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☑ display (real/photographs/video) selected works (own or that of others) that reflect current topical issues of much concern in Africa;	What have we learnt today?

	<p>familiar rhymes</p>	<p>☑ talk about the works dispassionately using agreed guidelines; ☑ 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 an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p> <p>Assessment: let learners analyse and appreciate own or others' visual artworks and present reports as feedback on artworks that reflect topical issues of much concern in Africa</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: ☑ display (photographs/video) of selected performances (own or that of others) that reflect current topical issues of much concern in Africa; ☑ talk about the performances dispassionately using agreed guidelines; ☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance; ☑ record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp)</p> <p>Assessment: let learners analyse and appreciate/appraise own or others' performing artworks and present reports as feedback on compositions that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : The 1948 Riots And After	
Indicator (code)	B4.5.3.1.2		
Content standard (code)	B4.5.3.1.		
Performance Indicator	Learners can examine sources of evidence about what happened during the 1948 riots		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where did the shooting occur?	Role play the scene of the 1948 riots as evidence for learners Assessment: let learners identify sources of evidence about what happened during the 1948 riots	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Discuss the arrest of the 'Big Six' (leaders of the UGCC).	What have we learnt today?

	recite familiar rhymes Where did the shooting occur?	Assessment: let learners narrate arrest of the 'Big Six' (leaders of the UGCC).	Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : CRITICAL THINKING	
Indicator (code)	B5.5.4.5.1:		
Content standard (code)	B5.5.4.5.		
Performance Indicator	Learners can contribute ideas and listen to the ideas of others in cooperative problem-solving 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 performance and to prevent injuries	Learners explains the need to listen attentively to peers or people when speaking or contributing to an issue whiles waiting for their turn	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

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)	B5.5.2.1.1:		
Content standard (code)	B5.5.2.1.		
Performance Indicator	Learners can discuss the importance of being a responsible 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	Guide learners to discuss the importance of being a responsible family member: - to promote unity, - to gain respect, - to be considered a reliable person, etc. • Let learners role-play activities of responsible family members Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson

		mention the importance of being a responsible member of the family	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading/Children Literature/Library		Sub-strand : Reading Texts, Poems, Narrative, and Short Stories and Respond to them	
Indicator (code)	B5.6.3.1.6		
Content standard (code)	B5.6.3.1.		
Performance Indicator	The learner should write a summary of passage/text read.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		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"> • Read a passage to the hearing of learners. • Lead learners to read a text. • Guide them to summarize the passage read Assessment: let learners write a summary of passage/text read.	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a passage to the hearing of learners. • Lead learners to read a text. • Guide them to summarize the passage read <p>Assessment: let learners write a summary of passage/text read.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a passage to the hearing of learners. • Lead learners to read a text. • Guide them to summarize the passage read <p>Assessment: let learners write a summary of passage/text read.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :