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

WHATSAPP 0245350591

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

GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and	Penmanship and Handwriting	Paragraph Development
	Handwriting		
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
2	Songs	Songs	Poems
	Phonics	Phonics	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and	Penmanship and Handwriting	Paragraph Development
	Handwriting		
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
3	Poems	Poems	Dramatisation and Role Play
	Word Families	Word Families	Comprehension
	Determiners	Determiners	Determiners
	Paragraph Development	Paragraph Development	Writing as a Process
	Using Punctuation	Using Action Words	Using Action Words
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Blends and Consonant Clusters	Comprehension
	Determiners	Verbs	Verbs

	Paragraph Development	Paragraph Development	Writing as a Process
	Using Punctuation	Using Action Words	Using Action Words
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
5	Dramatisation and Role	Dramatisation and Role Play	Conversation
	Play		
	Blends and Consonant	Vocabulary	Comprehension
	Clusters		
	Pronouns	Verbs	Verbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adjectives	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
6	Dramatisation and Role	Conversation	Listening Comprehension
	Play		
	Vocabulary	Vocabulary	Comprehension
	Pronouns	Adverbs	Prepositions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adjectives	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
7	Conversation	Listening Comprehension	Listening Comprehension
	Vocabulary	Comprehension	Silent Reading
	Adjectives	Idiomatic Expressions	Adjective Phrases
	Narrative Writing	Narrative Writing	Argumentative/Persuasive Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adverbs	Compound Sentences

147.	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
8	Listening Comprehension	Asking and Answering Questions	Presentation
	Vocabulary	Comprehension	Fluency
	Adjectives	Idiomatic Expressions	Adjective Phrases
	Narrative Writing	Narrative Writing	Expository /Informative Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adverbs	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
9	Asking and Answering	Giving and Following	Presentation
	Question	Commands	
	Comprehension	Comprehension	Fluency
	Verbs	Conjunctions	Adverb Phrases
	Creative/Free Writing	Creative/Free Writing	Expository /Informative Writing
	Using Action Words	Using Simple Prepositions	Spelling
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
10	Giving and Following	Presentation	Presentation
	Commands		
	Comprehension	Silent Reading	Summarizing
	Verbs	Conjunctions	Adverb Phrases
	Creative/Free Writing	Creative/Free Writing	Letter Writing
	Using Action Words	Using Simple Prepositions	Spelling
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
11	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarizing
	Verbs	Modals	Direct and Reported Speech

	Descriptive Writing	Argumentative/Persuasive	Letter Writing
		Writing	
	Using Action Words	Using Conjunctions	Spelling
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
12	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarizing
	Verbs	Modals	Direct and Reported Speech
	Descriptive Writing	Argumentative/Persuasive	Letter Writing
		Writing	
	Using Action Words	Using Conjunctions	Spelling
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading

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COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Generation of computers and	Generation of computers and	Generation of computers and
	parts of a computer and other	parts of a computer and other	parts of a computer and other
	gadgets	gadgets	gadgets
2	Introduction to MS-Windows	Introduction to MS-Windows	Introduction to MS-Windows
	Interface (Desktop Background	Interface (Desktop Background	Interface (Desktop Background
	and locations of the computer.)	and locations of the computer.)	and locations of the computer.)
3	Data, sources and usage	Data, sources and usage	Data, sources and usage
4	Technology in the community	Technology in the community	Technology in the community
	(communication)	, N	
		INTRODUCTION TO MS-	INTRODUCTION TO MS-
		POWERPOINT	POWERPOINT
		C/Z	
		I INTRODUCTION TO MS-	I INTRODUCTION TO MS-
		POWERPOINT	POWERPOINT
5	Introduction to MS-PowerPoint	INTRODUCTION TO	INTRODUCTION TO
	(Tabs and ribbons of MS-	DATABASES, ALGORITHM AND	DATABASES, ALGORITHM AND
	PowerPoint)	PROGRAMMING. LANGUAGES	PROGRAMMING. LANGUAGES
	Introduction to Word		
	Processing (Tabs and ribbons of		
	word processing)		
6	Introduction to databases,	INTRODUCTION TO	INTRODUCTION TO
	algorithm and programming.	ELECTRONIC SPREADSHEET	ELECTRONIC SPREADSHEET
7	Introduction to Electronic	NETWORK OVERVIEW	NETWORK OVERVIEW
	Spreadsheet		

117.1			
		WEB BROWSERS AND WEB	WEB BROWSERS AND WEB
		PAGES	PAGES
8	Network Overview	SURFING THE WORLD WIDE	SURFING THE WORLD WIDE
		WEB	WEB
	Web browsers and Web Pages		
		FAVOURITE PLACES AND	FAVOURITE PLACES AND
		SEARCH ENGINE	SEARCH ENGINE
		(USING ONLINE FORMS
		C	
			CUSTOMIZING YOUR BROWSER
9	Surfing the world wide web	USING ONLINE FORMS	ELECTRONIC EMAIL
	Favourite places and Search		
	engine	$\sim 0 $	
10	Using Online Forms	CUSTOMIZING YOUR BROWSER	INTERNET OF THINGS (IOT)
			INTERNET ETIQUETTE
11	Customising your browser	ELECTRONIC EMAIL	DIGITAL LITERACY
12	Electronic Email	INTERNET OF THINGS (IOT)	HEALTH AND SAFETY IN USING
		DIGITAL LITERACY	ICT TOOLS
		INTERNET ETIQUETTE	
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SCIENCE

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

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OWOP

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

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MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB	TERM 3 (SUB STRANDS)
		STRANDS)	
1	Counting, Representation,	Number	Variables and Equations
	Cardinality & Ordinality	Operations	
2	Counting, Representation,	Number	Geometric Reasoning
	Cardinality & Ordinality	Operations,	
2	Counting Depresentation	Fractions	
3	Counting, Representation,	Fractions	Geometric Reasoning
	Cardinality & Ordinality		
4	Counting, Representation,	Fractions	Data Collection
	Cardinality & Ordinality	М.	
5	Counting, Representation,	Fractions	Data Collection, Organization,
	Cardinality & Ordinality	$\bigcirc)$	Presentation, Interpretation and Analysis
6	Counting, Representation,	Ratios and Proportion	Data Collection, Organization,
	Cardinality & Ordinality		Presentation, Interpretation and
			Analysis
7	Counting, Representation,	Ratios and Proportion	Chance or Probability
	Cardinality & Ordinality		
8	Number Operations		Chance or Probability
9	Number Operations	Ratios and Proportion	Chance or Probability
10	Number Operations	Ratios and	Chance or Probability
		Proportion,	
		Pattern and	
		Relationships	
11	Number Operations	Pattern and	Chance or Probability
		Relationships	
12	Number Operations	Pattern and	Chance or Probability
		Relationships	

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RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Festivals in the	Commitment to the God
		Three Major	
		Religions	
2	God the Creator	Festivals in the	Commitment to the God
		Three Major	
		Religions	
3	The Environment	Festivals in the Three Major	Authority and Obedience
		Religions	
4	The Environment	Festivals in the Three Major	Authority and Obedience
		Religions	
5	The Environment	The Latter Lives of Leaders	Authority and Obedience
		of the Three Major	
		Religions in Ghana	
6	The Environment	The Latter Lives of Leaders	Authority and Obedience
		of the Three Major	
		Religions in Ghana	
7	Religious Worship in the Three	The Latter Lives of Leaders	Roles, Relationships in the Family
	Major Religions in Ghana	of the Three Major	and Character Formation
	\mathcal{M}	Religions in Ghana	
8	Religious Worship in the Three	The Latter Lives of Leaders	Roles, Relationships in the Family
	Major Religions in Ghana	of the Three Major	and Character Formation
		Religions in Ghana	
9	Festivals in the Three Major	Commitment to the God	Roles, Relationships in the Family
	Religions		and Character Formation
10	Festivals in the Three Major	Commitment to the God	Roles, Relationships in the Family
	Religions		and Character Formation

11	Festivals in the Three Major	Commitment to the God	Roles, Relationships in the Family
	Religions		and Character Formation
12	Festivals in the Three Major	Commitment to the God	Roles, Relationships in the Family
	Religions		and Character Formation

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Impact of European Presence	Ghana Gains Independence	The Republics
2	Impact of European Presence	Ghana Gains Independence	The Republics
3	Impact of European Presence	Ghana Gains Independence	The Republics
4	Political Developments Under Colonial Rule	Ghana Gains Independence	Military Rule
5	Political Developments Under Colonial Rule	Ghana Gains Independence	Military Rule
6	Political Developments Under Colonial Rule	Ghana Gains Independence	Military Rule
7	Formation of Political Parties	Ghana Gains Independence	The Republics
8	Formation of Political Parties	Ghana Gains Independence	The Republics
9	Formation of Political Parties	The Republics	The Republics
10	Formation of Political Parties	The Republics	The Republics
11	Formation of Political Parties	The Republics	The Republics
12	Formation of Political Parties	The Republics	The Republics

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CREATIVE ARTS

TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
(Visual Arts)	(Visual Arts)	(Visual Arts)
Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
(Performing Arts)	(Performing Arts)	(Performing Arts)
Thinking and Exploring Ideas	Thinking and Exploring Ideas	Planning, Making and
(Visual Arts)	(Performing Arts)	Composing (Performing Arts)
Planning, Making and	Planning, Making and	Displaying and Sharing
Composing	Composing (Performing Arts)	(Performing Arts)
(Performing Arts)		
Planning, Making and	Displaying and Sharing (Visual	Displaying and Sharing (Visual
Composing	Arts)	Arts)
(Visual Arts)		
Planning, Making and	Displaying and Sharing	Appreciating and Appraising
Composing (Performing Arts)	(Performing Arts)	(Performing Arts)
Displaying and Sharing (Visual	Appreciating and Appraising	Appreciating and Appraising
Arts)	(Visual Arts)	(Visual Arts)
Displaying and Sharing	Appreciating and Appraising	Thinking and Exploring Ideas
(Performing Arts)	(Performing Arts)	(Performing Arts)
Displaying and Sharing /	Thinking and Exploring Ideas	Planning, Making and
Appreciating and Appraising	(Visual and Performing Arts)	Composing (Visual and
(Visual and Performing Arts)		Performing Arts)
Displaying and Sharing /	Planning, Making and	Displaying and Sharing (Visual
Appreciating and Appraising	Composing (Visual and	and
(Visual and Performing Arts)	Performing Arts)	Performing Arts)
	Thinking and exploring (Visual Arts) Thinking and exploring (Performing Arts) Thinking and Exploring Ideas (Visual Arts) Planning, Making and Composing (Performing Arts) Planning, Making and Composing (Visual Arts) Planning, Making and Composing (Performing Arts) Planning, Making and Composing (Performing Arts) Displaying and Sharing (Visual Arts) Displaying and Sharing (Performing Arts) Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Thinking and exploring (Visual Arts)Thinking and Exploring Ideas (Visual Arts)Thinking and exploring (Performing Arts)Thinking and Exploring Ideas (Performing Arts)Thinking and Exploring Ideas (Visual Arts)Thinking and Exploring Ideas (Performing Arts)Planning, Making and Exploring Ideas (Visual Arts)Planning, Making and Composing (Performing Arts)Planning, Making and Composing (Performing Arts)Displaying and Sharing (Visual Arts)Planning, Making and Composing (Visual Arts)Displaying and Sharing (Visual (Visual Arts)Planning, Making and Composing (Visual Arts)Displaying and Sharing (Visual Arts)Planning, Making and Composing (Performing Arts)Displaying and Sharing (Visual Arts)Planning, Making and Composing (Performing Arts)Displaying and Sharing (Visual Arts)Displaying and Sharing (Visual Appreciating and Appraising (Performing Arts)Appreciating and Appraising (Visual Arts)Displaying and Sharing / (Visual and Performing Arts)Thinking and Exploring Ideas (Visual and Performing Arts)Displaying and Sharing / (Visual and Performing Arts)Planning, Making and (Visual and Performing Arts)Displaying and Sharing / (Visual and Performing Arts)Planning, Making and (Composing (Visual and Performing Arts)

11	Appreciating and	Displaying and Sharing (Visual	Appreciating and Appraising
	Appraising (Visual and	and Performing Arts)	(Visual and
	Performing Arts)		Performing Arts)
12	Appreciating and	Appreciating and Appraising	Thinking and Exploring Ideas
	Appraising (Visual and	(Performing Arts)	(Performing Arts)
	Performing Arts)		

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GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS	Conversation	Giving and Following
			Commands/ Instructions
	Poems		
2	Poems	Talking about Oneself,	Presentation
		Family, People and Places /	
	Listening and Story Telling	Asking and Answering	
		Questions	
	Dramatisation and Role Play		
3	Phonics: Letter Sound	Comprehension	Fluency
	Knowledge		
4	vocabulary (Sight and content	Comprehension / Silent	Summarising
	vocabulary)	Reading	
5	Penmanship/Handwriting	Penmanship/	Informative/ Academic Writing
		Handwriting	
6	Narrative Writing	Descriptive Writing	Informative/ Academic Writing)
7	Creative/ Free Writing	Persuasive Writing	Literary Writing
8	Descriptive Writing	Argumentative Writing	Letter Writing
		Вб	
9	Integrating Grammar in Written	Integrating Grammar in	Integrating Grammar in Written
	Language (Capitalization)	Written Language (Use of	Language (Use of simple and
		action words) / (Use of	compound sentences)
	Integrating Grammar in Written	qualifying words)	
	Language (Punctuation)		

team. May Allah/God bless you

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10	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language Integrating Grammar
	(Punctuation)	qualifying words) / (Use of	in Written Language (spelling)
		postpositions)	and (Conjunctions)
	Integrating Grammar in		
	Written Language (Use of		
	action words)		
11	Building the Love and Culture	Building the Love and Culture	Reading Texts, Poems Narratives
	of Reading in Learners	of Reading in Learners / Read	and Short Stories and
		Aloud with Children	Responding to them
12	Building the Love and Culture of	Reading Texts, Poems	Reading Texts, Poems Narratives
	Reading in Learners	Narratives and Short Stories	and Short Stories and
		and Responding to them	Responding to them

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PHYSICAL EDUCATION

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

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TERM THREE BASIC SIX WEEK 1-12

B6 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Algebra	Variables and Equations	B6.2.3.1. B6.2.3.1	B6.2.3.1.2 B6.2.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Geometry and Measurement	Geometric Reasoning	B6.3.1.1. B6.3.1.1.	B6.3.1.1.1 B6.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
3		Geometric Reasoning	B6.3.3.5. B6.3.3.5.	B6.3.3.5.1 B6.3.3.5.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Data	Data Collection	B6.3.3.5 B6.4.1.1.	B6.3.3.5.2 B6.4.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B6.4.1.1. B6.4.1.1.	B6.4.1.1.2 B6.4.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B6.4.1.2. B6.5.2.2	B6.4.1.2.1 B6.5.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Data	Chance or Probability	B6.4.1.2.	B6.4.1.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Data	Chance or Probability	B6.4.2.2.	B6.4.2.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Data	Chance or Probability	B6.4.2.2.	B6.4.2.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Data	Chance or Probability	P6.4.2.2.	P6.4.2.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Data	Chance or Probability	P6.4.2.2.	P6.4.2.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Data	Chance or Probability	P6.4.2.2.	P6.4.2.2.3	Counters, bundle and loose straws, Paper

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B6 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
_			STANDARD		
1	Independent	The Republics	B6.6.1.1.	B6.6.1.1.2	A map of Ghana,
	Ghana				Posters,
					documentary
2	Independent	The Republics	B6.6.1.1.	B6.6.1.1.2	A map of Ghana,
	Ghana				Posters,
					documentary
3	Independent	The Republics	B6.6.1.1.	B6.6.1.1.2	A map of Ghana,
	Ghana				Posters,
					documentary
4	Independent	Military Rule	B6.6.2.1.	B6.6.2.1.1	A map of Ghana,
	Ghana				Posters,
					documentary
5	Independent	Military Rule	B6.6.2.1.	B6.6.2.1.1	A map of Ghana,
	Ghana	C			Posters,
					documentary
6	Independent	Military Rule	B6.6.2.2.	B6.6.2.2.2	A map of Ghana,
	Ghana				Posters,
		$< \setminus$ \land			documentary
7	Independent	The Republics	B6.6.2.2.	B6.6.2.2.2	A map of Ghana,
	Ghana				Posters,
					documentary
8	Independent	The Republics	B6.6.2.2.	B6.6.2.2.2	A map of Ghana,
	Ghana				Posters,
					documentary
9	Independent	The Republics	B6.6.2.2.	B6.6.2.2.2	A map of Ghana,
	Ghana				Posters,
					documentary
10	Independent	The Republics	B6.6.2.2.	B6.6.2.2.2	A map of Ghana,
	Ghana				Posters,
					documentary
11	Independent	The Republics	B6.6.2.2.	B6.6.2.2.2	A map of Ghana,
	Ghana				Posters,
					documentary

12	Independent	The	B6.6.2.2.	B6.6.2.2.2	A map of Ghana,
	Ghana	Republics			Posters,
					documentary

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B6 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS Term 2	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas	B6. 1.1.1.	B6. 1.1.1.5.	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	Thinking and Exploring Ideas	B6. 2.1.1.	B6. 2.1.1.5	-do-
3	Performing Arts	Thinking and Exploring Ideas	B6 1.2.2.	B6 1.2.2.3	-do-
4	Performing Arts	Planning, Making and Composing	B6 2.2.2.	B6 2.2.2.3	-do-
5	Visual Arts	Displaying and Sharing	B6 1.3.4.	B6 1.3.4.3	-do-
6	Performing Arts	Displaying and Sharing	B6 2.3.4.	B6 2.3.4.3	-do-
7	Visual Arts	Appreciating and Appraising	B6 1.4.6.	B6 1.4.6.3	-do-
8	Performing Arts	Appreciating and Appraising	B6 2.4.6.	B6 2.4.6.3	-do-
9	Visual Arts Performing Arts	Thinking and Exploring Ideas	B6. 1.1.1. B6. 2.1.1.	B6. 1.1.1.6 B6. 2.1.1.6	-do-
10	Visual Arts Performing Arts	Planning, Making and Composing	B6 1.2.3. B6 2.2.3.	B6 1.2.3.3 B6 2.2.3.3	-do-
11	Visual Arts Performing Arts	Displaying and Sharing	B6 1.3.5. B6 2.3.5.	B6 1.3.5.3 B6 2.3.5.3	-do-
12	Performing Arts	Appreciating and Appraising	B6 1.4.7. B62.4.7.	B6 1.4.7.3 B62.4.7.3	-do-

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B6 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.2.	Word cards
	Grammar	Nouns	B6.3.1.1	B6.3.1.1.3.	sentence
	Usage At				cards, class
	Word				library
	Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.4	
	Using Writing	Using Naming Words/Nouns	B6.5.3.1	B6.5.3.1.4.	
	Conventions		C		
	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
	Reading	Reading			
2	Oral	Poems	B6.1.3.1	B6.1.3.1.3.	Word cards
	Language	9			sentence
	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.3	cards, class
	Grammar	Nouns	B6.3.1.1.	B6.3.1.1.4	library
	Usage At				
	Word				
	Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.4	
	Using Writing	Using Naming Words/Nouns	B6.5.3.1	B6.5.3.1.4.	
	Conventions				
	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
	Reading	Reading			
3	Oral	Dramatisation and Role Play	B6.1.5.2.	B6.1.5.2.3	Word cards
	Language				sentence
	Reading	Comprehension	B6.2.7.2	B6.2.7.2.3.	cards, class
	Grammar	Determiners	B6.3.2.1.	B6.3.2.1.4	library
	Usage At	$\langle \rangle$			
	Word				
	Writing	Writing as a Process	B6.4.9.3.	B6.4.9.3.3	
	Using Writing	Using Action Words	B6.5.4.1.	B6.5.4.1.4	
	Conventions				
	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
	Reading	Reading			
4	Oral	Conversation	B6.1.6.3	B6.1.6.3.2.	Word cards
	Language				sentence
	Reading	Comprehension	B6.2.7.3.	B6.2.7.3.1	cards, class
	Grammar	Verbs	B6.3.5.1.6.	B6.3.5.1.6.	library
	Usage At				
	Word				
	Writing	Writing as a Process	B6.4.9.3.3	B6.4.9.3.3	

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	Using Writing	Using Action Words	B6.5.4.1.4	B6.5.4.1.4	
	Conventions				-
	Extensive	Building the Love and Culture of	B6.6.1.1.1	B6.6.1.1.1	
-	Reading	Reading			
5	Oral	Conversation	B6.1.6.3.3	B6.1.6.3.3	Word cards
	Language	Companyahanaian	DC 2.0.1		sentence
	Reading	Comprehension	B6.2.8.1.	B6.2.8.1.1.	cards, class
	Grammar	Verbs	B6.3.5.1.	B6.3.5.1.7	library
	Usage At Word				
	-	Argumentative (Derevesive Writing		B6.4.13.2.2	
	Writing	Argumentative/Persuasive Writing	B6.4.13.2.		
	Using Writing Conventions	Using Simple, Compound and	B6.5.9.1	B6.5.9.1.1.	
		Compound Sentences	B6.6.1.1.	B6.6.1.1.1	-
	Extensive	Building the Love and Culture of	80.0.1.1.	80.0.1.1.1	
6	Reading Oral	Reading	B6.1.7.1.	B6.1.7.1.6	Word cards
0		Listening Comprehension	B0.1.7.1.	B0.1.7.1.0	sentence
	Language	Comprohension	B6.2.8.1.	B6.2.8.1.1.	cards, class
	Reading Grammar	Comprehension	B6.3.10.1		library
		Prepositions	B0.3.10.1	B6.3.10.1.1	library
	Usage At Word				
		Argumentative/Persuasive Writing	B6.4.13.2.	B6.4.13.2.3	
	Writing		B6.5.9.1.	B6.5.9.1.1.	-
	Using Writing Conventions	Using Simple, Compound and Compound Sentences	80.5.9.1.	B0.5.9.1.1.	
	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
	Reading	Reading	B0.0.1.1.	B0.0.1.1.1	
7	Oral	Listening Comprehension	B6.1.7.1.	B6.1.7.1.7	Word cards
/	Language	Listening comprehension	B0.1.7.1.	D0.1.7.1.7	sentence
	Reading	Silent Reading	B6.2.8.1.	B6.2.8.1.3	cards, class
	Grammar	Adjective Phrases	B6.3.11.1.	B6.3.11.1.1	library
	Usage At	Aujeenverningses	00.3.11.1.	00.5.11.1.1	library
	Word				
	Writing	Argumentative/Persuasive	B6.4.13.2.	B6.4.13.2.4	
	, , , , , , , , , , , , , , , , , , ,	Writing	50.115.2.	50.1.15.2.1	
	Using Writing	Using Simple, Compound and	B6.5.9.1.	B6.5.9.1.2.	
	Conventions	Compound Sentences	20.3.3.1	50.5.5.1.2.	
	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
	Reading	Reading	20.0.1.1	50.0.1.1.1	
8	Oral	Presentation	B6.1.10.3.	B6.1.10.3.1	Word cards
-	Language				sentence
	Reading	Fluency	B6.2.9.1.	B6.2.9.1.2	cards, class
	Grammar	Adjective Phrases	B6.3.11.1.	B6.3.11.1.1	library
	Usage At		20.0.11.1.		
	Word				
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	Using Writing	Using Simple, Compound and	B6.5.9.1.	B6.5.9.1.2.	
	Conventions	Compound Sentences			-
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1	
9	Oral	Presentation	B6.1.10.3	B6.1.10.3.2.	Word cards
9	Language	riesentation	D0.1.10.5	D0.1.10.3.2.	sentence
	Reading	Fluency	B6.2.9.1.	B6.2.9.1.2	cards, class
	Grammar	Adverb Phrases	B6.3.12.1.	B6.3.12.1.1	library
	Usage At				
	Word				
	Writing	Expository /Informative Writing	B6.4.14.2	B6.4.14.2.1.	\mathbf{N}
	Using Writing	Spelling	B6.5.10.1.	B6.5.10.1.1	
	Conventions		C		
	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
	Reading	Reading			
10	Oral	Presentation	B6.1.10.3.	B6.1.10.3.3	Word cards
	Language		B6.1.10.3	B6.1.10.34	sentence
	Reading	Summarizing	B6.2.10.1.	B6.2.10.1.1	cards, class
	Grammar	Adverb Phrases	B6.3.12.1.	B6.3.12.1.1	library
	Usage At				
	Word				
	Writing	Letter Writing	B6.4.15.1.	B6.4.15.1.1	_
	Using Writing	Spelling	B6.5.10.1.	B6.5.10.1.1	_
	Conventions				
	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
	Reading	Reading			
11	Oral	Presentation	B6.1.10.3.	B6.1.10.3.5	Word cards
	Language		B6.1.10.3.	B6.1.10.3.6	sentence
	Reading	Summarizing	B6.2.10.1.	B6.2.10.1.2	cards, class
	Grammar	Direct and Reported Speech	B6.3.13.1.	B6.3.13.1.1	library
	Usage At				
	Word				_
	Writing	Letter Writing	B6.4.15.1.	B6.4.15.1.1	_
	Using Writing	Spelling	B6.5.10.1.	B6.5.10.1.1	
	Conventions				_
	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
12	Reading	Reading	DC 1 10 2	DC 1 10 2 7	Mand sauda
12	Oral	Presentation	B6.1.10.3.	B6.1.10.3.7	Word cards
	Language	Summarizing	D6 2 10 1	B6.2.10.1.2	sentence
	Reading Grammar	Summarizing Direct and Reported Speech	B6.2.10.1. B6.3.13.1.	B6.2.10.1.2 B6.3.13.1.1	cards, class library
	Writing	Letter Writing	B6.4.15.1.	B6.4.15.1.1	
	Using Writing	Spelling	B6.4.15.1. B6.5.10.1.	B6.4.15.1.1 B6.5.10.1.1	-
	Conventions	ShemmR	00.3.10.1.	00.3.10.1.1	
	Conventions				

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	Extensive	Building the Love and Culture of	B6.6.1.1.	B6.6.1.1.1	
	Reading	Reading			
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B6 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	FLEXIBILITY	B6.3.4.3.	B6.3.4.3.1:	Balls
2	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	BODY COMPOSITION	B6.3.5.3.	B6.3.5.3.1	Pictures and Videos
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B6.4.1.4.	B6.4.1.4.1:	Drums, Clappers, Video and Pictures Video and Pictures
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B6.4.1.4.	B6.4.1.4.2	
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	HEALTHY DIET	B6.4.1.4.	B6.4.1.4.3	Pictures and Video
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B6.4.1.4.	B6.4.1.4.4	Pictures and Video
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SUBSTANCES/DRUGS	B6.4.1.4.	B6.4.1.4.5	Pictures and Video
8	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	, SUBSTANCES/DRUGS	B6.4.1.4.	B6.4.1.4.6	Pictures and Video
9	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF-RESPONSIBILITY	B6.5.1.5.	B6.5.1.5.1:	Pictures and Video
10	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SOCIAL INTERACTION	B6.5.2.5.	B6.5.2.5.2:	Drums, Laptop, Speakers

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11	VALUES AND PSYCHO-	GROUP DYNAMICS	B6.5.3.5.	B6.5.3.5.3:	Drums, Laptop,
	SOCIAL CONCEPTS,				Speakers,
	PRINCIPLES AND				
	STRATEGIES				
12	VALUES AND PSYCHO-	CRITICAL THINKING	B6.5.3.5.	B6.5.3.5.3:	Drums, Laptop,
	SOCIAL CONCEPTS,				Speakers
	PRINCIPLES AND				
	STRATEGIES				

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B6 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	MATERIALS	B6.1.2.2.	B6.1.2.2.1	Plants and animals in the environment, plastics, stones,
2	DIVERSITY OF MATTER	MATERIALS	B6.1.2.2.	B6.1.2.2.1	pictures videos paper,
3	CYCLES	EARTH SCIENCE	B6.2.1.5	B6.2.1.5.2	Plants and animals in the environment, plastics, stones, pictures videos paper
4	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B6.4.2.2.	B6.4.2.2.1	
5	FORCES AND ENERGY	FORCES AND MOVEMENT	B6.4.3.2.	B6.4.3.2.1	
6	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B6.5.1.1.	B6.5.1.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper
7	HUMANS AND THE ENVIRONMENT	DISEASES	B6.5.2.1.	B6.5.2.1.1	
8	HUMANS AND THE ENVIRONMENT	DISEASES	B6.5.2.1.	B6.5.2.1.2	
9	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	1.3.1.1	1.3.1.1	
10	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B6.5.4.1.	B6.5.4.1.1	
11	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B6.5.4.1.	B6.5.4.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
12	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B6.5.4.1.	B6.5.4.1.1	

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(SOL) for B6 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and community	Commitment to the God	B6.4.1.1.2:	B6.4.1.1.2:	wall charts, wall words, posters, video clip, etc
2	The Family and community	Commitment to the God	B6.4.1.1.2:	B6.4.1.1.2:	wall charts, wall words, posters, video clip, etc
3	The Family, Authority and Obedience	Authority and Obedience	B6. 5.1.1.	B6. 5.1.1.1:	wall charts, wall words, posters, video clip, etc
4	The Family, Authority and Obedience	Authority and Obedience	B6. 5.1.1.:	B6. 5.1.1.1:	wall charts, wall words, posters, video clip, etc
5	The Family, Authority and Obedience	Authority and Obedience	B6.5.1.1.:	B6.5.1.1.2:	wall charts, wall words, posters, video clip, etc
6	The Family, Authority and Obedience	Authority and Obedience	B6.5.1.1.:	B6.5.1.1.2:	wall charts, wall words, posters, video clip, etc
7	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B6.5.2.1.	B6.5.2.1.1	wall charts, wall words, posters, video clip, etc
8	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B6.5.2.1.	B6.5.2.1.1	wall charts, wall words, posters, video clip, etc
9	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B6.5.2.1.	B6.5.2.1.1	wall charts, wall words, posters, video clip, etc
10	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B6.5.2.1.	B6.5.2.1.1	wall charts, wall words, posters, video clip, etc
11	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B6.5.2.1.	B6.5.2.1.1	wall charts, wall words, posters, video clip, etc
12	The Family and community	Roles, Relationships in the Family and Character Formation	B6.5.2.1.	B6.5.2.1.1	wall charts, wall words, posters, video clip, etc

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B6 Term 3 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Introduction to	Generation of computers	B6.1.1.1.	B6.1.1.1.5.	Laptops,
	computing	and parts of a computer			Images of
		and other gadgets			clipboard,
					styles, fonts,
					paragraph
2	Introduction to	Introduction to MS-	B6.1.2.1.	B6.1.2.1.8	Laptops,
	computing	Windows Interface	B6.1.2.1.	B6.1.2.1.9	
		(Desktop Background and	B6.1.2.1.	B6.1.2.1.10	
		locations of the computer.)			
3	Introduction to	Data, sources and usage	B6.1.3.1.	B6.1.3.1.9	Laptops,
	computing		B6.1.3.1.	B6.1.3.1.10	
			B6.1.3.1.	B6.1.3.1.11	
4	WORD PROCESSING	Technology in the	B6.1.4.1.	B6.1.4.1.4	Laptops,
		community			
	PRESENTATION				
		INTRODUCTION TO MS-	B6.2.1.1.	B6.2.1.1.3.	
		POWERPOINT			
	WORD PROCESSING				
		I INTRODUCTION TO MS-	DC 2 1 1	DC 3 4 4 3	
5		POWERPOINT	B6.3.1.1.	B6.3.1.1.3	Lantana
Э	PROGRAMMING AND DATABASES	INTRODUCTION TO DATABASES, ALGORITHM	B6.5.1.1. B6.5.1.1	B6.5.1.1.7 B6.5.1.1.8.	Laptops,
	AND DATADASES	AND PROGRAMMING.	B6.5.1.1.	B6.5.1.1.8. B6.5.1.1.9	
		LANGUAGES	D0.3.1.1.	B0.5.1.1.9	
6	PROGRAMMING	INTRODUCTION TO	B6.5.3.1	B6.5.3.1.6.	Laptops,
0	AND DATABASES	ELECTRONIC SPREADSHEET	B6.5.3.1.	B6.5.3.1.7	Luptops,
7	INTERNET AND	NETWORK OVERVIEW	B6.6.1.1.	B6.6.1.1.4.	Laptops, smart
	SOCIAL MEDIA				phones
		WEB BROWSERS AND WEB	B6.6.2.1	B6.6.2.1.6.	p
		PAGES	B6.6.2.1.	B6.6.2.1.7	
8	INTERNET AND	SURFING THE WORLD WIDE	B6.6.3.1.	B6.6.3.1.5.	Laptops, smart
	SOCIAL MEDIA	WEB			phones
	-	FAVOURITE PLACES AND	B6.6.4.1.	B6.6.4.1.4	
		SEARCH ENGINE			
		USING ONLINE FORMS	B6.6.5.1.	B6.6.5.1.5.	
			B6.6.6.1.	B6.6.6.1.5	

		CUSTOMIZING YOUR BROWSER			
9	INTERNET AND SOCIAL MEDIA	ELECTRONIC EMAIL	B6.6.7.1. B6.6.7.1. B6.6.7.1.	B6.6.7.1.5 B6.6.7.1.6 B6.6.7.1.7	Laptops, smart phones
10	INTERNET AND SOCIAL MEDIA	INTERNET OF THINGS (IOT)	B6.6.8.1. B6.6.8.1. B6.6.10.1.	B6.6.8.1.2 B6.6.8.1.3 B6.6.10.1.2	Laptops, smart phones
11	INTERNET AND SOCIAL MEDIA	DIGITAL LITERACY	B6.6.9.1 B6.6.9.1. B6.6.9.1.	B6.6.9.1.2. B6.6.9.1.3 B6.6.9.1.4	Laptops, smart phones
12	HEALTH AND SAFETY IN USING ICT TOOLS	HEALTH AND SAFETY IN USING ICT TOOLS	B6.7.1.1. B6.7.1.1.	B6.7.1.1.1. B6.7.1.1.2.	Laptops, smart phones

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B6 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Myself	B6.1.2.3.	B6.1.2.3.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Myself	B6.1.2.3	B6.1.2.3.1.	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Being a Citizen	B6.4.1.2.	B6.4.1.2.1	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Authority and Power	B6.4.2.1.	B6.4.2.1.1	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Authority and Power	B6.4.2.2	B6.4.2.2. 1.	Pictures, Charts, Video Clip
6	OUR NATION GHANA	Responsible use of Resources	B6.4.3.1	B6.4.3.1.1.	Pictures, Charts, Video Clip
7	OUR NATION GHANA	Farming in Ghana	B6.4.4.1	B6.4.4.1.1.	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B6.5.1.1.	B6.5.1.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B6.5.1.2	B6.5.1.2.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B6.5.1.2	B6.5.1.2.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B6.5.1.2	B6.5.1.2.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B6.5.1.2	B6.5.1.2.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING

r B6 Term 3 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Orrel	Civing and Fallowing			During during
1	Oral	Giving and Following	B6.1.9.1. B6.1.10.1.	B6.1.9.1.2 B6.1.10.1.1	Drums, drum sticks,
	Language	Commands/ Instructions	B6.1.10.1.	B6.1.10.1.2	recorded audios,
2.	Oral	Presentation	B6.1.10.1.	B6.1.10.1.3	Manila cards,
Ζ.	Language	Presentation	В6.1.10.1. В6.1.11.1.	B6.1.10.1.3 B6.1.11.1.1	recorded audio
	Language				visuals
			B6.1.11.1.	B6.1.11.1.2	VISUAIS
			B6.1.11.1.	B6.1.11.1.3	
3.	Reading	Fluency	B6.2.7.1.	B6.2.7.1.2	Pictures of
			B6.2.9.1.	B6.2.9.1.1	animals, Manila
			B6.2.9.1.	B6.2.9.1.2	cards, markers,
			B6.2.9.1.	B6.2.9.1.3	recorded
			$\langle \rangle \rangle$		audiovisual
4.	Reading	Summarising	B6.2.9.1.	B6.2.9.1.1	Manila cards,
			B6.2.9.1.	B6.2.9.1.2	markers, recorded
			B6.2.9.1.	B6.2.9.1.3	audio-
					visual
5.	Composition	Informative/ Academic	B6.4.5.1.	B6.4.5.1.3	Manila cards,
	Writing	Writing	B6.4.6.1.	B6.4.6.1.1	markers, recorded
			B6.4.6.1.	B6.4.6.1.2	audio- visual
6.	Composition	Informative/ Academic	B6.4.6.1.	B6.4.6.1.3	Manila Cards,
	Writing	Writing)	B6.4.6.1.	B6.4.6.1.4	Class reader
			B6.4.7.1.	B6.4.7.1.1	
7.	Composition	Literary Writing	B6.4.7.1.	B6.4.7.1.2	Manila Cards,
	Writing		B6.4.7.1.	B6.4.7.1.3	Markers
	\sim		B6.4.8.1.	B6.4.8.1.1	
	$\sim 1 $				
8.	Composition	Letter Writing	B6.4.8.1.	B6.4.8.1.2	Word cards, Manila
	Writing		B6.4.8.1.	B6.4.8.1.3	card
	1				Markers Word
					cards Manila card
					Markers

r					
9.	Writing	Integrating Grammar in	B6.5.6.1.	B6.5.6.1.1	Word cards, Manila
	Conventions	Written Language (Use of	B6.5.6.1.B6.5.6.1.2B6.5.7.1.B6.5.7.1.1	card	
	/ Usage	simple and compound		Markers Word	
		sentences)			Cards, Manila card,
10.	Writing	Integrating Grammar in	B6.5.7.1.	B6.5.7.1.2	Word cards, Manila
	Conventions /	Written Language	B6.5.7.1.	B6.5.7.1.3	card
	Usage	Integrating Grammar in	B6.5.8.1.	B6.5.8.1.1	Markers Word
		Written Language (spelling)			Courte Manile court
		and (Conjunctions)			Cards, Manila card,
11.	Extensive	Reading Texts, Poems	B6.6.3.1.	B6.6.3.1.3	Reading materials
	Reading/	Narratives and Short Stories	B6.6.3.1.	B6.6.3.1.4	
	Children	and Responding to them			
	Literature/		X .		
	Library		$\setminus \setminus $		
12.	Extensive	Reading Texts, Poems	B6.6.3.1.	B6.6.3.1.5	Manila Cards,
	Reading/	Narratives and Short Stories	B6.6.3.1.	B6.6.3.1.6	Markers
	Children	and Responding to them			
	Literature/		5		
	Library				

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Signature: Date :

TERM THREE BASIC SIX WEEK 1

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		C	lass size:		
Day :		Date :			S
Period :		Lesso	n :	3	
Strand :	Sub-stran				
A. Reading		ocabulary			
B. Grammar Usage A		louns			
C. Writing			h Develop		
D. Using Writing Con		-	ming Wor	-	
E. Extensive Reading	E. Bu	uilding	the Love a	nd Culture of R	eading
Indicator (code)	B6.2.6.4.2. B6.3.1.1.3.	B6.4.	6.1.4	B6.5.3.1.4.	B6.6.1.1.1
Content standard (code)	B6.2.6.4. B6.3.1.1.	B6.4.	6.1.	B6.5.3.1.	B6.6.1.1.
Performance Indicator	A. Learners can recogn	nise th	e playful	use of words i	n spoken and written
	language (jokes, ridd	lles, pu	ns).		
	B. Learners can use "- ir	ng" no	uns and no	oun phrases to	refer to activities.
	C. Learners can use coh	nesive d	devices pr	onoun referenc	es, repeated key terms
	or grammatical struc	ctures	to link ide	as in a paragrap	oh. E.g. use connectors
to link contrasting ideas. Show resul			low result	s and purpose.	
D. Learners can identify			se abstrac	t nouns to refe	r to concepts and
ideas.					
	E. Learners can read an	nd critic	que a varie	ety of age- and le	evel appropriate books
	and present a one-p	age cri	itical com	mentary based	on a set of criteria, on
	each book read				
Core Competencies: Crea	tivity and Innovation Commu	inicatio	on and Col	aboration Perso	onal Development and
Leadership Critical Thinkin	ng 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 Lang	guage 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	<u>B. READING</u> • Introduce these one at a time. • Provide and discuss examples. • Learners play games with the activity in pairs/groups. Assessment: let learners use playful words in spoken and written language (jokes, riddles, puns)	What have we learnt today? Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite familiar rhymes	<u>C. GRAMMAR</u> E.g. I enjoy singing. I like swimming. Assessment: let learners use "- ing" nouns and noun phrases to refer to activities.	What have we learnt today? Ask learners to summarize the main points in the lesson		
Thursday	Engage learners to sing songs and recite familiar rhymes	 <u>D. WRITING</u> 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 roles in the paragraph. E.g. First, second, third, finally, again, also, and, besides, further, in the first place, last, likewise, next, then, too. Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words. 	What have we learnt today? Ask learners to summarize the main points in the lesson		

ve we learnt
ners to
ize the main
the lesson
rners to tell
ey read to the
ass

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SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	Date :	
Period :			Les	son :	\mathcal{O}
Strand : DIV	ERSITY OF MA	ATTER Sub-st	and :	MATERIALS	
Indicator (co	ode)	B6.1.2.2.1			
Content sta	ndard (code)	B6.1.2.2.			
Performanc	e Indicator	Learners can examine so	ne use	s of mixtures in everyday	life.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen Leadership Critical Thinking and Problem Solving.				ersonal Development and	
Keywords					
T. L .R. (s)		Pictures	ures		
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	issessr	nent)	Plenary / Reflections
	(preparing	$\langle \cdot \rangle$			
	the brain				
	for learning)				
Thursday	Engage	 Review previous lesson 	on mi	tures with learners.	What have we learnt
	learners to	 Learners watch videos a 	and pic	tures of different types	today?
	sing songs	of mixtures.			
	and recite	 Provide samples of mat 		0	Ask learners to
	familiar	produce mixtures such as		olution, sugar solution,	summarize the
	rhymes	concrete, sand and water			important points of the
		In groups, learners inve	_	-	lesson
		applications of mixtures,	-	-	
		solution, concrete, gari a	nd bea	ns.	

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		Assessment: let learners mention some uses of	
		mixtures in everyday life	

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Dat	Date :		
Period :			Les	Lesson :		
Strand : ALL	ABOUT US	Sub-	-strand :	Myself		
Indicator (co	ode)	B6.1.2.3.1.				
Content sta	ndard (code)	B6.1.2.3.				
Performanc	e Indicator			\mathcal{U}		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (ur People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessn	nent)	Plenary / Reflections	
	(preparing	$\langle \rangle$				
	the brain					
	for					
Tuesday	learning)	Loarnors identify what	thouwar	It to become in life and	What have we learnt	
Tuesuay	Engage learners to	discuss why they chose	•		today?	
	sing songs				today:	
	and recite	Learners share their vie	ews abou	t how they intend to	Ask learners to	
	familiar			nieving their aspirations	summarize the main	
	rhymes				points in the lesson	
	,					
		Assessment: Let learne	ers explai	n how to prepare and		
		accomplish. aspirations	s in life			

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss things that could prevent them from achieving their goal e.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: Let learners mention things that could prevent them from achieving their goal	

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SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class size:		
Day :			D	Date :		
Period :			L	esson :	$\overline{()}$	
Strand : Intr	oduction to c	omputing	Sub-strand : Generation of computers and parts of a computer and other gadgets			
Indicator (co	ode)	B6.1.1.1.5.				
-	ndard (code)	B6.1.1.1.				
Performance	e Indicator	Learners can sur	mmarise the	e generation of compute	rs (second generation of	
		computers.).				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and					ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Sol	lving.	\mathcal{O}		
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
		$\langle \langle \rangle \rangle$				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asses	sment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)	Croup loornors in	to groups		What have we learnt	
	Engage learners to	Group learners in	• •	generation of computers.	today?	
Wednesday	sing songs			heir findings in groups to	toudy:	
			•	Second generation, Third	Ask learners to	
	familiar	generation etc.	e Berler attori,		summarize the main	
	rhymes				points in the lesson	
	,	Assessment: Let l	earners sum	marise the generation of		
		computers				
Vetted by :			Signa	ature:	Date :	

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:				Class size:		
Day : Period :				Date : Lesson :		
Strand : Alge	ebra		Sub-strand :	nd: Variables and Equations		
Indicator (co	ode)	B6.2.3.1.2	B6.2.3.1	.3.1,3		
Content star	ndard (code)	B6.2.3.1.	B6.2.3.1	3.1.		
Performance	e Indicator	A. Learners c	an identify th	ne unknown in a problem	n; represent the problem	
			an equation; and solve the problem concretely, pictorially or			
		symbolical				
			-	roblem for a given equation		
				ation and Collaboration Pe	ersonal Development and	
Leadership C	ritical Ininkir	ng and Problem Solv	/ing.			
Keywords	d/					
		Countors				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding assessi	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					

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Tuesday	Sing songs	Learners find the value of x in equations.	Review the lesson with
	like:		Learners
		8. 4+ <i>xx</i> =11	
	l'm	9. $x - 3 = 10$	
	counting	10. $4x = 12$	
	one, what	11. $24 = 3x$	
	is one	12. $\frac{x}{2} = 5$	
	1 - One is	12. $\frac{1}{2} = 3$	
	one alone,		
	alone it	Assessment: have learners to practice with more	
	shall be.	examples	
	2 - Two		
	pair,		
Wednesday	-	Learners find the value of x in equations.	
	like:		Review the lesson with
		8. 4+ <i>xx</i> =11	Learners
	ľm	9. $x - 3 = 10$	
	counting	10. $4x = 12$	
	one, what	10. $4x = 12$	
	is one	11. $24 = 3x$	
	1 - One is	12. $\frac{x}{2} = 5$	
	one alone,	Z	
	alone it	Assessment: have learners to practice with more	
	shall be.	examples	
		compres	
Thursday	Sing songs	E.g. 1 Ask students to describe two different stories	Review the lesson with
	like:	that the equation $4 - x = 9$ could represent.	Learners
	l'm	E.g. 2. Ask learners to solve puzzle in the figure, by	
	counting	solving the equations in each line;	
	one, what		
	is one	●+ ● + ● = 39	
	1 - One is	🗢 🛨 😇 🛨 😇 = 33	
	one alone,	2	
	alone it	± + w + w = 26	
	shall be.	👄 🛨 🗰 🗙 👻 = ?	
	2 - Two		
	pair, two	Assessment: have learners to practice with more	
		examples	

Friday	Sing songs	E.g. 1 Ask students to describe two different stories	Review the lesson with
	like:	that the equation $4 - x = 9$ could represent.	Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come	E.g. 2. Ask learners to solve puzzle in the figure, by solving the equations in each line;	

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SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			Class size:		
Day :			[Date :		
Period :			L	esson :		\mathcal{S}
Strand : Inde	ependent Gha	ana S	Sub-strand	: The Republics		
Indicator (co	ode)	B6.6.1.1.2				
Content star	ndard (code)	B6.6.1.1.			9	
Performance	e Indicator	Learners can identi	fy the polit	ical parties that have	e governe	ed the country under the
		Fourth Republic				
		tivity and Innovatior ng and Problem Solv		cation and Collabora	ation Per	sonal Development and
Keywords						
T. L .R. (s)		Pictures	X			
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			1	Phase 3:
	Starter	(new learning inclu	iding asses	essment)		Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Tuesday	Engage	Identify the govern	ments that	have so far handed	over N	What have we learnt
Tuesday	learners to	power peacefully the				today?
	sing songs	power peacerally in	in ough un			loudy.
	and recite					Ask learners to
	familiar	Assessment: let lea	nners iden	ify the governments		summarize the main
	rhymes			er peacefully through		points in the lesson
		election	•	. , 0		•
	Which					
	political					

	TACQUA		
	parties		
	have		
	governed		
	Ghana		
	under the		
	Fourth		
	Republic?		
Thursday	Engage	Identify the governments that have so far handed over	What have we learnt
	learners to	power peacefully through an election	today?
	sing songs		
	and recite	Assessment: let learners	Ask learners to
	familiar	identify the governments that have so far handed over	summarize the main
	rhymes	power peacefully through an election	points in the lesson
	Which		
	political		
	parties		
	have		
	governed		
	Ghana		
	under the		
	Fourth		
	Republic?		

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· · · ·	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:				Class size:		
Day :			Da	te :		
Period :	Period :			sson :	$\langle \rangle$	
Strand : The Family and community Sub-stra			Sub-strand :	Commitment to the Go	od	
Indicator (co	ode)	B6.4.1.1.2:				
Content sta	ndard (code)	B6.4.1.1.				
Performanc	e Indicator	Learners can exp	lain the need t	o be committed memb	ers of the community.	
				ation and Collaboration	Personal Development and	
	Critical Thinki	ng and Problem So	lving.	\rightarrow		
Keywords						
T. L .R. (s)		Pictures	Pictures			
Ref:	RME curricu	ulum Page	\sim	-		
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding assess	nent)	Plenary / Reflections	
	(preparing		adding assessi	nenty	Thendry / Keneedons	
	the brain					
	for					
	learning)	$\langle \rangle$				
Friday	Engage	In groups, let lear	rners talk abou	it the need to be a	What have we learnt	
	learners to	committed citize	n.		today?	
	sing songs					
	and recite	 Let learners list 	the need to b	e committed to the	Ask learners to	
	familiar	society:			summarize the main	
	rhymes	- It attracts mate	•	-	points in the lesson	
		- It ensures peace	-			
		- It leads to progr	ress and develo	opment, etc		
		Assessment: Let	-			
		committed mem		-		
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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	\bigcirc
Strand : PHY	SICAL FITNES	S	Sub-stran	d : F	LEXIBILITY	2
Indicator (co	ode)	B6.3.4.3.1				
Content sta	ndard (code)	B6.3.4.3.				
Performanc	e Indicator	Learners can perfo	orm trunk	rota	tion	
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration P	ersonal Development and
		ng and Problem Solv				
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu					
Ner.		in rage	\sim			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Learners	After warm ups, le	earners sit	: wit	h their right leg	What have we learnt
	jog round a	straight, left leg be	straight, left leg bent and crossed over the right knee.		today?	
	demarcate	Learners keep left hand on the floor and turn their				
	d area in	trunks as far as po	possible to the right but at their ability			Use answers to
	files while	level.				summarise the lesson.
	singing and	Learners repeat th	e action to	o th	e left for holistic	
	clapping to	development				
	warm-up					
	the body					
	for					
	maximal					

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	performan			
	ce and to			
	prevent			
	injuries			
	NANA FIIF	performan ce and to prevent	ce and to prevent	performan ce and to prevent

Vetted by :	Signature:	Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :	Period :			Lesson :		
					\mathbf{X}	
Strand : Visu	ual Arts	Sub-str	and :	Thinking and Exploring Id	eas	
Indicator (co	ode)	B6. 1.1.1.5				
Content sta	ndard (code)	B6. 1.1.1.				
Performanc	e Indicator	Learners can study the ar	twork	of some international vi	sual artists that reflect	
		topical issues in some cor	nmuni	ties in the world		
-		tivity and Innovation Comr ng and Problem Solving.	nunica	tion and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning))	<u> </u>	<u> </u>		
Monday	Engage	Learners are to: 🛛 select v			What have we learnt	
	learners to	artists that reflect emergi			today?	
	sing songs		corruption, rights and		Ask learners to	
	and recite responsibilities of road user			0.	summarize the main	
	familiar	intellectual property etc.	-	••	points in the lesson	
	rhymes	discuss the works in relati	on to	the topical global issues		
		(concepts); Assessment: Let learners	docer	be the artworks of		
		some international visual				
		some international visual	artists			

Wednesday	Engage	Learners are to: appreciate: talk about the works based	What have we learnt
	learners to	on the type, theme/purpose, technique, style,	today?
	sing songs	materials, tools, etc	
	and recite		
	familiar	Assessment: Let learners describe the artworks of	
	rhymes	some international visual artists	

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:					Class size:	
Day :		1	Date :			
Period :		I	Less	ion :		
Strand : Oral Language			Sub-strand	d : G	iiving and Following Con	nmands/ Instructions
Indicator (co	ode)	B6.1.9.1.2	B6.1.10.1.1		B6.1.10.1.2	
Content star	ndard (code)	B6.1.9.1.	B6.1.10.1.		B6.1.10.1.	
Performance		 The learner should answer questions using the correct pronunciations and intonation The learner should recognise landmarks in your area. The learner should use the landmarks to give directions to a house 				
-		ng and Problem So				ersonal Development and
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu				
		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
Engage • Say and write q leaners to • Revise lesson or		n question for me in pairs a	orm and	or tags on flashcards. nation with the words. use the question words n each other.	What have we learnt today?	

 ACQUA		•
	• Discuss some intonations in answering questions. Aid	Review the lesson with
	learners recognise how to answer questions using the	learners
	correct pronunciations and intonations	
	Assessment: let learners answer questions using the	
	correct pronunciations and intonation	
Engage	• Explain to learners what landmarks are.	What have we learnt
leaners to	 Ask learners to mention some landmarks that they 	today?
sing songs	see in their communities.	
and recite	 Show learners a picture of a town with some 	
familiar	important landmarks like Bank, church, mosque, big	
rhymes	tress etc.	
	• Let learners recognise landmarks in their area.	
	Assessment: let learners identify landmarks in their	
	area.	
Engage	 Mention a landmark in the community. 	What have we learnt
leaners to	 Show a picture of a town with some important 	today?
sing songs	landmarks like Bank, church, mosque, etc.	
and recite	 Lead the learners to recognise the landmarks in the 	Review the lesson with
familiar	picture.	learners
rhymes	 Ask a learner to give directions from the landmark to 	
	the home.	
	 Assist learners to use other landmarks to give 	
	directions to their house.	
	Assessment: let learners use the landmarks to give	
	directions to a house	
		l

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TERM THREE BASIC SIX WEEK 2

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:			Class si	ze:		
Day :		Dat	:e :			
Period :	Les	Lesson :				
Strand :	S	ub-strand :	$\overline{\mathcal{N}}$			
A. Oral Language		A. Poems	i			
B. Reading		B. Vocab	ulary			
C. Grammar Usage A	t Word	C. Nouns	Nouns			
D. Writing		D. Paragr	Paragraph Development			
E. Using Writing Con	ventions	E. Using	Using Naming Words/Nouns			
F. Extensive Reading		F. Buildir	Building the Love and Culture of Reading			
Indicator (code)	B6.1.3.1.3. B6.2.6	6.4.3 B6.3	.1.1.4	B6.4.6.1.4	B6.5.3.1.4	B6.6.1.1.1
Content standard (code)	B6.1.3.1. B6.2.6	6.4. B6.3	.1.1.	B6.4.6.1.	B6.5.3.1.	B6.6.1.1.
Performance Indicator	A. Learners can	n compose ei	ght-line	poems.		
	B. Learners can	n use words s	uitable f	or purpose, a	audience, con	text and culture
	in relation to	o: type of te	xts (exp	osition/expla	nation, persu	iasive language,
	argumentati	ve), medium	(spoker	n/written), re	gister (formal	l/informal) etc.
	C. Learners can	identify and	l use abs	tract nouns t	o refer to con	cepts and ideas.
	D. Learners can	n use cohesiv	e device	s pronoun re	ferences, rep	eated key
	terms or gra	mmatical str	uctures	to link ideas i	in a paragrapl	h. E.g. use
		-		ults and purp		
	E. Learners cai ideas.	n identify an	d use ab	stract nouns	to refer to co	ncepts and
	F. Learners can		-		-	
	•		critical c	commentary	based on a se	et of criteria, on
	each book re	ead				

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

-		tivity and Innovation Communication and Collaboration P ng and Problem Solving.	'ersonal Development and				
Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE • Engage learners to recite some familiar poems. • Discuss the process of poem composition and lead learners to write a "class" poem. • Have learners work in groups to write some meaningful lines on a given topic. • Guide learners to put the lines or sentences together to constitute a meaningful eight-line poem. Have groups recite/perform their poems to the class. Assessment: let learners compose eight-line poems	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	 <u>B. READING</u> Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc. Have them role play a simple story to bring out the importance of these elements and their usage. Assessment: let learners use words suitable for purpose, audience, context and culture in relation to: type of texts 	What have we learnt today? Ask learners to summarize the main points in the lesson				
Wednesday	Engage learners to sing songs and recite familiar rhymes	<u>C. GRAMMAR</u> • Revise abstract nouns with learners • Have learners identify abstract nouns in texts and these nouns in sentences e.g. intelligence, knowledge, idea, patience i. I admire Ama because of her patience. He appears to have a good knowledge.	What have we learnt today? Ask learners to summarize the main points in the lesson				

		Assessment: let learners identify and use abstract nouns to refer to concepts and ideas.	
Thursday	Engage learners to sing songs and recite familiar rhymes	D. WRITING • 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 roles in the paragraph. E.g. First, second, third, finally, again, also, and, besides, further, in the first place, last, likewise, next, then, too. Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words. Assessment: let learners cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 <u>E. WRITING CONVENTION AND GRAMMAR USAGE</u> Revise abstract nouns. Have learners identify abstract nouns in texts and use them in sentences e.g. intelligence, knowledge, idea, patience i. I admire Ama because of her patience. ii. He appears to have a good knowledge of what we are saying. Assessment: let learners use abstract nouns to refer to concepts and ideas. 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	 <u>E. EXTENSIVE READING</u> 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. 	Have learners to tell what they read to the whole class

	Assessment: let learners read and critique a variety of	
	age- and level appropriate books and present a one-	
	page critical commentary based on a set of criteria, on	
	each book read	

Vetted by :..... Date :

SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :			Les	Lesson :		
Strand : DIV	ERSITY OF MA	ATTER Sub-st	trand :	MATERIALS		
Indicator (co	ode)	B6.1.2.2.1				
Content sta	ndard (code)	B6.1.2.2.				
Performanc	e Indicator	Learners can examine sc	ome use	s of mixtures in everyday	ı life.	
-		tivity and Innovation Com ng and Problem Solving.	imunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	• Review previous lesson on mixtures with learners.			What have we learnt	
	learners to	Learners watch videos and pictures of different		tures of different types	today?	
sing songs of mixtures.						
	and recite • Provide samples of mater			-	Ask learners to	
	familiar	produce mixtures such a		olution, sugar solution,	summarize the	
	rhymes	concrete, sand and wate				
		• In groups, learners invo	-		lesson	
		applications of mixtures,	-			
		solution, concrete, gari a	and bea	ns.		

		Assessment: let learners some uses of mixtures in everyday life	
Thursday	Engage	Engage learners to write the names of the	What have we learnt
	learners to	components of the mixtures stated.	today?
	sing songs	 Learners mention other examples of mixtures and 	Ask learners to
	and recite	their daily uses.	summarize the
	familiar		important points of the
	rhymes		lesson
		Assessment: let learners write the names of the	
		components of the mixtures and the daily uses of the	
		mixtures	

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Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:					Class size:		
Day :				Dat	Date :		
Period :				Lesson :		\mathcal{O}	
Strand : ALL	ABOUT US	9	Sub-strand	d : №	Лyself		
Indicator (co	ode)	B6.1.2.3.1.					
Content star	ndard (code)	B6.1.2.3.					
Performance	e Indicator	Learners can explai	in how to	pre	pare and accomplish. asp	pirations in life	
-		tivity and Innovatior ng and Problem Solv		nica	tion and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curricul	um Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections	
	(preparing	$\langle \cdot \rangle$					
	the brain						
	for						
	learning)						
Tuesday	Engage	• .		-	s that could prevent	What have we learnt	
	learners to			ir goal e.g. HIV/AIDS, early today?			
	sing songs pregnancy and motherhood			or f	atherhood, loss of a		
	and recite familiar	parent etc.				Ask learners to summarize the main	
	rhymes	Learners role play s challenges that cou their aspirations			now to overcome em from accomplishing	points in the lesson	

		Assessment: Let learners explain how to prepare and accomplish. aspirations in life	
Thursday	Engage learners to sing songs and recite	Learners write essay on skills necessary for achieving aspirations	What have we learnt today? Ask learners to
	familiar rhymes	Assessment: Let learners mention things that could prevent them from achieving their goal	summarize the main points in the lesson

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SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class size:		
Day :		0	Date :			
Period :		L	esson :	\sim		
Strand : Intr	Strand : Introduction to computing Sub-stran		Sub-strand	nd: Introduction to MS-Windows Interface (Desktop		
Backgrou		Background	ind and locations of the computer.)			
Indicator (code) B6.1.2.1.8 B6.1.2.1.9		6.1.2.1.9	B6.1.2.1.10			
Content standard (code) B6		B6.1.2.1. B	B6.1.2.1. B6.1.2.1.			
Performance Indicator		Learners can demonstrate the use of the navigation Pane of the File				
		Explorer to access different locations of the computer from the navigation				
		pane.				
		Learners can demonstrate the use of Frequent Folders Section of the File				
		Explorer t	Explorer to access frequently used locations of the computer.			
		Learners can demonstrate the use of Recent Files Section of the File				
		Explorer t	o access free	quently used files of the cor	nputer.	
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				ersonal Development and	
Keywords						
,,						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asses	sment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
	Engage Guide learners to use the navigation Pane of the File What have we learn					
Moduces dr				today?		
Wednesday						
					Ask learners to	
				summarize the main		
	rhymes	points in the lesson				

Guide learners to explore the use of Frequent Folders
Section of the File Explorer to access frequently used
locations of the computer
Guide learners to explore the use of Recent Files
Section of the File Explorer to access frequently used
files of the computer.
Assessment: Let learners describe how to use of Recent
Files Section of the File Explorer to access frequently
used files of the computer

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:			Class size:			
Day :				Date :		
Period :			Lesson :			
Strand : Geometry and Measurement Sub-stran			Sub-strand	nd : Geometric Reasoning		
Indicator (co	ode)	B6.3.1.1.1	B6.3.1.1.	1.2		
Content star	ndard(code)	B6.3.1.1.	B6.3.1.1.	1.		
Performance	e Indicator	A. Learners of	can identify	y examples of rectangular and triangular prisms in the		
		classroom and the community				
B. Learners can constru-		can construc	uct rectangular and triangular prisms from their nets.			
			· · · · · · · · · · · · · · · · · · ·	nica	tion and Collaboration Pe	ersonal Development
and Leaders	and Leadership Critical Thinking and Problem Solving.					
Keywords						
Reywords						
T. L.R. (s) Counters						
Ref:	Mathematic	cs curriculum Page				
		-				
DAY	Phase 1:	Phase 2: Main Phase 3:				
	Starter	(new learning inc	luding asses	ssm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					

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Monday	Sing songs	Give learners models of 3-D shapes made from	Review the lesson with
	like:	cardboard to examine and describe their cross sections	Learners
		(i.e. the surface or shape exposed by making a straight	
	l'm	cut through something, especially at right angles to an	
	counting	axis). Ask learners to draw and complete the table for	
	one, what	the description of the cross sections of the 3-D objects	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	4 - Follow	I J K L	
	me		
	5 - Fire	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask learners to sort 3-D shapes with uniform cross	Review the lesson with
Tuesuay	like:	sections; these are prisms and they are named after	Learners
	ince.	their uniform cross sections. Ask them to identify and	Learners
	l'm	name the following prisms	
	counting	nume the following prisms	
	one, what	Cross Section	
	is one	A. Cube square uniform 1 3	
	1 -	B. Pyramid rectangle not uniform	
	-		
		Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Give the learners rectangular and triangular prisms	
у	like:	made from cardboard by yourself (or cardboard	
		packing cases from shops) to open and examine their	Review the lesson with
	l'm	nets	Learners
	counting		
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone it		
	•		•

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			∂
		E.g. 2 Give the learners some cardboard or manila	
		card to draw a net of a square prism whose cross	
		section is a square with sides 10cm by 10cm and height	
		10cm. After drawing add tabs so that it can be folded	
		so that the tabs are glued inside	
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Give the learners some cardboard or manila card to	Review the lesson with
	like:	draw a net of a rectangular prism whose cross section	Learners
		is a square with sides 10cm by 10cm and height 15cm.	
	ľm	After drawing add tabs so that it can be folded so that	
	counting	the tabs are glued inside	
	one, what		
	is one	}	
	1-		
		Assessment: have learners to practice with more	
	\sim	examples	
Friday	Sing songs	Give the learners some cardboard or manila card to	Review the lesson with
	like:	draw a net of a triangular prism whose cross section is	Learners
		an equilateral triangle with side 10cm and height 10	
	l'm	cm. After drawing add tabs so that it can be folded so	
	counting	that the tabs are glued inside	
	one, what		
	is one		
	1 - One is		
	one alone,		

NANA FIIFI ACQUA alone it shall be. Assessment: have learners to practice with more examples

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SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Less	son :	\mathcal{O}
Strand : Independent Gha		ana	na Sub-strand : The Republics			
Indicator (co	ode)	B6.6.1.1.2				
Content star	ndard (code)	B6.6.1.1.				
Performance	e Indicator	Learners can iden	tify the poli	itica	I parties that have gover	ned the country under the
		Fourth Republic				
		tivity and Innovatic ng and Problem Sol		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures	X			
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Tuesday	Engage	List the parties an	d their dat	es o	f tenure in office in the	What have we learnt
	learners to	Fourth Republic				today?
sing songs and recite Assessment: let learner familiar that have governed the						
		Assessment: let le	earners ider	ntify	the political parties	Ask learners to
		ed the coun	ntry	under the Fourth	summarize the main	
	rhymes	Republic				points in the lesson

Thursday	Engage learners to sing songs	List the parties and their dates of tenure in office in the Fourth Republic	What have we learnt today?
	and recite familiar rhymes	Assessment: let learners identify the political parties that have governed the country under the Fourth Republic	Ask learners to summarize the main points in the lesson

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	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	\mathcal{O}
Strand : The	Family and c	ommunity Su	b-strand : (Commitment to the God	
Indicator (co	ode)	B6.4.1.1.2:			
Content sta	ndard (code)	B6.4.1.1.			
Performanc	e Indicator	Learners can explain	the need to	b be committed membe	rs of the community.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.					Personal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	Ilum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Through drama, let le committed citizens. Assessment: Let learn committed members	ners explai	n the need to be	What have we learnt today? Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :	Period :			son :	\wedge
Strand : PHY	SICAL FITNES	S Sub	-strand: E	ODY COMPOSITION.	
Ludiastan (ar				- C X	
Indicator (co	-	B6.3.5.3.1			
	ndard (code)	B6.3.5.3.	+	hilition of the verieus h	adu turaa (maaamarah
Performanc	e indicator		•	adilities of the various t	oody types (mesomorph,
Cara Campa	tonsion Cros	ectomorph and endon		tion and Collaboration D	arcanal Davalanment and
		ng and Problem Solving.		tion and Collaboration Pe	ersonal Development and
Leadership		is and robien solving.		$\langle A \rangle$.	
Keywords					
		C			
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includin	g assessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)	Loorpore identify the		a of anothe body to make	What have we learnt
	Learners	Learners identify the o			What have we learnt
				r (all roles) Lifter, etc. ii.	loudy!
	demarcate	Ectomorph – Long dist		ier, muneider,	Use answers to
	d area in files while	basketball shooter, etc iii. Endomorph – Good		r throwor backou	summarise the lesson.
	-	•	ISWIIIIIIE	, thrower, hockey	summarise the lesson.
	singing and clapping to	goalkeeper, etc			
	warm-up				
	the body for				
	maximal				
	IIIdXIIIIdI				

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	performan			
	ce and to			
	prevent			
	injuries			
	NANA FIIF	performan ce and to prevent	ce and to prevent	performan ce and to prevent

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.....: LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	(\mathcal{V})
Strand : Per	forming Arts	Sub-st	trand :	Thinking and Exploring Id	eas
Indicator (co	ode)	B6. 2.1.1.5			
Content sta	ndard (code)	B6. 2.1.1.			
Performanc	e Indicator	Learners can study how t	the artw	orks of the international	performing artists studied
		reflect topical issues in s	ome co	mmunities in the world	
		tivity and Innovation Com ng and Problem Solving.	nmunica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning)	Learners are to: 🛛 select		sitions and norformanco	What have we learnt
wonday	Engage learners to	of international perform		•	today?
		topical issues of much co	-		
and recite racism		racism, terrorism, corrup	otion, ri	ghts and responsibilities	Ask learners to
	familiar	of road users, counterfe	-		summarize the main
	rhymes	rights, sakawa or digital relation to the topical glo			points in the lesson
		Assessment: Let learners		be the artworks of the	
		international performing	g artists		

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ſ	Wednesday	Engage	Learners are to: appreciate: talk about the works based	What have we learnt
		learners to	on the type, theme/purpose, technique, rhythm, style,	today?
		sing songs	instruments, movement patterns, costumes, etc.	
		and recite		
		familiar	Assessment: Let learners describe the artworks of the	
		rhymes	international performing artists	

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 LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:		
Day :			Da	ite :		
Period :			Le	sson :		
Strand : Ora	l Language		Sub-strand :	Presentation		
Indicator (co	ode)	B6.1.10.1.3.	B6.1.11.1.1	B6.1.11.1.2	B6.1.11.1.3.	
Content star	ndard (code)	B6.1.10.1.	B6.1.11.1.	B6.1.11.1.	B6.1.11.1.	
Performance		 The learner should use the landmarks to give directions to your school. The learner should recognise and discuss accidents that occur at home, school, roads, etc. The learner should discuss causes of accidents in the environment The learner should discuss some safety measures to prevent accidents that occur at home, school and on roads. ivity and Innovation Communication and Collaboration Personal Development and 				
Leadership C		ng and Problem Sol				
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	luding assess	ment)	Plenary / Reflections	
	Engage leaners to sing songs and recite	Show a picture o landmarks like Ba • Assist learners to their school.	nk, church, m	•	What have we learnt today?	

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		1
familiar		
rhymes	• Show learners a picture of a vehicle involved in a road accident.	Review the lesson with
	Discuss the picture with learners.	learners
	• Let learners recognise and mention accidents that	
	occur at home, school, and on the roads.	
	Assessment: let learners mention accidents that occur	
	at home, school, and on the roads	
Engage	 Through brainstorming, ask learners to say some of 	What have we learnt
leaners to	the causes of accidents. • Show learners a picture of a	today?
sing songs	fallen tree.	\sim
and recite	 Ask learners what they think caused the tree to fall. 	
familiar	 Put learners in groups and give each group specific 	
rhymes	accident scene and ask the learners to brainstorm the	
	causes.	
	• Each group should discuss with the class the causes	
	for each given accident.	
	Assessment: let learners mention the causes of	
	accidents in the environment	
Engage	• Put learners into groups to discuss the accidents that	What have we learnt
leaners to	occur in school, home, road etc. previously allocated to	today?
sing songs	them.	,
and recite	 Let the group discuss the preventive and safety 	Review the lesson wit
familiar	measures for those incidents.	learners
rhymes		
	• Let each group discuss the safety measures of the	
	given accident to the whole class.	
$\langle \rangle \rangle$	Assessment: let learners mention safety measures to	
NN	prevent accidents that occur at home, school and on	
	roads	

Vetted by :..... Date :

TERM THREE BASIC SIX WEEK 3

..... LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:			Class siz	ze:			
Day :	Dat				5		
Period :	Les	Lesson :					
Strand :		Sub-strand :	\mathcal{N}				
A. Oral Language		A. Drama	tisation a	and Role Play	/		
B. Reading		B. Comp	Comprehension				
C. Grammar Usag	ge At Word	C. Deterr	Determiners				
D. Writing		D. Writin	Vriting as a Process				
E. Using Writing	Conventions	E. Using	Action W	/ords			
F. Extensive Read	ling	F. Buildir	ng the Lov	ve and Cultu	re of Reading		
Indicator (code)	B6.1.5.2.3 B6	5.2.7.2.3 B6.3	.2.1.4	B6.4.9.3.3	B6.5.4.1.4	B6.6.1.1.1	
Content standard (co	de) B6.1.5.2. B6	6.2.7.2. B6.3	.2.1.	B6.4.9.3.	B6.5.4.1.	B6.6.1.1.	
Performance Indicato	r A. Learners	can justify the o	entral m	essages in sk	etches perfor	med.	
	B. Learners	can demonstr	ate awa	reness of t	he structure	of texts (e.g.	
	introduct	ion, body, conc	lusion).				
		can identify a and ideas.	nd use c	demonstrativ	es: this/that,	these/those –	
			an publish writing piece for other peers to read and in the				
	agazine.						
	can apply the u	ise of the	e singular and	l plural subjec	t and the verb		
	forms tha	t go with them	E.g. Let	children expl	ore the varied	l usage of the	
	various te	enses (simple, p	resent pe	erfect, and pa	ast perfect)		
	F. Learners	can read and cr	tique a v	ariety of age	- and level app	propriate books	
	and prese	ent a one-page	critical c	ommentary l	pased on a se	t of criteria, on	
	each boo	k read					

	ng and Problem Solving.	
	Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas
English Lang	guage curriculum Page	
Phase 1.	Phase 2: Main	Phase 3:
Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections
Engage learners to sing songs and recite familiar rhymes	<u>A. ORAL LANGUAGE</u> • Have learner discuss a sketch observed. • Learners say what to look for to identify key issues in a sketch. • Learners talk about lessons in the sketch.	What have we learnt today? Ask learners to summarize the main points in the lesson
	Assessment: let learners justify the central messages in sketches	
Engage learners to sing songs and recite familiar rhymes	 <u>B. READING</u> Guide learners systematically using given narrative texts to identify the introduction body and conclusion in it. Have learners summarise each of these parts and make a summary of the whole text using their part summaries 	What have we learnt today? Ask learners to summarize the main points in the lesson
	Assessment: let learners identify the introduction body	
Engage learners to sing songs and recite familiar rhymes	<u>C. GRAMMAR</u> • Briefly revise nouns and articles by having learners identify them in sentences. • Provide a text having the demonstratives with emphasis on the demonstratives (this, that, these, those). Read it out. • List the demonstratives and have learners read out	What have we learnt today? Ask learners to summarize the main points in the lesson
	English Lang Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes	Word cards, sentence cards, letter cards, handwriting on library. English Language curriculum Page Phase 1: Phase 2: Main Starter (new learning including assessment) (preparing the brain for learning)

NANA FIIF	TACQUA		
		Working in small groups, each group writes a number of	
		sentences with each of the demonstratives introduced.	
		Assessment: let learners use demonstratives in	
		sentences.	
Thursday	Engage	D. WRITING	What have we learnt
marsaay	learners to	Revise writing as a process.	today?
			today:
	sing songs	• Have learners share their writing with their peers	
	and recite	classmates and families.	Ask learners to
	familiar		summarize the main
	rhymes	Encourage learners to type/copy neatly their writing	points in the lesson
		and submit them for publication in the class magazine,	
		school magazine/notice board. Other places to publish	
		include The Junior Graphic or The Daily Graphic and	
		other print media.	
		Assessment: let learners publish writing piece for other	
		peers to read and in the school magazine.	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
Thaty	learners to	• Learners write on a topic using the simple present,	today?
	sing songs	present perfect and past perfect tenses.	
	and recite		Ack loorpore to
		Discuss the topic with learners contributing with	Ask learners to
	familiar	sentences containing the present perfect and past	summarize the main
	rhymes	perfect.	points in the lesson
		Let learners write in bits e.g. First start with	
		introduction and guide them to edit.	
		Learners then write a whole essay on a chosen topic	
		individually	
		Assessment: let learners write a whole essay on a	
		chosen topic individually	
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Accorrements lat learners, read and exiting a variative of	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	

NANA FIIFI ACQUA page critical commentary based on a set of criteria, on each book read Vetted by : Signature: Date : Date :	
Vetted by : Date :	

..... LESSON PLAN

SUBJECT: SCIENCE

CLASS: SIX

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : CYC	LES	Su	b-strand :	EARTH SCIENCE			
Indicator (co	ode)	B6.2.1.5.2					
Content sta	ndard (code)	B6.2.1.5.					
Performanc	e Indicator	Learners can demons	strate that	air supports burning.			
-		tivity and Innovation (ng and Problem Solving		ation and Collaboration F	Personal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includi	ing assess	ment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	, , ,	s, use simp ning, using ovised jar).	e experiments to show a lighted candle and a	What have we learnt today? Ask learners to summarize the important points of the lesson		

NANA FIIFI ACQUA

Thursday	Engage	Review composition of air and the uses of the	What have we learnt
	learners to	components	today?
	sing songs	• Learners, in groups, use simple experiments to show	Ask learners to
	and recite	that air supports burning, using a lighted candle and a	summarize the
	familiar	glass jar (or an improvised jar).	important points of the
	rhymes		lesson
		Assessment: let learners describe how air supports	
		burning	

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

g:			Class size:			
		D	Date :			
		Le	esson :	\mathcal{O}		
R NATION GH	ANA	Sub-strand	Being a Citizen			
de)	B6.4.1.2.1					
ndard (code)	B6.4.1.2.					
Indicator	Learners can expl	ain the impo	rtance of public accountal	oility		
	=		cation and Collaboration P	ersonal Development and		
	Pictures					
Our World (Our People curricu	lum Page				
Phase 1:	Phase 2: Main			Phase 3:		
Starter	(new learning inclu	uding assess	ment)	Plenary / Reflections		
(preparing	$\langle \rangle$					
			tability a public	M/h at have use leavet		
	• •		, .	What have we learnt		
	•		· ·	today?		
0 0	responsible for the	eir actions ai	id activities in the society			
	Loornors discuss t	ho importan	Ask learners to tance of public accountability summarize the m			
		•				
ingines		-	ts	points in the lesson		
	-					
	R NATION GHA	R NATION GHANA de) B6.4.1.2.1 hdard (code) B6.4.1.2. e Indicator Learners can expl tencies: Creativity and Innovatio critical Thinking and Problem Solv function Problem Solv Phase 1: Phase 2: Main (new learning incluents) Phase 1: Phase 2: Main (new learning incluents) Phase 1: Phase 2: Main (new learning incluents) Engage Learners explain p learners to Accountability is a sing songs responsible for the and recite familiar Learners discuss the in promoting social i. Peace building a ii. When there are	R NATION GHANA Sub-strand : rde) B6.4.1.2.1 ndard (code) B6.4.1.2. e Indicator Learners can explain the importance tencies: Creativity and Innovation Communic tritical Thinking and Problem Solving. Pictures Our World Our People curriculum Page Phase 1: Phase 2: Main Starter (new learning including assess (preparing the brain for learning) Engage Learners explain public account Accountability is a process by wiresponsible for their actions ar and recite familiar Learners discuss the importance in promoting social justice e.g. i. Peace building avoids conflict ii. When there are no conflicts	Date : Date : Date : Lesson : Lesson : Ide) B6.4.1.2.1 Indicator Learners can explain the importance of public accountal tencies: Creativity and Innovation Communication and Collaboration P iritical Thinking and Problem Solving. Pictures Our World Our People curriculum Page Phase 1: Phase 2: Main (new learning including assessment) (preparing the brain for learners to Accountability is a process by which people are held sing songs responsible for their actions and activities in the society and recite familiar		

•		
	iv. Everybody contributes to development	
	Assessment: Let learners explain the importance of public accountability	
Engage	groups learners identify ways by which people can be	What have we learnt
learners to	held accountable for their stewardship e.g.	today?
sing songs	i. development of self-consciousness about	
and recite	accountability	Ask learners to
familiar	ii. ensuring compliance to rules and regulations	summarize the main
rhymes	iii. awareness that there are societal institutions to	points in the lesson
	ensure your compliance e.g. court action, report to the	
	police, etc.	
	Assessment: Let learners identify ways by which people	
	can be held accountable for their stewardship	
	learners to sing songs and recite familiar	Assessment: Let learners explain the importance of public accountabilityEngage learners to held accountable for their stewardship e.g. i. development of self-consciousness about and recite accountabilityfamiliar rhymesii. ensuring compliance to rules and regulations iii. awareness that there are societal institutions to ensure your compliance e.g. court action, report to the

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.....: LESSON PLAN

SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class size:			
Day :			[Date :			
Period :				esson :			
Strand : Intr	oduction to c	omputing Se	ub-strand	: Data, sources and usage	2		
Indicator (co		B6.1.3.1.9 B6.1.3		B6.1.3.1.11			
	ndard (code)	B6.1.3.1. B6.1.3		B6.1.3.1.			
Performance	e Indicator			rate data presentation in	different forms.		
				rate how to store data.			
				te data to gain required aximum, mode			
		etc.).	i totais, in				
Core Compe	tencies: Crea		Commun	cation and Collaboration	Personal Development and		
Leadership (Critical Thinkir	ng and Problem Solvir	ng.				
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incluc	ding asses	sment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
	Engage			ta in tables, pictures, charts, What have we learnt			
	learners to						
Wednesday	sing songs	-					
	and recite			s stated above to store	Ask learners to		
	familiar	data in different for		ling mean at a tax as	summarize the main		
	rhymes	eg. handwriting, pho optical disc etc.	one recor	ling, magnetic tapes,	points in the lesson		

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Guide learners to find the mode, product, minimum	
value, maximum value etc	
NB: This is to help the learner with fundamental	
principle of problem solving-skills and creativity in	
computing and Computer Science.	
Assessment: Let learners manipulate data to gain	
required output	
	value, maximum value etc NB: This is to help the learner with fundamental principle of problem solving-skills and creativity in computing and Computer Science. Assessment: Let learners manipulate data to gain

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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:					Class size:		
Day :				Date :			
Period :				Lesson :			
Strand : Sub-strai			Sub-strand :	nd :			
Indicator (co	ode)	B6.3.3.5.1	B6.3.3	.3.3.5.1			
Content star	ndard (code)	B6.3.3.5.	B6.3.3.	3.5.			
cardinal points north • Learners can perform				ne position and motion of objects in space using the theast, north-west, south-east and south-west rm and identify images of a single transformation (i.e. hapes in a plane			
Core Compe	tencies: Crea					ersonal Development and	
		ng and Problem Sol					
Keywords	10						
T. L .R. (s)		Counters					
Ref:	Mathematic	s curriculum Page	e				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding assess	sm	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						

NANA FIIF	I ACQUA		
Monday	Sing songs	Pupils describe the position and motion of objects	Review the lesson with
	like:	from one point to another using the 4 main cardinal	Learners
		points and the half-betweens: e.g. The point P is north	
	ľm	of the point P X but north-west of point C. Y is south of	
	counting	T but south-west of C.	
	one, what		
	is one	₽ ♥ ₽ Ţ	
	1 - One is		
	one alone,		
	alone it		
	shall be.	Assessment: have learners to practice with more	
	2 -	examples	
Tuesday	Sing songs	E.g. 2. Pupils describe the position of places in a grid	Review the lesson with
	like:	from a given location. E.g. the church is north-east from	Learners
		Kofi's house; the hospital is north-west from Kofi's	
	ľm	house.	
	counting		
	one, what	E.g. 3. Ask learners to give directions from Kofi's house	
	is one	the various locations. E.g. Move 2 squares to the east	
	1 - One is	and 2 squares to the north to get to the church.	
	one alone,		
	alone	Hospial Church	
		Cofi's house School	
		Bus stop	
		Airport Post Office	
	\sim		
	\sim		
		Assessment: have learners to practice with more	
		examples	
Wednesday		Give learners photocopied worksheets with several	
	like:	incomplete 2D shapes to review the drawing of images	
		of objects when reflected in the line of symmetry which	
	l'm	is outside the object	
	counting		
	one, what		
	is one		

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1 47 11 47 1		100001

NANA FIIF	TACQUA		
	1 - One is	Assessment: have learners to practice with more	
	one	examples	
Thursday	Cing age and		Deview the lesses with
Thursday	Sing songs	Review the properties of images under reflection, i.e.	Review the lesson with
	like:	object and image sizes and shape, distances from mirror	r Learners
		line and shape	
	ľm		
	counting	5	
	one, what	4 S B	
	is one		
	1 - One is	0 1 2 3 4 5 6 7 8 9 10	\sim
	one alone,	Δ RST is the image of Δ ABC in the	
	alone it	reflection in the in the mirror line	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	E.g. 3 Use a grid or graph board to demonstrate the	Review the lesson with
	like:	'horizontal followed by vertical' movements called translation. E.g. In the figure is 'the movement which takes	Learners
		translation. L.g. in the light end the movement which takes	
	ľm	point four units horizontally to the right and one unit	
	counting	vertically down' or 4 right, one down', is a vector or	
	one, what		
	is one	translation vector $(2 \rightarrow, 1\downarrow)$ and written as $\begin{pmatrix} 2 \\ -1 \end{pmatrix}$. Q is	
		the image of P under the translation by the vector	
	1 - One is	$\begin{pmatrix} 2\\ -1 \end{pmatrix}$	
	one alone,	(-1)	
	alone it		
	shall be.		
	2 - Two		
	pair, two		
	pair come		
	pair let us	2 B C B'	
		0 2 4 6 8	
	pair		
	3		
		E.g. 4 Discuss the properties of images under	
		translations, i.e. object and image sizes and shape	
		E.g. 5 Give learners photocopied worksheets with	
		several 2D shapes and ask them to draw images of each	
		under the translation vector given	

NANA FIIFI ACQUA

1) Translation: 3 right	2) Translation: 2 right and 3 down	
3) Translation: 5 left	4) Translation: 4 left and 3 down	
5) Translation: 4 left and 5 down	6) Translation: 3 right and 4 up	
Assessment: have learners	s to practice with more	
examples		

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SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	ate :	
Period :			Le	sson :	\mathcal{O}
Strand : Inde	ependent Gha	ana Su	ub-strand :	The Republics	
Indicator (co	ode)	B6.6.1.1.2			
Content sta	ndard (code)	B6.6.1.1.			
Performanc	e Indicator	Learners can identify	y the polition	al parties that have gover	ned the country under the
		Fourth Republic			
		tivity and Innovation on the second s		ation and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ling assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Tuesday	Engage	Use the internet/res	ource		What have we learnt
	learners to	persons/documenta	ries/visits	o district/municipal	today?
	sing songs	assemblies to identif	fy achiever	nents of various	
	and recite	governments within	their resp	ective districts. Learners	Ask learners to
	familiar	discuss their findings	s in class		summarize the main
	rhymes				points in the lesson
		Assessment: let lear	ners identi	fy the political parties	
		that have governed	the countr	y under the Fourth	
		Republic			

Thursday	Engage learners to sing songs	Use the internet/resource persons/documentaries/visits to district/municipal assemblies to identify achievements of various	What have we learnt today?
	and recite familiar rhymes	governments within their respective districts. Learners discuss their findings in class	Ask learners to summarize the main points in the lesson
		Assessment: let learners identify the political parties that have governed the country under the Fourth Republic	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:	
Day :				Date :		
Period :				Less	son :	\sim
Strand : The	e Family, Auth	ority and	Sub-strand	d : A	uthority and Obedience	
Obedience						$\mathbf{\lambda}$
Indicator (co	ode)	B6. 5.1.1.1:				
Content sta	ndard (code)	B6. 5.1.1.				
Performanc	e Indicator	Learners can ider members	ntify the rol	le of	children in promoting h	armony with other family
Core Compe	tencies: Crea		on Commun	nicat	ion and Collaboration P	ersonal Development and
-		ng and Problem Sol				
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	\sim			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing	$\langle \cdot \rangle \langle \cdot \rangle$				
	the brain					
	for					
E dala	learning)			I		
Friday	Engage	Guide learners to			•	What have we learnt
	learners to	• Let learners, in pairs, list roles they can play to		today?		
	sing songs	promote harmony in the family: Children must be respectful, obedient, humble, etc.			Ack loorpore to	
	and recite familiar	•			c. ps, list roles other	Ask learners to summarize the main
		-		-		
	rhymes	•	• •		ire harmony in the ful, obedient, caring,	points in the lesson
		-	•			
		protective, defen	isive, numbl	e, e	ιι.	
		Accoccmontelati	loorpore ide	nt:f.	the role of children in	
		Assessment: Let learners ide promoting harmony with oth				
Vottod by :						Date :

.....: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:					Class size:	
Day :				Date	2:	
Period :	Period :			Less	on :	
Strand : PHY	SICAL FITNES	S CONCEPTS,	Sub-strand	d : Fl	TNESS PROGRAMME	
PRINCIPLES	AND STRATEG	GIES				\sim
Indicator (co	ode)	B6.4.1.4.1				
Content star	ndard (code)	B6.4.1.4				
Performance	e Indicator	Learners can develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness				
		tivity and Innovations and Problem Sol		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
•	for					
	learning)					
	Learners	Discuss physical fitness as the process attained through		What have we learnt		
	jog round a	quality instructior	nal physical	edu	cation. Participation in	today?
	demarcate	physical activity a	nd knowled	dge o	of fitness components	
	d area in	coupled with an a	ppreciation	n for	good health. Learners	Use answers to
	files while	develop a one-day	y personal f	fitne	ss which include:	summarise the lesson.
	singing and	Jogging – muscula	ar enduranc	ce, ru	unning – cardio-	
	clapping to	respiratory endur	ance, push	ups	 muscular strength, 	
	warm-up	aerobic danceflex	ibility, etc			
	the body					

NANA FIIFI ACQUA

for	
maximal	
performan	
ce and to	
prevent	
injuries	

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Lesson :		
Strand : Per	forming Arts	Sub-stran	nd :⊺	hinking and Exploring Id	eas
Indicator (co	ode)	B6 1.2.2.3			
Content sta	ndard (code)	B6 1.2.2.			
Performanc	e Indicator	Learners can brainstorm and	d gei	nerate designs for making	g own visual artworks that
		reflect topical issues in the v	worl	b	
-		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 reflect on current topical/ learning resources such as in pictures, etc.; come out with design con making a two or three dime and sensitise the public on t disadvantages of the curren 	nter ncep nsio	net, libraries, videos, ts that is good for nal artworks to educate dvantages and	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIF	ACQUA		
		 develop the concepts into comprehensive designs for reproduction. 	
		Present designs for peer review;	
		experiment with available materials and tools to reproduce the designs (e.g clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting;	
		- straw, yarn, paper etc. for weaving;	
		- odds and ends for constructing and assembling;	$\langle \rangle \rangle$
		- 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.	
		Assessment: Let learners generate designs for making own visual artworks	
Wednesday	Engage learners to sing songs and recite	Learners are to: discuss, compare and share their experiences through jury and peer review	What have we learnt today?
	familiar rhymes	Assessment: Let learners generate designs for making own visual artworks	Ask learners to summarize the main points in the lesson
	X		points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:	Class size:		
Day :			D	ate :			
Period :			Le	Lesson :			
Strand : Reading Su			Sub-strand	o-strand : Fluency			
Indicator (co	ode)	B6.2.7.1.2 B	6.2.9.1.1.	B6.2.9.1.2	B6.2.9.1	1.3	
Content standard (code)		B6.2.7.1. B	6.2.9.1.	B6.2.9.1.	B6.2.9.	1.	
ideas fro • The lear • The lear			ner should retell the story sequentially. List the most important om a paragraph. ner should recognise topic sentences in each paragraph. ner should re-write the main ideas in a passage in a logical order.				
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 inc	luding assess	sment)		Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Give learners a Let learners ret then to the class. Give learners lo read. 	ell the story i	n the text in g	·	What have we learnt today?	

	TACQUA		
		 Discuss ideas that can be derived from the text. 	Review the lesson with
		• Lead learners to recognise and list the most important	learners
		ideas of the given text.	
		Assessment: let learners list the most important ideas	
		from a paragraph.	
	Engage	 Give learners longer passages that are interesting to 	What have we learnt
lean	leaners to	read.	today?
	sing songs and recite familiar rhymes	Allow learners to read and discuss the ideas in the	
		passage.	
		Discuss topic sentences with learners.	
		 Help learners recognise topic sentences in each 	
		paragraph.	
		Assessment: let learners identify the topic sentences in	
		each paragraph.	
	Engage	 Give learners longer passages that are interesting to 	What have we learnt
	leaners to	read.	today?
	sing songs and recite familiar rhymes	• Put learners in groups and help them to recognise the	
		main ideas in each paragraph of the passages.	Review the lesson with
		 Let learners re-write the main ideas from a passage 	learners
		logically.	
		Assessment: let learners re-write the main ideas in a	
		passage in a logical order	

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TERM THREE BASIC SIX WEEK 4

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Day : Date : Period : Lesson :			
Period : Lesson :			
Strand : Sub-strand :			
A. Oral Language A. Conversation			
B. Reading B. Comprehension	Comprehension		
C. Grammar Usage At Word C. Verbs	Verbs		
D. Writing D. Writing as a Process	Writing as a Process		
E. Using Writing Conventions E. Using Action Words			
F. Extensive Reading F. Building the Love and Culture of Reading			
Indicator (code) B6.1.6.3.2 B6.2.7.3.1 B6.3.5.1.6 B6.4.9.3.3 B6.5.4.1.4 B6.6.1.1			
Content standard (code) B6.1.6.3. B6.2.7.3. B6.3.5.1. B6.4.9.3. B6.5.4.1. B6.6.1.1			
Performance Indicator A. Learners can demonstrate turn taking in conversation on different to			
and follow agreed-upon rules for conversation and express thou	ghts		
coherently.			
B. Learners can determine the contextual meaning of words and phrases			
C. Learners can use the past continuous form of verbs to talk a	bout		
actions/events which were going on when a second one took place			
D. Learners can publish writing piece for other peers to read and in the school magazine.			
E. Learners can apply the use of the singular and plural subject and the v	orh		
forms that go with them. E.g. Let children explore the varied usage of			
various tenses (simple, present perfect, and past perfect).			

		 F. Learners can read and critique a variety of age- ar and present a one-page critical commentary bas each book read 	
-		tivity and Innovation Communication and Collaboration Peng and Problem Solving.	ersonal Development and
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas
Ref:	English Lang	guage curriculum Page	\mathcal{O}
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE • Through discussion, guide learners to identify some current or recent events. • Choose one such event and engage in a model conversation with a learner earlier prepared. • Converse on a given topic with a learner as others watch. • Let learners, converse in pairs on different topics after the example. Encourage them to follow the rules of conversation. Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word. Assessment: let learners demonstrate turn taking in	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	 conversation on different topics <u>B. READING</u> Select a text for reading. Identify words and phrases and systematically, guide learners to work out their meanings in context. Put learners into groups and give each group a set of words and phrases to find their meanings. Each group presents its work. Assessment: let learners determine the contextual meaning of words and phrases. 	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIF	TACQUA		
Wednesday	learners to	<u>C. GRAMMAR</u> e.g. We were playing football when the fire broke out.	What have we learnt today?
	sing songs and recite familiar rhymes	Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs and recite familiar rhymes	<u>D. WRITING</u> • Revise writing as a process. • Have learners share their writing with their peers classmates and families. Encourage learners to type/copy neatly their writing and submit them for publication in the class magazine, school magazine/notice board. Other places to publish include The Junior Graphic or The Daily Graphic and other print media. Assessment: let learners publish writing piece for other peers to read and in the school magazine	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 <u>E. WRITING CONVENTION AND GRAMMAR USAGE</u> Learners write on a topic using the simple present, present perfect and past perfect tenses. Discuss the topic with learners contributing with sentences containing the present perfect and past perfect. Let learners write in bits e.g. First start with introduction and guide them to edit. Learners then write a whole essay on a chosen topic individually Assessment: let learners use of the singular and plural subject and the verb forms that go with them in sentences. 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	 <u>E. EXTENSIVE READING</u> 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. 	Have learners to tell what they read to the whole class

Assessment: let learners read and critique a variety of	
age- and level appropriate books and present a one-	
page critical commentary based on a set of criteria, on	
each book read	

Vetted by :	Signature:	Date :
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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:				Class size:		
Day :				ate :		
Period :				esson :	JON -	
Strand : FOF	CES AND ENE	ERGY	Sub-strand	: ELECTRICITY AND EL	ECTRONICS	
Indicator (co	ode)	B6.4.2.2.1				
Content sta	ndard (code)	B6.4.2.2.				
Performanc	e Indicator	Learners can const	truct an elec	tronic circuit using ba	attery, connecting wire and LE	
-		tivity and Innovationg and Problem Solv		cation and Collaborat	ion Personal Development ar	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	$\left(\right)$			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asses	sment)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	 Provide learners battery. Learners, in their comprising an LED LED. Learners discuss 	with conne r groups, co , 3V battery what they o	ty groups for this activ cting wires, LED and nnect a series circuit , a switch, to light the did to light the LED. the electronic circuit	today? Ask learners to summarize the important points of th lesson	

	, ,		
		NB: Build a stock of electronic components from discarded electronic gadgets such as radio and TV sets, phone chargers and flashlights	
		Assessment: let learners describe what they did to light the LED.	
Thursday	Engage	• Put learners into mixed ability groups for this activity.	What have we learnt
	learners to	 Provide learners with connecting wires, LED and 	today?
	sing songs	battery.	Ask learners to
	and recite	• Learners, in their groups, connect a series circuit	summarize the
	familiar	comprising an LED, 3V battery, a switch, to light the	important points of the
	rhymes	LED.	lesson
		 Learners discuss what they did to light the LED. 	
		• Learners are tasked to draw the electronic circuit and	
		label the parts.	
		NB: Build a stock of electronic components from	
		discarded electronic gadgets such as radio and TV sets,	
		phone chargers and flashlights	
		Assessment: let learners draw the electronic circuit and	
		label the parts.	

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:				Class size:		
Day :				te :		
Period :				sson :	\mathcal{O}	
Strand : OUI	R NATION GH	ANA	Sub-strand :	Authority and Power		
Indicator (co	ode)	B6.4.2.1.1.				
Content sta	ndard (code)	B6.4.2.1.				
Performanc		members			narmony with other family	
		tivity and Innovationg and Problem Solv		ation and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricul	lum Page			
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
	learning)		1 1	- 1 1. 1		
Tuesday	Tuesday Engage Learners discuss what it tak learners to				What have we learnt today?	
sing songs Learners in pairs, list roles and recite harmony in the family: familiar e.g. Children must be respe			mily:		Ask learners to summarize the main points in the lesson	
		Let learners in pair play to ensure har		ther family members can ^f amily.		

INAINA FIIF	The Quit		
		e.g. Relatives must be respectful, obedient, caring, protective, defensive, humble, etc.	
		protective, derensive, numble, etc.	
		Assessment: Let learners identify the role of children in	
		promoting harmony with other family members	
Thursday	Engage	Let learners in pairs, list roles other family members can	What have we learnt
	learners to	play to ensure harmony in the family.	today?
	sing songs	e.g. Relatives must be respectful, obedient, caring,	
	and recite	protective, defensive, humble, etc.	Ask learners to
	familiar		summarize the main
	rhymes	Ask learners to role-play the duties of their	points in the lesson
		grandparents, uncles, cousins, aunts, etc., in moulding	
		their character	
		Assessment: Let learner's list roles other family	
		members can play to ensure harmony in the family.	

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SUBJECT: COMPUTING

CLASS: SIX

Week Ending	g:			Class size:		
Day :			Da	Date :		
Period :				Lesson :		
Strand :			Sub-strand :			
WORD PROC	CESSING		TECHNOLOG	Y IN THE COMMU	NITY	
PRESENTATI	ON		INTRODUCTI	ON TO MS-POWE	RPOINT	
WORD PROC	CESSING		INTRODUCTI	ON TO MS-POWE	RPOINT	
Indicator (co	ode)	B6.1.4.1.4	B6.2.1.1.3	3. B6	5.3.1.1.3	
-	, ndard (code)	B6.1.4.1.4	B6.2.1.1.	В	6.3.1.1.	
the tools of the ribbo			cation. can be able to of the ribbons can be able f n. on Communic	give a 5-side pres studied. o use the attribu	importance of technology in sentation in MS-PowerPoint using utes of the ribbons studied in a ration Personal Development and	
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)					
	Engage	Guide learners to	mention the	mportance of	What have we learnt	
	learners to	technology in cor	nmunication.		today?	
Wednesday	sing songs and recite	Guide learners to	present their	work to the class.		

fam	iliar		Ask learners to
rhyr	nes NB. This is	to help the learner with software knowle	dge summarize the main
	such as in-o	office applications (Presentation software	e). points in the lesson
	Guide the l	earners to create and format text in a	
	document		
	NB. This is	to help the learner with software knowle	dge
	such as in-o	office applications (word processing).	
	Assessmen	t: Let learners create and format text in	a
	document		

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SUBJECT: MATHEMATICS

CLASS: SIX

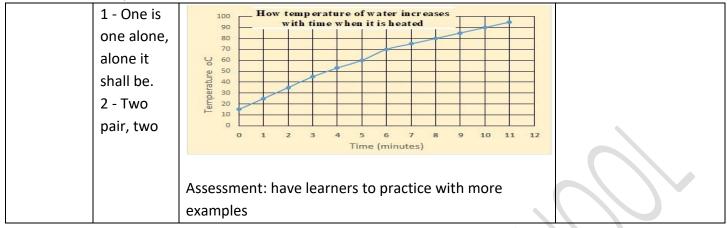
Week Ending:				Class size:		
Day : Period :				Date	e : .on :	
Strand : Data	a			and : Data Collection, Organization, Presentation, tation and Analysis		
Indicator (co	ode)	B6.3.3.5.2	B6.4.1.1.1	1.1.1		
Content star	ndard (code)	B6.3.3.5.	B6.4.1.1.	1.1.		
Performance	e Indicator	A. Learners of	can identify i	ima	ges of a single transforn	nation (i.e. reflection and
		translatio	n) of a 2D sha	nape	es in a plane	
				-	–	common attributes (title,
					raw the graph for a giver	
				icat	ion and Collaboration Pe	ersonal Development and
Leadership C	critical Thinkin	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
learning)						

Monday	Sing songs	Ask learners to identify images of reflections of 2D	Review the lesson with
	like:	shapes in the figure. Ask learners to study the shapes,	Learners
		identify their images. E.g. shape D is a reflection of	
	l'm	shape E in the line $y = 0$ or x-axis; shape A is a reflection	
	counting	of shape B in the line $y = -1$; and Shape X is a	
	one, what	reflection of shape W in the line $yy = 0$	
	is one		
	1 - One is	Assessment: have learners to practice with more	
	one	examples	
Tuesday	Sing songs	Ask learners to identify images of translations of given	Review the lesson with
	like:	2D shapes in a given plane. Ask learners to study the	Learners
		shapes, identify their images and the translation vectors.	
	l'm	E.g. shape F is a translation of shape A by the translation	
	counting	vector $\binom{2}{-3}$ (or 2 right, 3 three down); and Shape X is a	
	one, what	translation 0of shape W by the translation vector �� �	
	is one	(or 0 right, 6 up) 6	
	1 - One is		
	one a	╆┱┟┝┝┿┝	
	$(\land \land)$	Assessment: have learners to practice with more	
		examples	
Wednesday		Ask learners to identify images of translations of given	
	like:	2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors.	
		E.g. shape F is a translation of shape A by the translation	Review the lesson with
	l'm	vector $\begin{pmatrix} 2\\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a	Learners
	counting		
	one, what	translation 0 of shape W by the translation vector $\mathbf{O} \mathbf{O}$	
	is one	(or 0 right, 6 up) 6	
	1 - One is		
	one alone,	Assessment: have learners to practice with more	

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

examples

	I ACQUA							
	alone it	×						
	shall be.		$\overline{}$	° \				
	2 - Two		\rightarrow					
	pair, two		<u>+</u>					
				F				
		┍╺┛┯╞╼╍┝╸┝╶┝	в	_ + _ + _				
				-+-+				
		• • • • • • • •	+ +	+ +				
		Assessment: have learners to practi	co with m	are				
				JIE	$\mathbf{\lambda}$			
		examples						
Thursday	Sing songs	Time (minutes)	0	1	Review the lesson with			
	like:	Temperature (° C)	15	25	Learners			
			15	25				
	l'm							
	counting							
	one, what	E.g. 1. Give learners the data preser	E.g. 1. Give learners the data presented in tables and					
	is one	ask them to determine the commor	ask them to determine the common attributes (title,					
	1 - One is	axes and intervals) and draw a line a	axes and intervals) and draw a line graph. Let them					
	one alone,	understand line graphs are used wh						
	alone it	how something changes over time i						
	shall be.	something else						
	2 - Two	something else						
		E a 2 Ack learnars to draw a line a	ranh hu					
	pair, two	E.g. 2. Ask learners to draw a line g						
		determining the common attributes	-					
		intervals) and completing the drawi	-					
		labelled axes for the data below on	•	erature of				
		water increases with time when it is	heated					
	$ \land \lor $							
		Assessment: have learners to practi	ce with mo	ore				
		examples						
Friday	Sing songs	Ask learners to study the line graph	and answe	er	Review the lesson with			
	like:	questions based on them. For instar			Learners			
		will the water temperature reach 70						
	ľm	water temperature after 5 minutes						
	counting							
	one, what							
	is one							



Vetted by :....

Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:				Class size:		
Day :	Day :			Date :		
Period :				Lesson :		
Strand : Inde	ependent Gha	ina	Sub-strand	d : M	ilitary Rule	
Indicator (co	ode)	B6.6.2.1.1				
Content star	ndard (code)	B6.6.2.1.				
Performanc	e Indicator	Learners can iden	tify the lead	ders	of the coup d'états an	d names of their regimes
		tivity and Innovatic ng and Problem Sol		nicati	on and Collaboration	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes How many coup	List the military regimes since 1966 and their leaders Assessment: let learners identify the leaders of the coup d'états and names of their regimes		What have we learnt today? Ask learners to summarize the main points in the lesson		

	FIACQUA		1
	d'états		
	have		
	Ghana		
	experience		
	d?		
Thursday	Engage	List the military regimes since 1966 and their leaders	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners identify the leaders of the	
	and recite	coup d'états and names of their regimes	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
	1		r

Vetted by :	Signature:	Date :

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:	
Day :				Date :		
Period :				Lesson :		
Strand : The	Family, Auth	ority and	Sub-strar	nd : /	uthority and Obedience	
Obedience						\sim
Indicator (co	ode)	B6. 5.1.1.1:				
Content star	ndard (code)	B6. 5.1.1.				
Performance	e Indicator	Learners can ide	ntify the ro	ole o	f children in promoting h	armony with other family
		members				
=		tivity and Innovations and Problem So		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref: RME curriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	Ask learners to dramatise or role play the duties of their grandparents, uncles, cousins, aunts, etc., in moulding their character. Assessment: Let learners identify the role of children in promoting harmony with other family members			What have we learnt today? Ask learners to summarize the main points in the lesson	

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:					Class size:		
Day :				Dat	e :		
<u> </u>							
Period :				Les	son :	\bigcirc	
Strand : PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	n d : F	ITNESS PROGRAMME		
PRINCIPLES	AND STRATEG	GIES			\sim	\sim	
Indicator (co	ode)	B6.4.1.4.2:					
Content sta	ndard (code)	B6.4.1.4.					
Performanc	e Indicator	Learners can expl	ain the rol	e tha	t weight-bearing activit	ies play in bone strength.	
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration P	ersonal Development and	
Keywords			\sim		2.		
T. L .R. (s)		Cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	sessment)		Plenary / Reflections	
	(preparing						
	the brain	$\langle \cdot \rangle$					
	for						
	learning)			<u> </u>			
	Learners	Learners explain	-		•	What have we learnt	
	jog round a	-		akes the bones strong for fitness		today?	
	demarcate	activities, stabilises the body		ly position, etc			
	d area in					Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for						

 Inneden	
maximal	
performan	
ce and to	
prevent	
injuries	

Vetted by :....

Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class s	ize:	
Day :			1	Date :		
Period :			l	Lesson :		
Strand : Per	forming Arts		Sub-strand	: Planning	, Making and Cor	nposing
Indicator (co	ode)	B6 2.2.2.3				
Content sta	ndard (code)	B6 2.2.2.			XJ	
Performanc		topical issues in th	ne world	$\overline{)}$		ing artworks that reflect
		tivity and Innovations and Problem Solv		ication and	l Collaboration Pe	ersonal Development and
Keywords				5		
T. L .R. (s)		Pictures				
Ref:	: Creative Arts curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	hase 2: Main new learning including assessment)		Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	much concern in t resources such as etc.; I come out w composing music, educate and sensi disadvantages of c	ers are to: 2 reflect on current topical issues of concern in the world using available learning rces such as internet, libraries, videos, pictures, come out with concepts that are good for osing music, dance, drama and poems, etc. to te and sensitise the public on the advantages and vantages of current topical issues of much concern world; 2 present concepts for peer review; 2		What have we learnt today? Ask learners to summarize the main points in the lesson	

	100001		
		discuss, compare and share their experiences through	
		jury and peer review	
		Assessment: Let learners generate ideas for creating	
		own performing artworks	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to sing songs and recite familiar	use the ideas or feedback from the peer review to improve upon the arrangements for own compositions	today? Ask learners to
	rhymes	Assessment: Let learners generate ideas for creating own performing artworks	summarize the main points in the lesson

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······	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:		
Day :			ſ	Date	e :	
Period :			L	Less	son :	
Strand : Rea	ding		Sub-strand	1 : Si	ummarising	
Indicator (co	ode)	B6.2.9.1.1.	B6.2.9.1.2		B6.2.9.1.3	
Content star	ndard (code)	B6.2.9.1.	B6.2.9.1.		B6.2.9.1.	
The learner should rec			cogi -wri		ach paragraph assage in a logical order.	
Keywords						
T. L .R. (s)		Manila cards, mar	rkers, recorc	ded	audios visual	
Ref:	Ghanaian La	anguage curricului	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	cluding assessment)		ent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	read.	as that can b to recognise	oe do ano		What have we learnt today?

ACQUA		
	Assessment: let learners list the most important ideas	Review the lesson with
	from a paragraph.	learners
Engage	• Give learners longer passages that are interesting to	What have we learnt
	read.	today?
	 Allow learners to read and discuss the ideas in the 	
	passage.	
	 Discuss topic sentences with learners. 	
TTYTIC3	 Help learners to recognise topic sentences in each 	
	paragraph	
	Assessment: let learners identify topic sentences in	
	each paragraph	
Engage	 Give learners longer passages that are interesting to 	What have we learnt
		today?
0 0		
		Review the lesson with
		learners
,		
	Assessment: let learners re-write the main ideas in a	
	passage in a logical order.	
	Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners list the most important ideas from a paragraph.Engage leaners to sing songs and recite familiar rhymes• Give learners longer passages that are interesting to read. • Allow learners to read and discuss the ideas in the passage. • Discuss topic sentences with learners. • Help learners to recognise topic sentences in each paragraphEngage leaners to read.• Give learners identify topic sentences in each paragraphEngage

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TERM THREE BASIC SIX WEEK 5

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:			Class size:		
Day :		Dat	e :		5
Period :		Les	son :		
Strand :		Sub-strand :			
A. Oral Language		A. Conve			
B. Reading			Comprehension		
C. Grammar Usage A	t Word	C. Verbs			
D. Writing			entative/Persuasive	-	
E. Using Writing Con		-	sing Simple, Compound and Compound Sentences uilding the Love and Culture of Reading		
F. Extensive Reading		F. Dullull	ig the Love and Cultu	re of Reduilig	
Indicator (code)	B6.1.6.3.3 B6.	2.8.1.1. B6.3	.5.1.7 B6.4.13.2.2	B6.5.9.1.1.	B6.6.1.1.1
Content standard (code)	B6.1.6.3. B6.2	2.8.1. B6.3	B.5.1. B6.4.13.2.	B6.5.9.1.	B6.6.1.1.
Performance Indicator	A. Learners of discussion		swer questions abou	t key details on	topics under
	B. Learners appropria		itly and reasonably	for meaning f	rom a level-
	C. Learners of	can use the imp	perative form of verb	to give warning	g and express
	prohibitio	ns.			
		an use words, aim(s) and reas	phrases, and clauses ons.	to clarify the rel	ationships
			jects and verb in cor	nplex sentences	5
	F. Learners c	an read and cr	tique a variety of age	- and level appr	opriate books
	and prese	nt a one-page	critical commentary	based on a set	of criteria, on
	each book	c read			

=		tivity and Innovation Communication and Collaboration Peng and Problem Solving.	ersonal Development and			
Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	guage curriculum Page	\sim			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE • Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc. • Encourage learners to ask and answer questions for clarification about key details. Ensure appropriate vocabulary use by dropping hints and showing word cards. Assessment: let learners answer questions on topics under discussion.	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	 <u>B. READING</u> Have learners stop and think about the text and know what to do when meaning is not clear. By setting a target in the text for them. Have them read silently and at a reasonable pace to get the meaning from the text. Direct learners' reading with "While Reading" questions. Assessment: let learners read silently and reasonably for meaning from a level-appropriate text 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	<u>C. GRAMMAR</u> E.g. Break the glass, and you will pay for it. Assessment: let learners use the imperative form of verb to give warning and express prohibitions in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson			

NANA FIIF Thursday	-	D. WRITING	What have we learnt
mursuay	Engage learners to	Lead learners to discuss appropriate language for	today?
	sing songs	arguments e. g. use of adjectives in their various forms.	
	and recite	• You may read out model argumentative essays to	Ask learners to
	familiar	guide learners	summarize the main
	rhymes		points in the lesson
	,	Assessment: let learners write argumentative essays	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	 Revise nouns and verbs by having learners identify 	today?
	sing songs	them and use them in sentences.	
	and recite	 Revise simple subjects and predicates in sentences. 	Ask learners to
	familiar	 Elicit sentences from learners and let them identify 	summarize the main
	rhymes	the subjects and predicates of their own sentences.	points in the lesson
		Assign pairs of learners to supply extracts from	
		comprehension passages and identify the subjects and	
		predicates of the sentences.	
		• Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate	
		their knowledge of subject and predicate.	
		their knowledge of subject and predicate.	
		Assessment: let learners identify subjects and verb in	
		complex sentences	
Friday	Guide	E. EXTENSIVE READING	
	learners to	 Guide learners to choose and read independently 	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	 Ask each learner to write a-two-paragraph summary 	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
	period		
		feedback.	
	$\sim \sim$	Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
7.		page critical commentary based on a set of criteria, on	
		each book read	

Vetted by :..... Date :

SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:			Class size:		
Day :	Day :			te :		
Period :				ison :	\mathcal{O}	
Strand : FOF	CES AND ENE	RGY Sub	-strand :	FORCES AND MOVEMENT		
Indicator (co	ode)	B6.4.3.2.1				
Content sta	ndard (code)	B6.4.3.2.				
Performanc	e Indicator	Learners can identify l	evers, pu	lleys, inclined planes as c	lasses of simple machines	
		and cite some commo	n exampl	es		
-		tivity and Innovation Cong and Problem Solving.		ition and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includin	g assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain for					
	learning)					
Monday	Engage	 Lead learners to visit 	t various v	vorkplaces where	What have we learnt	
	learners to			s are used in their work	today?	
	sing songs	or show pictures of dif	•			
	and recite	machines.			Ask learners to	
	familiar	 Learners talk about t 	their expe	riences on the visit.	summarize the	
	rhymes	• Learners are shown	examples	of simple machines	important points of the	
		(screw drivers, pliers, s	scissors, v	vheel barrow, shovel,	lesson	
		hammer, spanners, ax	e, rake, ci	utlass, hoe, mattock,		
		crowbar, claw hamme	r, screws,	wooden board, to		

	ACQUA		
		identify and classify them as levers, pulleys or inclined planes).	
		Assessment: let learners cite some common examples of simple machines	
Thursday	Engage learners to sing songs	Learners demonstrate proper ways of using simple machines.	What have we learnt today? Ask learners to
	and recite familiar	Project: Design and Make Simple Machines	summarize the important points of the
	rhymes	Learners design and make simple machine of their	lesson
		choice from suitable materials such as bamboo, wood, cardboard, plastics, paper and straws.	
		Assessment: let learners cite some common examples of simple machines and their uses	

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:				Class size:	
Day :			D	Date :		
Period :			L	Lesson :		
Strand : OUI	R NATION GH	ANA	Sub-strand	:A	uthority and Power	
Indicator (co	ode)	B6.4.2.2. 1.				
Content sta	ndard (code)	B6.4.2.2.				
Performanc	e Indicator	Learners can expl	ain and app	orec	iate the importance of c	lemocratic governance
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmer Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords						
T. L .R. (s)		Pictures	$\overline{\mathbf{\nabla}}$			
Ref:	Our World (Our People curricu	lum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asses	ssm	ent)	Plenary / Reflections
	(preparing the brain		-			
	for					
	learning)					
Tuesday	Engage	Learners identify v	various pers	sons	and bodies who are	What have we learnt
	learners to	responsible in gov	erning their	r scl	nool e.g. headteacher,	today?
	sing songs	teachers, school p	refects.			
	and recite					Ask learners to
	familiar	Learners discuss th	he importan	nce	of good governance in	summarize the main
	rhymes	their school.				points in the lesson
		Learners in groups	s suggest wa	ays	in which	
		school governance	e could be ir	mpr	oved.	

	TACQUA		
		Groups present their report in class.	
		Assessment: Let learners explain and appreciate the	
		importance of democratic governance	
Thursday	Engage	Class mock election	What have we learnt
	learners to	Learners demonstrate how to elect a leader in a	today?
	sing songs	democratic way.	
	and recite		Ask learners to
	familiar	Learners discuss why good governance is	summarize the main
	rhymes	important for national development.	points in the lesson
		Learners discuss the features of democratic	
		governance in Ghana e.g. tolerance, election of leaders,	
		transparency.	
		Learners discuss how individuals can promote	
		democratic governance	
		Assessment: Let learners explain how individuals can	
		promote democratic governance	

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SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	e :	
Period :			Les	son :	
Strand · DPC		AND DATABASES Sub-stra	nd · II		BASES, ALGORITHM AND
Stranu . FAC	GRAIVIIVIIING			NG. LANGUAGES	DASES, ALGORITHM AND
Indicator (co	ode)	B6.5.1.1.7 B6.5.1.1		B6.5.1.1.9	
-	ndard (code)	B6.5.1.1. B6.5.1.1		B6.5.1.1.	
Performance		Learners can illustra	ate ba	asics of relational algebra	Э.
				sics SQL: querying and m	
				sics SQL: querying and m	. –
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solving.			
Keywords			$\overline{\cdot}$	\mathbf{i}	
Reywords					
T. L .R. (s)		Laptop			
Ref:	Computing	curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
	Engage	Guide learners to apply the	basi	cs of relational algebra	What have we learnt
	learners to	in a sample database		U U	today?
Wednesday	sing songs				
	and recite	Guide learners to write sim	ple c	ueries to retrieve	Ask learners to
	familiar	specific names of students	from	a database of the	summarize the main
	rhymes	names of all students in cla			points in the lesson
		CREATE DATABASE , SELEC	T and	UPDATE	
		Guido loornors to write sim	nla a	uarias to ratriava	
		Guide learners to write sim specific names of students	•		
		specific names of studelits	11011		

names of all students in class. e.g CREATE TABLE,
DELETE and INSERT INTO
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 programming together with fundamental principles of problem-solving and creativity.
Assessment: Let learners write simple queries to
retrieve specific names of students from a database of
the names of all students in class

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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending	g:			Class size:		
Day : Period :				Date : Lesson :		
				N/S		
Strand : Data	a			Ind : Data Collection, Organization, Presentation, tation and Analysis		
Indicator (co	ode)	B6.4.1.1.2	B6.4.1.1.3	.1.1.3		
Content star	ndard (code)	B6.4.1.1.	B6.4.1.1.	.1.1.		
a line				-	ata can be represented by oints (discrete data) and	
B. Learr giver			can apply unde le of values (o	-	te a line graph by using a a line graph and answer onclusions E	
Core Compe	tencies: Crea	tivity and Innovati	on Communica	tion and Collaboration Pe	ersonal Development and	
		ng and Problem So				
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain	(new learning inc	luding assessr	nent)	Plenary / Reflections	

NANA FIIF	I ACQUA									
	for									
l	learning)									
Monday	Sing songs	Through discussion, guide learners to understand the								Review the lesson with
	like:	difference between discrete and continuous data. Ask						k	Learners	
		them to sort the following tables of values into the two								
	ľm	categories – those with discrete data and those with								
	counting	continuous data								
	one, what									
	is one	The number of match sticks Sena used in making a pattern of squares								
	1 - One is one alone, alone it shall be. 2 - Two									
		Number of Squares (<i>n</i>) 1 2								
		Matchsticks (s) 4 7								
		Progress of plant'	s grov	vth re	corded	l by Ko	ofi o	over a we	ek	
	pair, two	Days (<i>d</i>)	1	2						
	pair come	Height (<i>h</i>) (cm)	5	6.5						
	pair let us	(i) Number of people in the immediate								
	pair	family of P6 students in a school								
arc	3 - Turn	Number of people in family 1 2								
	around 4 - Follow	Number of stude	ents			0	4			
	me	(ii) Abu travelled on a bicycle to buy food,								
	5 - Fire	the table shows how far (in kilometres) he was away from the house.								
		Time (minutes) 0 5								
		Distance (km)		0		3				
	$\wedge \wedge \wedge$				1		1		-	
		Assessment: have	learn	ers to	practi	ce wit	th m	nore		
		examples								
Tuesday	Sing songs	Ask learners to write questions for their friends to read								Review the lesson with
	like: and interpret the tables									Learners
	1'm									
	l'm	·								
	counting	examples								
one										

NANA FIIF	I ACQUA									
Wednesday	Sing songs	E.g. 1. Ask learner								
	like:	data values by det								
		(title, axes and inte								
	ľm	questions based								
	counting	on them to interpr	Assessment: have							
	one, what	conclusions	learners to practice							
	is one	(i) Progress of pla	with more examples							
	1 - One is	week								
	one alone, alone it	Days (d)		1	2	\sim				
		Height (<i>h</i>) (cm)		5	6.5					
	shall be.	(ii) Cost of box								
		trip.								
		Number of stude	Number of students12							
		Cost of lunch (∉)								
		(iii) Abu travell								
		shows how far (in								
		house.								
		Time (minutes)	0	5 10	15 20					
		25 30								
		Distance (km) 0	3	3.5 4	4 2					
		0								
		(iv) Average mont								
		towns in a year								
			1	F	М					
		Kumasi	5	10	15					
		Oda	3	10	13					
	$\wedge \wedge Y$									
		Assessment: have								
		examples								
Thursday	Sing songs	Ask learners to stu	Review the lesson with							
	like:	questions based o	Learners							
		will the water tem								
	ľm	water temperatur								
	counting									
	one, what	Assessment: have	ith more							
	is one	examples								
	<u></u>					if Acquab) to support the				

Friday Sing songs	Ask learners to write questions for their friends to read	Review the lesson with
like:	and interpret the line graphs	Learners
I'm counting one, what is one	Assessment: have learners to practice with more examples	

Vetted by :....

Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	\mathcal{O}
Strand : Inde	ependent Gha	ina	Sub-stran	nd : N	Ailitary Rule	
Indicator (co	ode)	B6.6.2.1.1				
Content sta	ndard (code)	B6.6.2.1.1				
Performanc	e Indicator	Learners can iden	tify the lea	aders	of the coup d'états and	names of their regimes
Core Competencies: Creativity and Innovation Com Leadership Critical Thinking and Problem Solving.				nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Dhave 1					
DAY	Phase 1: Starter	Phase 2: Main				Phase 3:
	(preparing	(new learning incl	uding asse	essn	ient)	Plenary / Reflections
	the brain					
	for					
	learning)					
Tuesday	Engage	Show and discuss	a docume	ntar	y on any of the military	What have we learnt
	learners to	takeovers				today?
	sing songs					
	and recite	Assessment: let learners ide			the leaders of the	Ask learners to
	familiar	coup d'états and r	names of t	heir	regimes	summarize the main
	rhymes					points in the lesson
	Who was					
	the leaders					

	of the coup		
	d'états		
Thursday	Engage	Show and discuss a documentary on any of the military	What have we learnt
	learners to	takeovers	today?
	sing songs		
	and recite	Assessment: let learners identify the leaders of the	Ask learners to
	familiar	coup d'états and names of their regimes	summarize the main
	rhymes		points in the lesson

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

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:		
Day :				Date :			
Period :				Les	son :		
Strand : The Family, Authority and Sub-stra			Sub-strar	nd : /	Authority and Obedience		
Obedience	2						
Indicator (code)	B6.5.1.1.2					
Content st	andard (code)	B6.5.1.1.					
	nce Indicator				or cordial relationships a		
-				inica	tion and Collaboration F	Personal Development and	
Leadership Keywords	o Critical Thinki	ng and Problem Sol I	ving.				
Reywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ulum Page	٢/				
DAY	Phase 1: Starter	Phase 2: Main (new learning incl	luding ass	essn	nent)	Phase 3: Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday	Engage	Lead learners to	explain c	ordia	al relationships.	What have we learnt	
	learners to	• Let learner's lis	t behaviou	ırs tł	nat ensure cordial	today?	
	sing songs	relationships in th	ne family.				
	and recite	Have learners explain the need for cordial relationships				Ask learners to	
	familiar	in the family: - to ensure peace			and unity, - proper	summarize the main	
	rhymes	character formati	on,			points in the lesson	
		- progress in the family,					
		- ensure provisior	- ensure provision of basic needs- shelter, food, school				
		fees, etc.					
				•	n the need for cordial		
		relationships amo	ong family	men	nbers.		

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:				Class size:		
Day :				Date :	\sim	
Period :				Lesson :		
Strand : Pl	HYSICAL FITNES	S CONCEPTS,	Sub-strand	d : HEALTHY DIET		
PRINCIPLE	S AND STRATEG	GIES			\sim	
Indicator (code)	B6.4.2.4.3	•			
Content st	andard (code)	B6.4.2.4.				
Performar	nce Indicator	Learners can pla activity.	an a balanc	ed diet menu to improve	performance in physical	
		tivity and Innovati ng and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords			()	Y		
T. L .R. (s)		Cones				
Ref:	PE curriculu	im Page	\sim			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
A	learning)					
	Learners			ed to take in a balanced	What have we learnt	
	jog round a	diet to keep them healthy. It is important to eat food to			today?	
	demarcate	gain energy. Food	d is made up	o of six classes of nutrients		
	d area in	including carbohy	ydrates, fat,	protein, vitamins, minerals	Use answers to	
	files while	and water.			summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

	neden	
	maximal	
	performan	
	ce and to	
	prevent	
	injuries	
-		

Vetted by :....

Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Dat	e :		
Period :				Lesson :		
Fendu .			LES			
Strand : Visual Arts Sub-stra			-strand : [Displaying and Sharing		
Indicator (co	-	B6 1.3.4.3				
	ndard (code)	B6 1.3.4.				
Performanc	e Indicator	•			ecorative visual artworks	
				ensitise the public on top		
				tion and Collaboration Pe	ersonal Development and	
Leadership (Lritical Thinkii	ng and Problem Solving.				
Keywords			\sim			
-						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAV	Phase 1:	Phase 2: Main			Dhase 2.	
DAY	Starter		a	ant)	Phase 3: Plenary / Reflections	
	(preparing	(new learning including	g assessn	ient)	Plendry / Reflections	
	the brain					
	for	$\langle \rangle$				
	learning)					
Monday	Engage	Learners are to: 🗆 wat	tch a shor	t video on an exhibition	What have we learnt	
	learners to	or visit an exhibition ce	entre, pre	ferably during the	today?	
	sing songs	circuit, district or regio	onal cultur	al festival of the		
	and recite	cultural education unit	t of the Gl	nana Education Service);	Ask learners to	
	familiar	\square discuss the need for	⁻ displayin	g portfolio of own visual	summarize the main	
	rhymes	artworks; 🗆 develop a	roadmap	for the exhibition by: -	points in the lesson	
	fixing a date - selecting a ve			- inviting an audience		
		Assessment: Let learne	ers plan a	n exhibition of own		
		functional and decorat	tive visual	artworks that		

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		communicate, educate or sensitise the public on topical	
		issues in the world	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	brainstorm to agree on a theme for the exhibition; \square	today?
	sing songs	send manual and/or electronic invitations (e.g. letters,	
	and recite	postcards, WhatsApp, Email, Twitter, Instagram,	Ask learners to
	familiar	Facebook, announcements, posters, jingles) to target	summarize the main
	rhymes	audience, for example parents, PTA/SMC members,	points in the lesson
		stakeholders, colleague learners);	
		Assessment: Let learners plan an exhibition of own	
		functional and decorative visual artworks that	
		communicate, educate or sensitise the public on topical	
		issues in the world	

Vetted by :....

Signature: Date :

·	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Endin	g:			Class size:		
Day :				Dat	e :	
Period :			I	Lesson :		
Strand : Composition Writing Sub-stra			Sub-strand	d : Iı	nformative/ Academic W	Iriting
Indicator (co	ode)	B6.4.5.1.3	B6.4.6.1.1		B6.4.6.1.2	
Content sta	ndard (code)	B6.4.5.1.	B6.4.6.1.		B6.4.6.1.	
press and reports			l reports. er should wr d compositio ion Commun	rite on.	ss the process of writing speeches, letter to the p tion and Collaboration P	press and reports using
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	IM			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding asse	ssm	ent)	Phase 3: Plenary / Reflections
Engage leaners to sing songs and recite		•		• •	What have we learnt today?	

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	familiar rhymes	 Let learners of each group write individually, for or against the motion of an argumentative essay on a given topic. 	Review the lesson with learners
		Assessment: let learners write an argumentative essay on a given topic	
li s a f	Engage eaners to sing songs and recite familiar rhymes	 Play a recorded speech to learners and discuss the speech. Teach learners how to write speeches and letters to the press. Assist learners to understand the process of writing speeches, letter to the press, and reports. Assessment: let learners identify the process of writing	What have we learnt today?
		speeches, letter to the press, and reports	
li s	Engage eaners to sing songs and recite	 Revise with learners the topic on how to write speeches, and letters. Show a sample speech written to press or report. 	What have we learnt today?
f	familiar rhymes	 Discuss the vocabularies and structure of the report. Guide learners to write speeches, letter to the press and reports using controlled composition. 	Review the lesson with learners
		Assessment: let learners write speeches, letter to the press and reports using controlled composition.	

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Signature: Date :

TERM THREE BASIC SIX WEEK 6

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:			Class siz	ze:		
Day : Period :		Dat	:e : son :			5
				ß		
Strand :	Sub-stra	nd :				
A. Oral Language	A. Li	steni	ing Comp	prehension		
B. Reading	B. C	Comprehension				
C. Grammar Usage A	t Word C. Pi	repo	sitions			
D. Writing	D. A	rgum	nentative	/Persuasive W	riting	
E. Using Writing Con	ventions E. U	sing	Simple, C	Compound and	Compound Se	entences
F. Extensive Reading	F. B	uildir	ng the Lo	ve and Culture	of Reading	
Indicator (code)	B6.1.7.1.6 B6.2.8.1.1.	B6.3.	10.1.1	B6.4.13.2.3	B6.5.9.1.1.	B6.6.1.1.1
Content standard (code)	B6.1.7.1. B6.2.8.1.	B6.3.	10.1.	B6.4.13.2.	B6.5.9.1.	B6.6.1.1.
Performance Indicator	A. Learners can identif	y the	problem	ns and solution	s in texts	
	B. Learners can read appropriate text	siler	ntly and	reasonably fo	or meaning f	rom a level-
	C. Learners can use pre	eposi	tions to	convey a variet	ty of meanings	:
	– Time – Purpose –	Posse	ession – (Comparison e.	g. taller than	
	 Support or opposi 	tion	e.g. for	you, against y	ou	
D. Learners can establish and maintain a			ain a formal sty	/le.		
	E. Learners can identi	fy sul	bjects an	d verb in comp	lex sentences	
	F. Learners can read ar	nd cr	itique a v	variety of age- a	and level appro	opriate books
	and present a one-page critical commentary based on a set of criteria				of criteria, on	
	each book read					
Core Competencies: Crea	tivity and Innovation Commu	unica	tion and	Collaboration	Personal Deve	lopment and
Leadership Critical Thinki						

Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE • Ask questions for learners to recall the events and values in stories read. • Guide them to analyse these into cause(s) effect(s) and solution(s). Assessment: let learners identify the problems and solutions in texts	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	 <u>B. READING</u> Have learners stop and think about the text and know what to do when meaning is not clear. By setting a target in the text for them. Have them read silently and at a reasonable pace to get the meaning from the text. Direct learners' reading with "While Reading" questions Assessment: let learners read silently and reasonably for meaning from a level-appropriate text 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR • Revise prepositions such as those that convey meanings of position, time, direction, possession and comparison. Write examples of sentences to illustrate this. • Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences. • Introduce prepositions that show support or opposition in context. E.g. for you, against you. Let	What have we learnt today? Ask learners to summarize the main points in the lesson			

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		them identify these prepositions in texts they have reade.g. reading passages, stories, etc.Learners now write their own sentences with the prepositions.	
		Assessment: let learners write their own sentences with the prepositions.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<u>D. WRITING</u> • Using models, discuss the basic structure of an argumentative piece: – Introduction. – Reasons for the stand taken. – Conclusion. • Have learners in groups to present full compositions using class discussions. Assessment: let learners write argumentative essays	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 <u>E. WRITING CONVENTION AND GRAMMAR USAGE</u> Revise nouns and verbs by having learners identify them and use them in sentences. Revise simple subjects and predicates in sentences. Elicit sentences from learners and let them identify the subjects and predicates of their own sentences. Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences. Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate their knowledge of subject and predicate. Assessment: let learners identify subjects and verb in complex sentences 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING • 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.	Have learners to tell what they read to the whole class

Vetted by :....

	Assessment: let learners read and critique a variety of	
	age- and level appropriate books and present a one-	
	page critical commentary based on a set of criteria, on	
	each book read	

Signature: Date :

SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Lesson :		
Strand : HUI	MANS AND TH	ΗE	Sub-strand	d : C	DISEASES	
ENVIRONME	ENT					
Indicator (co	ode)	B6.5.1.1.2				
Content star	ndard (code)	B6.5.1.1.			$V \times V$	
Performance	e Indicator	Learners can deso	cribe ways o	of n	ninimising waste	
		tivity and Innovatic ng and Problem Sol ⁱ		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage				deos showing and	What have we learnt
	learners to	describing ways o	t minimisin	g w	aste in the	today?
	sing songs	environment.				
	and recite	• In groups, learners discuss and come out with ideas to				Ask learners to
	familiar				m, school environment,	summarize the
	rhymes	homes and their c	communitie	es.		important points of the lesson

		Assessment: let learners describe ways of minimising	
		waste	
Thursday	Engage	• Each group discusses measures of minimising waste in	What have we learnt
	learners to	the classroom, school environment, home, market, at	today?
	sing songs	the bus station, hospitals, church, mosque, beach, etc.	Ask learners to
	and recite	 Learners present their ideas to the whole class. 	summarize the
	familiar	 Evaluate learners by assisting each group design a 	important points of the
	rhymes	poster.	lesson
		Project; Designing litterbins Learners plan, design and make their own litterbins for use in the class and school community.	
		Assessment: let learners describe ways of minimising	
		waste	

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :			Les	Lesson :		
Strand : OU	R NATION GH	ANA Sub-	-strand :	Responsible use of Resou	rces	
Indicator (co	ode)	B6.4.3.1.1.				
Content sta	ndard (code)	B6.4.3.1.				
Performanc	e Indicator	Learners can identify ir	ndividual	responsibilities in protect	ting water bodies	
		tivity and Innovation Co ng and Problem Solving.		tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures	\mathbf{O}			
Ref:	Our World (Our People curriculum	Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections	
	(preparing	$\langle \rangle$				
	the brain					
	for					
	learning)					
Tuesday	Engage	•	es/videos	on strategies to protect	What have we learnt	
	learners to	water bodies.			today?	
	sing songs and recite	Loornors discuss the ni	cturoc hi	door and suggest	Ack loorporg to	
	familiar	Learners discuss the pictures/videos and suggestAsk learners toindividual responsibilities for protecting water bodies.summarize the main				
	rhymes			otecting water boules.	summarize the main points in the lesson	
	inymes					
		Assessment: Let learne	ers identi	fy individual		
		responsibilities in prote	ecting wa	ter bodies		

NANA FIIF	I ACQUA		
Thursday	Engage	Project	What have we learnt
	learners to	Learners form protecting water bodies clubs to	today?
	sing songs	demonstrate their responsibilities in protecting water	
	and recite	bodies.	Ask learners to
	familiar		summarize the main
	rhymes	Learners undertake tree planting exercise along water	points in the lesson
		bodies	
		Assessment: Let learners identify individual	
		responsibilities in protecting water bodies	

Vetted by :..... Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending	g:			Class size:	
Day :			D	pate :	
Period :			L	esson :	
Strand : PRC	GRAMMING	AND DATABASES	Sub-strand	: INTRODUCTION TO EL	ECTRONIC SPREADSHEET
Indicator (co	ode)	B6.5.3.1.6.	B6.	5.3.1.7	
Content star	ndard (code)	B6.5.3.1.	B6	.5.3.1.7	
Performance	e Indicator			anage Excel workbooks	
			-	int the content of an M	
-		tivity and Innovations and Problem Sol		cation and Collaboration	Personal Development and
Keywords				\overline{N}	
T. L .R. (s)		Laptop			
Ref:	Computing	curriculum Page	$\overline{)}$	}	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including assessment)			Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
	Engage	Guide learners to	properly na	me MS-Excel workbooks	What have we learnt
	learners to	and store them in			today?
Wednesday	sing songs				,
	and recite	Guide learners to	adjust marg	ins to suit the A4 paper	Ask learners to
	familiar	size for printing ir	n landscape a	and portrait	summarize the main
	rhymes				points in the lesson
		NB. This is to help	the learner	with software knowled	ge
		such as in-office a	pplications (Electronic spreadsheet	
		application).			
		Assessment: Let l	earners prin	t the content of an MS-	
		Excel worksheet			
Vetted by :			Signa	ature:	Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Endir	ng:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand : Da	ta	Sub-stra	and : Data Collection, Organization, Presentation,		
		Interpret	atio	n and Analysis	$\mathbf{\lambda}$
Indicator (c	ode)	B6.4.1.2.1 B6.5.2.2	2		
Content sta	andard (code)	B6.4.1.2. B6.5.2.2	2		
Performance	ce Indicator	A. Learners can select	a me	thod for collecting data t	o answer a given question
		and justify the choic	ce		
		B. Learners can desig	n and	d administer a questionn	aire for collecting data to
				and record the results	
		tivity and Innovation Comm	unica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinkii	ng and Problem Solving.		\mathbf{O}	
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathemati	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	sessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning)	Lood loornors (in small grou		a discuss and write	Review the lesson with
wonday	Sing songs like:	Lead learners (in small grou	• •		Learners
	like.	down how they would mak situations, what facts they		-	Learners
	ľm	how they would collect the			
	counting	drinks to buy for a class par		icis . (a) the type of	
	one, what	(b) The make of sport shoe	•	nuv for all P6 students	
	is one	(c) The make of school bag		•	
		(d) The number of desks in		-	
			eau		

NANA FIIF	TACQUA	-			
	1 - One is	(e) Hov	v much money P6 students spend on bus fa	re to	
	one alone,	school e	every month?		
	alone it	(f) To b	uy drinks for people in the immediate family	y of	
		all P6 st	udents at a party.		
		(g) Buy	a mobile phone from an online shop		
		Assessn	nent: have learners to practice with more		
		exampl	es		
Tuesday	Sing songs	Lead a d	discussion on the methods of data collection	n	Review the lesson with
	like:	below a	and ask them to identify which method they	/ will	Learners
		use to g	ather the facts for each situation (i.e. in E.g	g. 1.	
	ľm	above)			
	counting	x quest	ionnaires		
	one, what	x interv	iew		
	is one	x obser	vation		
		x expe	riments		
		x datab	bases		
		x electr	onic media or internet		
		Assessn	nent: have learners to practice with more		
		exampl			
Wednesday	Sing songs	Guide l	earners (in small groups) to do surveys; as		
	like:		are useful ways of getting them to interact	,	Review the lesson with
		produce	e question forms and collect real informatio	on.	Learners
	ľm	Ask the	m to use Question Form below for collectin	g the	
	counting	class da	ta		
	one, what	1	Hello, What is your name?		
	is one				
	1 - One is	2	How old are you?		
	one alone,	3	What is your favourite school subject?		
	alone it	•			
	shall be.				
	2 - Two	4	What is your worst subject?		
	pair, two		, - , ,		
	pair come	5	What is the most important school		
	pair let us	_	subject?		
	pair				
	3 - Turn	6	The size of your shoe?		
	around				

NANA FII	4 - Follow	7	What is you	r favourite drink?		
	me		,			
	5 – Fire	8	How much o school ever			
Thursday	Sing songs like:	exampl Guide I	les learners in ead low) to organ	arners to practice ch group to use a ize the data obtai	table (like the	Review the lesson with Learners
	ľm			Favourite	Worst	
	counting	Name	Age	subject	subject	
	one, what	Kojo	12	English	Maths	
	is one 1 - One is	Aku		Science	P.E.	
	one alone,	Ami	11	Maths	Art	
	alone it	Abu	13	Maths	Art	
	shall be.	Ama	12	Science	Art	
		Paapa	II	Maths	P.E.	
Friday	Sing songs	exampl Guide I	les learners in eac	arners to practice ch group to use a ize the data obtai	table (like the	Review the lesson with
	like:	questio				Learners
	l'm counting	Name	Age	Favourite subject	Worst subject	
	one, what	Kojo	12	English	Maths	
	is one 1 - One is	Aku	11	Science	P.E.	
	one alone,	Ami	11	Maths	Art	
	alone it	Abu	13	Maths	Art	
	shall be.	Ama	12	Science	Art	
		Раара	11	Maths	P.E.	
		Assessr		arners to practice	with more	

SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			Class size:		
Day :			D	ate :		
Period :			L	esson :		
Strand : Inde	ependent Gha	ana	Sub-strand	: Military Rule		
Indicator (co	ode)	B6.6.2.2.2				
Content sta	ndard (code)	B6.6.2.2.				
Performanc	e Indicator	Learners can as development	sess the c	onsequences of	military takeovers on Ghana's	
		tivity and Innovatic ng and Problem Sol [.]		cation and Collabc	ration Personal Development and	
Keywords				7		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1: Starter	Phase 2: Main (new learning incl	uding asses	sment)	Phase 3: Plenary / Reflections	
	(preparing the brain					
	for learning)					
Tuesday	Engage learners to sing songs	Show and discuss takeover	a document	ary of any military	What have we learnt today?	
	and recite familiar rhymes	Assessment: let le takeovers	arners narra	ite any of the milit	ary Ask learners to summarize the main points in the lesson	

Thursday	Engage	Show and discuss a documentary of any military	What have we learnt
	learners to	takeover	today?
	sing songs		
	and recite	Assessment: let learners narrate any of the military	Ask learners to
	familiar	takeovers	summarize the main
	rhymes		points in the lesson

Vetted by :....

Signature: Date :

	:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:		
Day :				Dat	e :		
				_			
Period :			Les	son :	\bigcirc		
Strand : The	Family, Auth	ority and	Sub-stra	nd : /	uthority and Obedience		
Obedience						\sim	
Indicator (co	ode)	B6.5.1.1.2					
Content sta	ndard (code)	B6.5.1.1.					
Performanc	e Indicator	Learners can expl	ain the ne	ed fo	r cordial relationships a	mong family members.	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration P	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem So	lving.		(V, \cdot)		
Keywords				7	Э,		
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page	\sim				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections	
	(preparing		Ū		,		
	the brain	$\langle \rangle$					
	for						
	learning)						
Friday	Engage	Through group di	scussions,	let le	earners write on the	What have we learnt	
	learners to	need for cordial r	elationshi	ps an	nong family members.	today?	
	sing songs	 Let groups read 	out their	essay	vs for class suggestions		
	and recite	and corrections				Ask learners to	
	familiar					summarize the main	
	rhymes				n the need for cordial	points in the lesson	
		relationships amo	ong family	men	bers		

Vetted by :..... Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:			Class size:	
Day :		C	ate :	
Period :			esson :	$\langle \rangle \rangle$
Strand : PHYSICAL FITNES	S CONCEPTS,	Sub-strand	: SAFETY AND INJURIES	
PRINCIPLES AND STRATEG	GIES			
Indicator (code)	B6.4.3.4.4			
Content standard (code)	B6.4.3.4.			
Performance Indicator	Learners can list t	he benefit o	f safety procedures and rul	es associated with physical
	activity			
			cation and Collaboration P	ersonal Development and
Leadership Critical Thinkir	ng and Problem Solv	ving.		
Keywords			\mathbf{N}	
keywords				
T. L .R. (s)	Cones			
Ref: PE curriculu	m Page	X		
DAY Phase 1:	Phase 2: Main			Phase 3:
Starter	(new learning incl	uding asses	sment)	Plenary / Reflections
(preparing				
the brain				
for				
learning)				
Learners	Learners come out with their best performance, give them confidence to participate in any physical activity,			What have we learnt
jog round a				today?
demarcate d area in	prevent injurie to	nicrease pe	normance, etc	Use answers to
files while				summarise the lesson.
singing and				
clapping to				

	neden	
	maximal	
	performan	
	ce and to	
	prevent	
	injuries	
-		

Vetted by :....

Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Dat	Date :		
Period :			Les	son :	$\mathcal{O}\mathcal{O}$	
Strand : Per	Sub-stra	nd : 1	Displaying and Sharing			
Indicator (co	ode)	B6 2.3.4.3				
Content sta	ndard (code)	B6 2.3.4.				
Performanc	e Indicator	Learners can plan a display	ofo	wn performing artworks	to communicate, educate	
		or sensitise the public on to				
-		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for	(new learning including as	sessn	nent)	Plenary / Reflections	
	learning)					
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: watch a short video or liv during the circuit, district o the cultural education unit Service) that reflect emerg discuss the need for perf music, dance, drama, poet develop a roadmap for t a date - selecting a venue -	or reg of th ing to ormi ry eto the p	ional cultural festival of e Ghana Education pical issues in Ghana; ng compositions of own .; erformances by: - fixing	What have we learnt today? Ask learners to summarize the main points in the lesson	

 Image: 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). Assessment: Let learners plan a display of own performing artworks to communicate, educate or 	
Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners).Assessment: Let learners plan a display of own performing artworks to communicate, educate or	
audience, for example parents, PTA/SMC members, stakeholders, colleague learners). Assessment: Let learners plan a display of own performing artworks to communicate, educate or	
stakeholders, colleague learners). Assessment: Let learners plan a display of own performing artworks to communicate, educate or	
Assessment: Let learners plan a display of own performing artworks to communicate, educate or	
performing artworks to communicate, educate or	
performing artworks to communicate, educate or	
sensitise the public on topical issues in the world	
Wednesday Engage Learners are to: What have	we learnt
learners to 🛛 select compositions by considering e.g. creativity and today?	
sing songs originality, lyrics, movement patterns, dynamics and	
and recite relevance of the message to the theme, social and Ask learner	's to
familiar cultural importance summarize	the main
rhymes I decide on mode and arrangement of performances points in th	e lesson
(e.g. monologue/solo/group, costumes, props);	
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);	
I clean and prepare the venue and its environment and	
make it ready for the performance;	
Plan for post-performance activities such as cleaning,	
appreciation, appraisal, evaluation and reporting	
Assessment: Let learners plan a display of own	
performing artworks to communicate, educate or	
sensitise the public on topical issues in the world	

Vetted by :..... Date :

······	LESSON PLAN
	LL330IN FLAIN

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:		
Day :			Da	te :		
Period :			Le	sson :		
Strand : Con	nposition Wri	ting S	Sub-strand :	Informative/ Academic W	/riting)	
Indicator (co	ode)	B6.4.6.1.3	B6.4.6.1.4	B6.4.7.1.1		
Content sta	ndard (code)	B6.4.6.1.	B6.4.6.1.	B6.4.7.1		
The learn The learn The learn			should writ should com	e good speeches, letter to e good reports on various pose a simple poem. ation and Collaboration Po	•	
		ng and Problem Solvi				
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclue	ding assess	nent)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	press and reports.	arners and c write good rners write	·	What have we learnt today? Review the lesson with learners	

		1
Engage leaners	Discuss various activities on which reports can be written.	What have we learnt today?
sing sor and recit familiar rhymes	s Select an activity and write a sample report on the	
Engage leaners sing sor and recit familiar rhymes	gs of words, rhyme and stanzas and theme.	What have we learnt today? Review the lesson with learners

Vetted by :....

Signature: Date :

TERM THREE BASIC SIX WEEK 7

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:					Class s	ize:			
Day : Period :					Date : Lesson :				
						$\langle \rangle$			
Strand	1:		Sub-stra	nd :	nd :				
Α.	Oral Language	A. Listening Comprehension							
В.	Reading	B. Silent Reading							
C.	C. Grammar Usage At Word C. Ac			djectiv	djective Phrases				
D.	Writing D. Ar			rgume	rgumentative/Persuasive Writing				
E.	E. Using Writing Conventions E. Usi			Jsing Sir	sing Simple, Compound and Compound Sentences				
F.	F. Extensive Reading F. Building the Love and Culture of Reading								
Indica	tor (code)	B6.1.7.1.7 E	36.2.8.1.3	B6.3.11	1.1.1	B6.4.13.2.4	B6.5.9.1.2.	B6.6.1.1.1	
Conte	nt standard (code)	B6.1.7.1. E	36.2.8.1.	B6.3.11	1.	B6.4.13.2.	B6.5.9.1.	B6.6.1.1.	
Perfor	mance Indicator	A. Learner:	s can make	simple	gener	alisations bas	ed on the ma	in ideas and key	
		details o	of a text						
		B. Learner:	s can ask an	d answ	ver que	estions based	on a passage	read	
		C. Learner	s can form	and us	e adje	ective phrases	s correctly e.	g. this is a very	
		beautifu	ul flower.						
		D. Learners can provide a concluding statement that follows from argument							
presented and pose a rhetorical question on the topic.									
					-	sentences co	•		
	F. Learners can read and critique a variety of age- and level appropriate								
	and present a one-page critical commentary based on a set of criteri						et of criteria, on		
		each bo							
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 Lang					
DAY	Phase 1:	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections			
	(preparing					
	the brain	C X				
	for					
	learning)					
Monday	Engage	A. ORAL LANGUAGE	What have we learnt			
	learners to	 Have learners listen to a story and identify the main 	today?			
	sing songs	ideas and key details.				
	and recite	Use questions to guide learners to make	Ask learners to			
	familiar	generalizations based on the main ideas and key	summarize the main			
	rhymes	details.	points in the lesson			
		Assessment: let learners make simple generalisations				
		based on the main ideas and key details of a text				
Tuesday	Engage	B. READING	What have we learnt			
,	learners to	• Prepare learners adequately before reading activities.	today?			
	sing songs	E.g. Discussion of background knowledge, title and				
	and recite	accompanying pictures of the reading text, prediction.	Ask learners to			
	familiar	 Provide "While-reading" questions. 	summarize the main			
	rhymes	 Have learners read the text silently. 	points in the lesson			
		Assign learners to answer a variety of questions based				
		on the text e.g. factual, inferential and applicative				
		questions.				
		Assessments let learners ack and answer questions				
		Assessment: let learners ask and answer questions based on a passage read				
Wednesday	Engage	<u>C. GRAMMAR</u>	What have we learnt			
weathesday	learners to	Revise adjectives in context by having learners	today?			
	sing songs	identify them in sentences and use them in their own				
	and recite	sentences.	Ask learners to			
	familiar	• Introduce the adjective phrase as a grammatical	summarize the main			
	rhymes	structure with the adjective as head.	points in the lesson			
		Assessment: let learners form and use adjective				
		phrases correctly in sentences				

Thursday	Engage	D. WRITING	What have we learnt
	learners to • Have them go through the writing process to		today?
	sing songs	present/state an opinion, explain and justify it so as to	
	and recite	persuade the reader to accept the opinion or point of	Ask learners to
	familiar	view.	summarize the main
	rhymes	• Teach the features of a debate e.g. vocatives, taking a	points in the lesson
stand etc.			
		Put learners in groups and have them select a	
		controversial or debatable topic. Divide the class into	
		two to prepare using the writing process as a guide, and	
		to debate on the topic.	
	Assessment: let learners provide a concluding		
	statement that follows from argument presented and		
		pose a rhetorical question on the topic.	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	• Review the use of coordinators in sentences. Learners	today?
	sing songs	write examples of sentences containing coordinators.	
	and recite	 Let learners join pairs of simple sentences into 	Ask learners to
	familiar	compound ones.	summarize the main
	rhymes	• Introduce complex sentences with several examples	points in the lesson
		Elicit similar sentences from learners	
		Have learners change compound sentences into	
		complex ones.	
		• In groups learners study extract of reading passages	
		to identify complex sentences.	
		Assessment: let learners construct complex sentences	
		correctly	
Friday	Guide	E. EXTENSIVE READING	
,	learners to	• Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on	
		each book read	

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SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:			(Class size:	
Day :	Day :			Date :		
Period :			l	Lesson :		
Strand : HUI	MANS AND TH	IE S	Sub-strand	d:DI	SEASES	
ENVIRONME	ENT				$\langle \mathcal{A} \rangle$	
Indicator (co	ode)	B6.5.2.1.1				
Content sta	ndard (code)	B6.5.2.1.				
Performance	e Indicator	Learners can expla	in the caus	ses, s	symptoms and preventi	on of Eczema
-		tivity and Innovation ng and Problem Solv		nicati	on and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Monday	Engage	 Learners watch p 	pictures of p	peop	le suffering from	What have we learnt
	learners to	eczema.				today?
	sing songs	• In groups, learners come out with the p			th the possible causes,	
	and recite	symptoms and prevention.			Ask learners to	
	familiar	 Allow group presentations and write learners' ideas 		write learners' ideas	summarize the	
	rhymes	on the board.				important points of the lesson

		Assessment: let learners explain the causes and	
		symptoms of Eczema	
Thursday	Engage	 Invite health personnel to give a talk on eczema and 	What have we learnt
	learners to	other common skin diseases	today?
	sing songs		Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners explain the prevention of	important points of the
	rhymes	Eczema	lesson

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Lesson :		
Strand : OUF	R NATION GH	ANA	Sub-stran	d : F	arming in Ghana	
Indicator (co	ode)	B6.4.4.1.1.				
Content star	ndard (code)	B6.4.4.1.				
Performance	e Indicator	Learners can desc	ribe the ag	gricu	ltural value chain and th	e job opportunities
Core Competencies: Creativity and Innovation Communication and Collaboration Per Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curricu	lum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage learners to	Learners discuss th	he meanin	g of	agricultural value chain	What have we learnt today?
	sing songs	Learners talk abou	it job oppo	ortur	nities in the agricultural	
	and recite	value chain e.g. cr	op farming	g, liv	estock, fisheries	Ask learners to
	familiar	Agro-chemicals in	dustry, me	at p	rocessing	summarize the main
	rhymes					points in the lesson
		Assessment: Let le	earners de	scril	be the agricultural value	
		chain and the job	opportunit	ties		

Thursday	Engage	Learners write essays on their choice of job	What have we learnt
	learners to	opportunities in the agricultural value chain.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners write essays on their choice of	summarize the main
	rhymes	job opportunities in the agricultural value chain.	points in the lesson

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SUBJECT: COMPUTING

CLASS: SIX

Week Ending	g:			Class size:	
Day :			[Date :	
Period :	Period :			esson :	
Strand :			Sub-strand	:	
INTERNET AI	ND SOCIAL M	EDIA	NETWORK	OVERVIEW	\mathbf{V}
			WEB BROW	SERS AND WEB PAGE	S
Indicator (co	ode)	B6.6.1.1.4 B6.6	6.2.1.6.	36.6.2.1.7	
Content star	ndard (code)	B6.6.1.1. B6.6	5.2.1.	B6.6.2.1.	
Performance	e Indicator	 Learners c 	an outline w	hat one needs to con	nect to the Internet.
		 Learners c 	an demonst	rate how to return to	a URL.
		 Learners c 	an show ho	w to find items on a p	age.
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.				
		0	J		
Keywords					
T. L .R. (s)		Laptop			
Ref:	Computing	curriculum Page			
		////			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asses	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)	Encourage learne	rs to bring a	ny device or pictures	of What have we learnt
	Engage learners to	•	-		
Wednesday					
Weanesday					Ask learners to
				summarize the main	
	rhymes			kills and creativity in	points in the lesson
	inyines	computing and co	-	•	

Access and a second sec	
Guide the learners to navigate using the back button to	
go to a previous page	
Guide learners to search for items using the search	
textbox	
NB: This is to help the learner with fundamental	
principle of problem-solving skills and creativity in	
computing and Computer Science.	
Assessment: Let learners show how to find items on a	
page	

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SUBJECT: MATHEMATICS

CLASS: SIX

Week Endin	g:			Class size:		
Day : Period :			Da Les	te : son :		
Strand : Data Sub-stran			-strand : (Chance or Probability		
Indicator (co	ode)	B6.4.1.2.3				
Content sta	ndard (code)	B6.4.1.2.				
Performanc	e Indicator	Learners can design ar	nd admin	dminister a questionnaire for collecting data to answer		
		given question(s), reco	rd the da	e data, analyse and graph the results to solve problems		
		tivity and Innovation Co ng and Problem Solving.		tion and Collaboration Pe	ersonal Development and	
Keywords		IK,				
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Ref			Plenary / Reflections	
Monday	Sing songs	Guide learners (in each	n small gr	oup) to use tallies and	Review the lesson with	
linenady	like:	count the results obtai	-	• •	Learners	
				equency table for each		
	l'm	question.		,		
	counting					

NANA FIIF	I ACQUA						
	one, what	Assessment: have learners to practice with more					
	is one	examples					
Tuesday	Sing songs	Ask learners to study the results in the frequency	Review the lesson with				
-	like:	tables to draw bar or line graphs and write their	Learners				
		conclusion					
	l'm						
	counting	Age Frequency Favourite subject Frequency					
	one, what	11 3 English 1					
	is one	12 2 Maths 3					
	1 - One is	13 1 Science 2					
		Total 6 Total 6					
	one	Assessment: have learners to practice with more					
) A / a alua a a al a u	Cincing	examples					
Wednesday	0 0	Ask learners to identify questions for a survey, do a					
	like:	question form and collect real data, organize the data					
		obtained into frequency tables and graph it using bar or	Review the lesson with				
	l'm	line graphs	Learners				
	counting						
	one, what	4					
	is one	Age Favourite subject					
	1 - One is	5					
	one alone,	2 2					
	alone it	1 1					
	shall be.	0 0					
	2 - Two	Ligion mana Juance					
	pair, two	and the results to solve problems. They may do surveys					
	pair come						
	pair let us						
	pair						
	pun	(b) The make of sport shoes to buy for all P6 students.					
		(c) The make of school bag to buy for all P6 students					
		Assessment: have learners to practice with more					
		examples					
Thursday	Sing songs	Ask learners to identify questions for a survey, do a	Review the lesson with				
	like:	question form and collect real data, organize the data	Learners				
		obtained into frequency tables and graph it using bar or					
		line graphs					

	IFI ACQUA		
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one 1 - One is one alone, alone it	Age Age Age 2 2 4 Favourite subject 2	
	shall be. 2 - Two	1 1 1 0 1 0 1 0 English Maths Science	
	pair, two		
	pair come	and the results to solve problems. They may do surveys	\sim
		on the following situations or issues:	
		(a) The type of drinks to buy for a class party.	
		(b) The make of sport shoes to buy for all P6 students.	
		(c) The make of school bag to buy for all P6 students	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Ask learners to identify questions for a survey, do a	Review the lesson with
	like:	question form and collect real data, organize the data	Learners
		obtained into frequency tables and graph it using bar or	
	l'm	line graphs	
	counting		
	one, what	4	
	is one	Age Favourite subject	
	1 - One is		
	one alone,		
	alone it	1	
	shall be.	0 0 0 11 12 13 0 English Maths Science	
	2 - Two		
7 ,	pair, two	and the results to solve problems. They may do surveys	
	pair come	and the results to solve problems. They may do surveys on the following situations or issues:	
		0	
		(a) The type of drinks to buy for a class party.	
		(b) The make of sport shoes to buy for all P6 students.	
		(c) The make of school bag to buy for all P6 students	
		Assessment: have learners to practice with more examples	
lattad by .		Signature:	Date :

SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			Class siz	e:	
Day :	Day :			Date :		
Period :			L	Lesson :		
Strand : Inde	ependent Gha	ana	Sub-strand	: Military R	ule	
Indicator (co	ode)	B6.6.2.2.2				
Content sta	ndard (code)	B6.6.2.2.				
Performanc	e Indicator	Learners can as development	ssess the o	consequence	es of military	takeovers on Ghana's
		tivity and Innovations and Problem Sol		cation and	Collaboration P	ersonal Development and
Keywords				5		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding asses	sment)		Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Brainstorm the ef rule on Ghana's d overthrow of cons rules). Assessment: let le military takeovers	evelopment stitutions ar earners asse	(e.g. human d impositio ss the conse	n right abuse, n of harsh quences of	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIF	TACQUA		
	How did		
	the		
	military		
	takeovers		
	affect		
	Ghana's		
	developme		
	nt?		
Thursday	Engage	Brainstorm the effects of the coup d'états and military	What have we learnt
	learners to	rule on Ghana's development (e.g. human right abuse,	today?
	sing songs	overthrow of constitutions and imposition of harsh	
	and recite	rules).	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners assess the consequences of	points in the lesson
		military takeovers on Ghana's development	
	How did		
	the		
	military		
	takeovers		
	affect		
	Ghana's		
	developme		
	nt?		
	1		<u> </u>

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Signature: Date :

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: Class size:				size:			
Day :				Date :			
Devied							
Period :				Lesson :			
Strand : The	e Family, Auth	ority and	Sub-stranc	l : Roles, F	Relationships in th	e Family and Character	
Obedience			Formation				
Indicator (c	ode)	B6.5.2.1.1:					
Content sta	ndard (code)	B6.5.2.1.					
Performand	e Indicator	Learners can iden	ntify attitude	es and beh	naviours of a respo	onsible family member	
Core Comp	etencies: Crea	l tivity and Innovation	on Commun	ication ar	nd Collaboration P	ersonal Development and	
-		ng and Problem Sol		$\langle \rangle$		· ·	
		Γ					
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main	\sim			Phase 3:	
	Starter		luding asse	ssment)		Plenary / Reflections	
	(preparing	(new learning including assessment)			riendry / Keneedons		
	the brain						
	for						
	learning)						
Friday	Engage	• Let learners, in	groups, disc	uss attitu	des and	What have we learnt	
	learners to	behaviours of a re	esponsible f	family member:		today?	
	sing songs	- taking part in fa	mily activiti	es,			
	and recite	- obedience to eld	ders of the f	e family,		Ask learners to	
	familiar	- respect for fami	ly members	rs,		summarize the main	
	rhymes	- accepting respo	nsibility (pe	(performing assigned duties), points in the lesson			
		- taking initiatives	s, - helping r	needy rela	tives, etc.		
		Assessment: Let I		•			
		behaviours of a re	esponsible f	amily mer	nber		
Vetted bv :			Sign	nature:		Date :	

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:					Class size:			
Day :				Date :				
Period :				Lesson :				
Strand : PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	d : S	UBSTANCES/DRUGS			
PRINCIPLES	AND STRATEG	GIES						
Indicator (co	ode)	B6.4.4.5						
Content sta	ndard (code)	B6.4.4.4.						
Performanc	e Indicator	Learners can iden	ntify ways t	o mi	nimise injuries when us	ng PE equipment.		
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration P	ersonal Development and		
Keywords		(2)						
T. L .R. (s)		Cones						
Ref:	PE curriculu	im Page	\sim					
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections		
	(preparing							
	the brain	$\langle \rangle$						
	for							
	learning)							
	Learners		-		equipment use. They	What have we learnt		
	jog round a			ce between peers when working in today?				
	demarcate		rve balls in the same directions,					
	d area in	retrieve balls, equ	uipment at	the	same time, etc.	Use answers to		
	files while					summarise the lesson.		
	singing and							
	clapping to							
	warm-up							
	the body							
	for							

	neden	
	maximal	
	performan	
	ce and to	
	prevent	
	injuries	
-		

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Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : Visual Arts Sub-str				I : Appreciating and Apprai	sing		
Indicator (co	ode)	B6 1.4.6.3					
Content sta	ndard (code)	B6 1.4.6.					
Performanc	e Indicator	Learners can deve	lop guideli	nes for appreciating and a	ppraising own and others'		
		visual artworks th	at commu	inicate, educate and sensi	tise the public on topical		
		issues in the world					
		tivity and Innovation ng and Problem Solv		ication and Collaboration F	Personal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inclu	uding asse	ssment)	Plenary / Reflections		
	(preparing						
	the brain for						
	learning)	•					
Monday	Engage	Learners are to: P	discuss and	accept a guide for	What have we learnt		
Wonday	learners to			own and/or others' visual	today?		
	sing songs			ines suggested below; 🛙			
	and recite		-	ry to use for appreciating	Ask learners to		
	familiar			agree on what to use the summarize the main			
	rhymes	appraisal report fo		-	points in the lesson		

	Assessment: Let learners develop guidelines for appreciating and appraising own and others' visual artworks	
Wednesday Engage learner sing son and rec familian rhymes	use in recording/documenting the appraisal process; te fix a day/date for the appreciation/appraisal/jury.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Signature: Date :

·	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Endin	Week Ending:			Class size:		
Day :			D	Date :		
Period :			L	Lesson :		
Strand : Cor	nposition Wri	ting	Sub-strand	: Literary Writi	ng	
Indicator (co	ode)	B6.4.7.1.2 E	B6.4.7.1.3	B6.4.8.	1.1	
Content sta	ndard (code)	B6.4.7.1. E	36.4.7.1.	B6.4.8	1.	
Performanc		The learneThe learne	er should wri er should con	create a prose on a given situation write a good play using daily activities and experiences comprehend the process in writing formal letters		
	Core Competencies: Creativity and Innovation Leadership Critical Thinking and Problem Sol Keywords			cation and Coll	aboration P	ersonal Development and
T. L .R. (s)		Manila cards, mai	rkers. record	ed audios visua	al	
Ref:	Ghanaian La	anguage curriculu				
DAY	Phase 1: Starter (preparing the brain for learning)					Phase 3: Plenary / Reflections
	 Engage leaners to sing songs and recite familiar rhymes Read a simple prose on a Discuss the features of th Use the flashcards with s to help learners compose to given situation. 			rose with learr t prose writter	n on them	What have we learnt today?

	TACQUA		
		Assessment: let learners create a prose on a given	Review the lesson with
		situation	learners
	Engage leaners to sing songs and recite familiar rhymes	 Allow learners to discuss a play they have watched. Let learners watch a play and discuss the costume, characters and settings. Discuss daily activities and experiences with learners. Choose an experience and guide learners on how to write a play on that. Allow learners to choose a daily activity in groups and write a short play on it. 	What have we learnt today?
		Assessment: let learners write a good play using daily activities and experiences	
	Engage leaners to sing songs	 Show types of letters to learners and discuss them. Talk about formal letters and their structure. Write a sample formal letter on the board. 	What have we learnt today?
and recite familiar rhymes	 Discuss with the learners the processes of writing letters. Assist learners to understand the process in writing formal letters. 	Review the lesson with learners	
		Assessment: let learners identify the process in writing formal letters	

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TERM THREE BASIC SIX WEEK 8

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:			Class si	ze:			
Day :		Date :					
Period :	Les	Lesson :					
Strand :		Sub-strand :	$\overline{\mathbf{N}}$				
A. Oral Language		A. Preser	ntation				
B. Reading		B. Fluenc	luency				
C. Grammar Usage A	t Word	C. Adject	djective Phrases				
D. Writing		D. Exposi	pository /Informative Writing				
E. Using Writing Con	ventions	E. Using	ing Simple, Compound and Compound Sentences				
F. Extensive Reading		F. Buildir	ng the Lo	ove and Culture	e of Reading		
Indicator (code)	B6.1.10.3.1 B6	5.2.9.1.2 B6.3	.11.1.1	B6.4.14.1.1	B6.5.9.1.2.	B6.6.1.1.1	
Content standard (code)	B6.1.10.3. B6	5.2.9.1. B6.3	.11.1.	B6.4.14.1.	B6.5.9.1.	B6.6.1.1.	
Performance Indicator	A. Learners	can research ar	d delive	r speeches on	given informa	tional topics	
	B. Learners and mear	can read aloud ning.	with exp	pressions that	reflect the aut	hor's purpose	
	C. Learners beautiful	can form and u flower.	use adjeo	ctive phrases o	correctly e.g	. this is a very	
	D. Learners fire outbr	can write short eak	paragra	phs to describe	e incidents. E.	g. accidents,	
	E. Learners	can construct o	nstruct complex sentences correctly				
	F. Learners	can read and cr	itique a v	variety of age-	and level appi	ropriate books	
	and prese	ent a one-page	critical o	commentary b	ased on a set	of criteria, on	
	each boo	k read					
Core Competencies: Crea	tivity and Innovati	ion Communica	tion and	Collaboration	Personal Dev	elopment and	
Leadership Critical Thinki						-	

Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	Language curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter	(new learning including assessment)	Plenary / Reflections			
	(preparing	(new rearining including assessment)	rienary y neneotions			
	the brain					
	for					
	learning)					
Monday	Engage	<u>A. ORAL LANGUAGE</u>	What have we learnt			
	learners to	Have learners select topics of interest from	today?			
	sing songs	informational texts read.				
	and recite	• Help learners to identify the purpose and audience of	Ask learners to			
	familiar	sample speeches.	summarize the main			
	rhymes	• Have learners visit the library to research and plan	points in the lesson			
		their speeches.				
		Assessment: let learners research and deliver speeches				
Tarda	F	on given informational topics				
Tuesday	Engage	<u>B. READING</u>	What have we learnt			
	learners to	Have learners read texts independently paying	today?			
	sing songs and recite	attention to punctuation marks, words, sentences and	Ack loorpore to			
	familiar	paragraphs. Learners use self-correction, word	Ask learners to summarize the main			
		recognition and re-reading strategies to confirm comprehension.	points in the lesson			
	rhymes	comprehension.	points in the lesson			
		Assessment: let learners read aloud with expressions				
•		that reflect the author's purpose and meaning				
Wednesday	Engage	C. GRAMMAR	What have we learnt			
() curresulty	learners to	 Revise adjectives in context by having learners 	today?			
	sing songs	identify them in sentences and use them in their own				
	and recite	sentences.	Ask learners to			
	familiar	• Introduce the adjective phrase as a grammatical	summarize the main			
	rhymes	structure with the adjective as head.	points in the lesson			
		Assessment: let learners use adjective phrases				
		correctly in sentences				

	-		
Thursday	Engage	D. WRITING	What have we learnt
	learners to	• Briefly revise the writing process by having learners	today?
	sing songs and recite	recall the stages and explain the features and relevance	Ack loarnors to
	familiar	of each stage.Have learners select a topic and brainstorm to	Ask learners to summarize the main
	rhymes	generate ideas.	points in the lesson
	mymes	 Put them into groups to organise the points for the 	
		development of paragraphs.	
		Assign learners to individually develop the points into	
		outlines and then into a draft.	
		 Let them do self and peer-editing before finally 	
		presenting the final work. Learners present their	
		finished work in groups.	\sim
		Assessment: let learners write short paragraphs to	
		describe incidents	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
-	learners to	• Review the use of coordinators in sentences. Learners	today?
	sing songs	write examples of sentences containing coordinators.	
	and recite	 Let learners join pairs of simple sentences into 	Ask learners to
	familiar	compound ones.	summarize the main
	rhymes	 Introduce complex sentences with several examples 	points in the lesson
		 Elicit similar sentences from learners 	
		 Have learners change compound sentences into 	
		complex ones.	
		 In groups learners study extract of reading passages 	
		to identify complex sentences.	
		Accessment: lot loarners, construct complex contences	
		Assessment: let learners construct complex sentences correctly	
Friday	Guide	E. EXTENSIVE READING	
maay	learners to	Guide learners to choose and read independently	Have learners to tell
•	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	 Ask each learner to write a-two-paragraph summary 	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on	
		each book read	

Vetted by :..... Date :

SUBJECT: SCIENCE

CLASS: SIX

Week Endin	Week Ending:			Class size:		
Day :				Date :		
Period :		I	Lesson :			
Strand : HUI	MANS AND TH	IE S	Sub-strand	d : D	ISEASES	
ENVIRONME	ENT					
Indicator (co	ode)	B6.5.2.1.2				
Content sta	ndard (code)	B6.5.2.1.			$V \land V$	
Performanc	e Indicator	Learners can know	how to pi	reve	ent meningitis	
		tivity and Innovation ng and Problem Solvi		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Monday	Engage	Learners watch vide	eos or pict	ture	s on the causes and	What have we learnt
	learners to	prevention of meni	ngitis.			today?
	sing songs	 Gather relevant cl 	harts on n	n meningitis from a health		
	and recite	centre and engage	centre and engage learners in a presentation on how to			Ask learners to
	familiar	prevent it.		summarize the		
	rhymes					important points of the lesson
		Assessment: let lea	rners			

Thursday	Engage	 Invite a health personnel or the SHEP coordinator to 	What have we learnt
	learners to	give a presentation on meningitis	today?
	sing songs		Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners causes, symptoms and	important points of the
	rhymes	prevention of Eczema	lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Le	sson :	\mathcal{O}
Strand : MY	GLOBAL CON	IMUNITY Sul	b-strand :	Our Neighbouring Counti	ies
Indicator (co	ode)	B6.5.1.1.1			
Content sta	ndard (code)	B6.5.1.1.			
Performance	e Indicator	Learners can explain	how Ghar	a co-operates with other	nations
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				ersonal Development and	
Keywords					
T. L .R. (s)		Pictures	ictures		
Ref:	Our World (Dur People curriculum	n Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assessr	nent)	Plenary / Reflections
	(preparing	$\langle \rangle$			
	the brain				
	for learning)				
Tuesday	Engage	Learners recall counti	ries that su	ırround Ghana e.g.	What have we learnt
	learners to	Togo, La Cote D'Ivoire, Burkina Faso. today?			today?
	sing songs				
	and recite	Learners identify cour	ntries surr	ounding Ghana on a	Ask learners to
	familiar	map of West Africa.			summarize the main
	rhymes				points in the lesson
		Learners discuss how	Ghana co	operates with her	
		neighbours e.g. trade	e, sports, p	olitical	

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		Learners talk about the reasons why Ghana should	
		continue to	
		co-operate with other nations e.g.	
		i. Some ethnic groups cut across political boundaries.	
		E.g. Ewes in Ghana, Togo and Benin; Sissalas in	
		Ghana and Burkina Faso.	
		ii. She cannot supply all her needs. As a developing	
		nation, Ghana gets many goods and services from	
		other nations e.g. petroleum from Nigeria, tomato	
		from Burkina Faso, eggs from La Cote D'Ivoire.	
		iii. Ghana also trades with some of her neighbours.	
		e.g. Ghana used to sell electricity to Togo and Cote	
		D'Ivoire.	
		Assessment: Let learners explain how Ghana co-	
		operates with other nations	
Thursday	Engage	Learners dramatise the processes to follow in accepting	What have we learnt
	learners to	help from other nations e.g.	today?
	sing songs		
	and recite	i. Be wise so that the help will not be used as way to	Ask learners to
	familiar	control your country.	summarize the main
	rhymes	ii. Find out whether the help will not lead to negative	points in the lesson
		effects on individuals or the country.	
		iii. Find out if there is a hidden motive.	
		iv. Decide on whether your nation is willing to be a	
		friend to the nation giving the help or not.	
		Accept the help if it will not have negative effects	
		on the nation.	
٩	$\wedge \setminus Y$	Assessment: Let learners mention processes to follow	
		in accepting help from other nations	
		•	

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SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class size:		
Day :			D	ate :		
Period :			L	esson :		
Strand :			Sub-strand	:		
INTERNET A	ND SOCIAL M	EDIA	SURFING TH	IE WORLD WIDE WEB	$\mathbf{\lambda}$	
			FAVOURITE	PLACES AND SEARCH EN	IGINE	
			USING ONL	INE FORMS		
			CUSTOMIZI	NG YOUR BROWSER		
Indicator (co	ode)	B6.6.3.1.5. B6	5.6.4.1.4	B6.6.5.1.5. B6.6.6.1.5		
Content star	ndard (code)	B6.6.3.1. B6	5.6.4.1.	B6.6.5.1. B6.6.6.1.		
Performance	e Indicator	Learners	can illustrate	how to print pages.		
		Learners	can use the li	nks toolbar and Favourite	e Places.	
		 Learners can discuss thoroughly security on the form submission. 				
		Learners of the second se	can show how	v to set cookies and demo	onstrate the steps in turning	
		on cookie	s in a browse	er.		
-		tivity and Innovating and Problem So		cation and Collaboration	Personal Development and	
Keywords		$\langle X \rangle$				
T. L .R. (s)	Computing	Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asses	sment)	Plenary / Reflections	
	(preparing	Г >				
	the brain					
	for					
	learning)	Cuido loo mono or			M/hat have we leavet	
	Engage		•	t pages e.g. selected	What have we learnt	
Wednesday	learners to	pages, only select	ieu pages etc		today?	
weunesudy	- 0 - 0					
	and recite					

NANA FIIF	-		1
	familiar	NB: This is to help the learner with fundamental	Ask learners to
	rhymes	principle of problem-solving skills and creativity in	summarize the main
		computing and Computer Science	points in the lesson
		Guide learners to use the links toolbar.	
		NB: This is to help the learner with fundamental	
		principle of problem-solving skills and creativity in	
		computing and computer science	
		Guide learners to investigate and identify security	
		issues when typing account details online (Antivirus,	
		Credit card details, personal passwords 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	
		programming together with fundamental principles of	
		problem-solving and creativity.	
		Guide learners to turn on cookies in a browser :	
		1. From the Tools menu, select Internet Options and	
		enable session cookies, click the Privacy tab.	
		2. From the Settings section of the tab, click Advanced.	
		NB: Locate and click the checkbox next to Always allow	
		session cookies	
	$\langle \rangle \rangle$	Assessment: Let learners show how to set cookies and	
	$\wedge \wedge Y$	the steps in turning on cookies in a browser	

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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending	b:			Class size:		
Day : Period :				sson :		
Strand : Data Sub-strar			Sub-strand :	nd : Chance or Probability		
Indicator (code) B6.4.2.2.1						
Content star	ndard (code)	B6.4.2.2.				
Performance IndicatorLearners can list the possiblea coin, rolling a die with anumber of sectors and coccurring for a given probation		e with a given rs and deter	n number of sides, spinni mine the theoretical pro	ng a spinner with a given		
		tivity and Innovation ng and Problem Solv		ation and Collaboration Pe	ersonal Development and	
Keywords	1/2					
T. L.R. (s) Counters						
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding assessr	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					

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Monday	Sing songs	1. Through discussion guide learners to understand	Review the lesson with
	like:	that theoretical probability is what we expect to	Learners
		happen, where experimental probability is what	
	ľm	actually happens when we try it out. The both	
	counting	probabilities are calculated the same way, using the	Assessment: have
	one, what	number of possible ways an outcome can occur divided	learners to practice
	is one	by the total number of outcomes	with more examples
	1 - One is		
	one alone,	E.g. 2. Guide learners (in each small group) to carry out	
	alone it	the following experiments 100 times, use tallies to	
	shall be.	record their results, and transfer it to frequency tables:	
	2 - Two	(i) tossing a coin 100 times; (ii) throwing a dice 100	
	pair, two	times	
	pair come	Tossing a coin 100 times Throwing a dice 100 times Number of Number of	
	pair let us	Outcome throws Outcome throws	
	pair	Head 42 1 18 Tail 58 2 23	
	3 - Turn		
	around	4 15 5 13	
		Assessment: have learners to practice with more	
		examples	
		exemples	
Tuesday	Sing songs	3 Guide learners (in each small group) to use the	Review the lesson with
1.1.1.1	like:	results of the experiments above (recorded in	Learners
		the tables above) to work out the experimental	
	ľm	probability and compare to the theoretical probability.	
	counting	E.g. the experiment probability of a head showing up	
	one, what	out of the hundred outcomes is given by =0.42; and	
	is one	the theatrical probability is $= 0.5$.	
	1		
		Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Ask learners (in each small group) use the results of the	Review the lesson with
	like:	experiments above (recorded in the tables above) to	Learners
		work out the experimental probability and compare to	
	ľm	the theoretical probability of the following events (i.e.	
	counting	second table)	
	counting	i. rolling a 2	

	one, what is one 1 - One is	ii. rolling a number greater than 4iii. rolling a 1 or a 3
	one alone, alone it	
		Assessment: have learners to practice with more examples
Thursday	Sing songs like:	5 Put the results from all the small groups together ask Review the lesson with the class to work out the experimental probabilities and Learners compare to the theoretical probabilities of the events
	I'm counting one, what is one 1 - One is	 i. rolling a 2 ii. rolling a number greater than 4 iii. rolling a 1 or a 3
	one alone,	Assessment: have learners to practice with more examples
Friday	Sing songs like:	 6 Ask the learners their observations on whether or not the experimental probability is getting closer to the theoretical probability
	I'm counting one, what is one 1 - One is	
	one alone,	Assessment: have learners to practice with more examples

SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			Class size:		
Day :	Day :			Date :		
Period :			L	esson :		
Strand : Inde	ependent Gha	ana	Sub-strand	: Military Rule		
Indicator (co	ode)	B6.6.2.2.2				
Content sta	ndard (code)	B6.6.2.2.				
Performanc	e Indicator	Learners can as	sess the g	consequences of	military takeovers on	Ghana's
		development			~	
		tivity and Innovationg and Problem Solv		cation and Collabo	pration Personal Develop	ment and
Keywords				5		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asses	sment)	Plenary / Refle	ections
	(preparing					
	the brain					
	for					
Tuesday	learning)	Dobato the offect	ofmilitory	takaayara an Cha	na's What have we	loorat
Tuesday	Engage learners to	Debate the effects development	s of minuary	lakeovers on Gha		leann
	sing songs					
	and recite	Assessment: let le	arners asse	ss the consequenc	es of Ask learners to	h
	familiar	military takeovers		•	summarize the	-
	rhymes				points in the le	
	Were the					
	takeovers					

	positive or		
	negative?		
Thursday	Engage	Debate the effects of military takeovers on Ghana's	What have we learnt
	learners to	development	today?
	sing songs		
	and recite	Assessment: let learners assess the consequences of	Ask learners to
	familiar	military takeovers on Ghana's development	summarize the main
	rhymes		points in the lesson

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: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : The Family, Authority and Sub-stra					alaa Dalatia ashiya iy	iha Familia ya di Chamatan
	Family, Auth	-			oles, Relationships in t	the Family and Character
Obedience			Formatio	n		
Indicator (co	-	B6.5.2.1.1:				
	ndard (code)	B6.5.2.1.	.:£		ad habar iarna af a baa	a naihla familu mambar
Performanc	e indicator	Learners can ident	ify attitud	ies a	nd benaviours of a res	ponsible family member
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	inica	tion and Collaboration	Personal Development and
Leadership (Critical Thinkir	ng and Problem Solv	/ing.	\mathbf{N}		
Keywords						
T L D ()						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page				
DAY	Phase 1:	Phase 2: Main	\succ			Phase 3:
DAT	Starter	(new learning inclu	uding ass	مددم	ent)	Plenary / Reflections
	(preparing		uung ass	52211	ient)	Fiendry / Reflections
	the brain					
	for					
	learning)					
Friday	Engage	• Guide learners to	o discuss t	the i	mportance of being	What have we learnt
	learners to	committed to the family:			today?	
	sing songs	- to promote unity,				
	and recite	- to gain respect,			Ask learners to	
	familiar	- to be considered	a trustwo	orthy	person,	summarize the main
	rhymes	- to uplift family in	nage, etc.			points in the lesson
					y the importance of	
		being committed t	to the fam	nily		

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:					Class size:			
Day :				Dat	te :			
Period :				Lesson :				
Strand : PHY	SICAL FITNES	S CONCEPTS,	CEPTS, Sub-strand : SUBSTANCES/DRUGS					
PRINCIPLES	AND STRATEG	GIES				$\mathbf{\lambda}$		
Indicator (code)		B6.4.5.4.6						
Content standard (code)								
Performance Indicator		Learners can discuss with learners the effects of drug addiction						
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 curriculu								
DAY	Phase 1: Phase 2: Main					Phase 3:		
	Starter	(new learning including assessm			ient)	Plenary / Reflections		
	(preparing							
	the brain	$\langle \rangle$						
	for							
	learning)							
	Learners	Learners discuss effects of			addiction as; madness,	What have we learnt		
	jog round a	uneasiness, death	n, etc			today?		
	demarcate							
	d area in					Use answers to		
	files while					summarise the lesson.		
	singing and							
	clapping to							
	warm-up							
	the body							
	for							

	maximal					
	performan					
	ce and to					
	prevent					
	injuries					

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Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:			Class size:		
Day :			D	ate :	\sim
Period :	Period :			esson :	$\langle \rangle$
Strand : Per	Strand : Performing Arts Sub-st			: Appreciating and Apprais	ing
Indicator (co	ode)	B6 2.4.6.3			
Content sta	ndard (code)	B6 2.4.6.			
Performanc		Learners can develop guidelines for appreciating and appraising own and others' performing artworks that communicate, educate or sensitise the public on topical issues in the world			
		tivity and Innovation ng and Problem Solvii		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ding assess	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning) Engage	Learners are to:			What have we learnt
wonday	learners to	I discuss and accep	t a guide fo	or analysing and	today?
	sing songs	appreciating/apprai	0	, .	
	and recite		-	es on the guide guidelines	Ask learners to
	familiar	suggested below;			summarize the main
	rhymes	☑ identify the corre	ect vocabul	ary to use for	points in the lesson
		-		, usic, dance and drama,	
		poetry etc.;	5		
			use the ap	praisal report for and	
		how to share it;			

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

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:		
Day :				Dat		\sim
Period :				Lesson :		
Strand : Con	nposition Wri	ting	Sub-stran	d : L	etter Writing	
Indicator (co	ode)	B6.4.8.1.2	B6.4.8	.1.3	$V \times I$	
Content star	ndard (code)	B6.4.8.1.	B6.4.8.	.1.		
Performance		• The learne	r should w	write formal letters using controlled composition write good formal letters.		
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords			\sim			
T. L .R. (s)		Manila cards, mar	kers, recor	rded	audios visual	
Ref:	Ghanaian La	anguage curriculur	n			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	sessment)		Plenary / Reflections
•	(preparing					
	the brain					
	for learning)					
	Engage	• Read out the for	mal letter	the	board and ask learners	What have we learnt
	leaners to to talk about it.			the		today?
			te formal l	lette	rs using controlled	
					U	
	rhymes	Assessment: let le		te fo	ormal letters using	Review the lesson with
controlled composition			sition			learners

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Engage leaners to sing songs and recite familiar		What have we learnt today?
rhymes Engage	Choose a place and discuss letters that can be written	What have we learnt
leaners to sing songs and recite familiar		today? Review the lesson with learners
rhymes		

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Signature: Date :

TERM THREE BASIC SIX WEEK 9

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:	Week Ending:					
Day :		Da	te :			5
Period :		Les	sson :	S		
Strand :		Sub-strand :				
A. Oral Language		A. Prese	ntation			
B. Reading		B. Fluen	luency			
C. Grammar Usage	C. Adjec	Adjective Phrases				
D. Writing	D. Writing D. Expository /Informative Writing					
E. Using Writing Co	nventions	E. Using	Simple,	Compound and	l Compound S	entences
F. Extensive Readin	g	F. Buildi	ng the Lo	ove and Culture	e of Reading	
Indicator (code)	B6.1.10.3.2. B6	.2.9.1.2 B6.3	.12.1.1	B6.4.14.2.1.	B6.5.10.1.1	B6.6.1.1.1
Content standard (code)	B6.1.10.3. B6	6.2.9.1. B6.3	.12.1.	B6.4.14.2	B6.5.10.1.	B6.6.1.1.
Performance Indicator	A. Learners	can draw on	prior kn	owledge to ic	lentify subjec	t matter and
	organisat	ional structure	of speed	h.		
	B. Learners	can read aloud	with exp	pressions that r	eflect the aut	hor's purpose
	and mear	ning.				
	C. Learners	s can form and use adverb phrases correctly. E.g. He comes to the				comes to the
	house eve	eryday.				
	can write articl	es on va	ried topics.			
	can check piec	es of lite	rary work for s	pelling.		
	F. Learners	can read and cr	ritique a	variety of age-	and level appr	opriate books
	and prese	ent a one-page	critical of	commentary ba	ased on a set	of criteria, on
	each boo	k read				
Core Competencies: Cre	ativity and Innovati	on Communica	ation and	Collaboration	Personal Deve	elopment and
Leadership Critical Think	ing and Problem So	lving.				

Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas				
Ref:	English Lang	nguage curriculum Page					
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
	for learning)						
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE • Help learners to draw on their prior knowledge about speech making. For instance, ensure that learners know the roles of participants, facilitators, advisors and time- keepers in the group. • Learners must be conversant with subject matter and the (organisational) structure of their speech. • Guide learners to choose their own topics for a	What have we learnt today? Ask learners to summarize the main points in the lesson				
		speech. Assessment: let learners identify subject matter and organisational structure of speech.					
Tuesday	Engage learners to sing songs and recite familiar rhymes	<u>B. READING</u> • Have learners read texts independently paying attention to punctuation marks, words, sentences and paragraphs. Learners use self-correction, word recognition and re-reading strategies to confirm comprehension. Assessment: let learners read aloud with expressions	What have we learnt today? Ask learners to summarize the main points in the lesson				
Wednesday	Engage	that reflect the author's purpose and meaning. C. GRAMMAR	What have we learnt				
weunesuay	learners to sing songs and recite familiar rhymes	 C. GRAINIVIAR Revise adverbs of manner, place and time. Introduce the adverb phrase in context and get learners to understand that an adverb phrase is a grammatical structure that modifies a verb. It is usually a single word or more than a single word. Provide several examples in context for learners to read out. 	Ask learners to summarize the main points in the lesson				

learners to sing songs and recite familiar rhymesWrite articles on varied topics Assessment: let learners write articles on varied topics.today?FridayEngage learners to sing songs and recite familiar rhymesE. WRITING CONVENTION AND GRAMMAR USAGE • Give learners an extract containing wrongly spelt words. Guide them to correct the spellings. • Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince. • Let their story begin from this end. Use a variety of local stories. • Each effort is followed by editing focused on spelling. • Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words.Ask learners to summarize the main points in the lessonKessessment: let learners check pieces of literary work for spellingAssessment: let learners check pieces of literary work for spellingAssessment: let learners check pieces of literary work for spelling	NANA FIIF	I ACQUA		
In sentencesD. WRITINGThursdayEngageEngageD. WRITINGlearners toWrite articles on varied topicsSing songsand reciteAssessment: let learners write articles on varied topics.Ask learners tofmillarrhymesEngageE. WRITING CONVENTION AND GRAMMAR USAGEAsk learners toFridayEngageE. WRITING CONVENTION AND GRAMMAR USAGEWhat have we learntfamiliarordite learners toGive learners read a short story and write aMake learners tofamiliarordite learners read a short story and write aAsk learners toSummarize the mainrhymesE.g. Cinderella wore the shoes and she was taken away to mary the prince.Ask learners toSummarize the mainpoints in the lessonto mary the prince.Let their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words.Assessment: let learners to create additional groups to correct spellings of words.FridayGuideE. EXTENSIVE READING learners to thick-pair-share their stories with peers.Have learners to tell what they read to the whole classFridayGuideInvite individuals to present their work to the class for feedback.Invite individuals to present their work to the class for feedback.FridayInvite individuals to present their work to the class for feedback.Assessment: let learners read and critique a variety of age- and level appropriate books and present a one- page critical commentary based on a set of criteria, on each book read			phrases.Let learners use the adverb phrases in sentences.	
Iearners to sing songs and recite familiar rhymesWrite articles on varied topics Assessment: let learners write articles on varied topics.today?FridayEngage learners to sing songs and recite familiar rhymesE.WRITING CONVENTION AND GRAMMAR USAGE words. Guide them to correct the spellings. • Have learners an extract containing wrongly spelt words. Guide them to correct the spellings. • Have learners read a short story and write a continuation of the story. • Let their story begin from this end. Use a variety of local stories. • Let their story begin from this end. Use a variety of local stories. • Let their story begin from this end. Use a variety of local stories. • Each effort is followed by editing focused on spelling. • Learners to create additional groups to correct spellings of words.Have learners to what here we learner summarize the main points in the lessonFridayGuide learners to chose and read booksE.EXTENSIVE READING their choice during the library period. • Learners to chose and read independently books of their choice during the library period. • Learners to 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. Assessment: let learners read and critique a variety of age- and level appropriate books and present a one- page critical commentary based on a set of criteria, on each book readHave learners to en- page critical commentary based on a set of criteria, on each book read				
Iearners to sing songs and recite familiar rhymes• Give learners an extract containing wrongly spelt words. Guide them to correct the spellings. • Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince. • Let their story begin from this end. Use a variety of local stories. • Each effort is followed by editing focused on spelling. • Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words.today?FridayGuide learners to choose and read books during the library period• Guide learners to choose and read independently books of their choice during the library period. • Learners thik-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. Assessment: let learners read and critique a variety of age- and level appropriate books and present a one- page critical commentary based on a set of criteria, on each book readHave learners on page critical commentary based on a set of criteria, on each book read	Thursday	learners to sing songs and recite familiar	Write articles on varied topics	today? Ask learners to summarize the main
Iearners to choose and read books• 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.Have learners to tell what they read to the whole classPeriod• Invite individuals to present their work to the class for feedback.• Assessment: let learners read and critique a variety of age- and level appropriate books and present a one- page critical commentary based on a set of criteria, on each book read• Guide learner to write a set of criteria, on each book read	Friday	learners to sing songs and recite familiar rhymes	 Give learners an extract containing wrongly spelt words. Guide them to correct the spellings. Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince. Let their story begin from this end. Use a variety of local stories. Each effort is followed by editing focused on spelling. Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words. 	today? Ask learners to summarize the main
	Friday	learners to choose and read books during the library	 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. Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-	what they read to the whole class

Vetted by :..... Date :

SUBJECT: SCIENCE

CLASS: SIX

Week Ending:			Class size:				
Day :	- 			Date :			
Period :				Lesson	:		\mathcal{O}
Strand : HU	MANS AND TH	ΗE	Sub-stranc	d : SCIEI	NCE AND INDU	ISTRY	
ENVIRONMI	ENT				C		
Indicator (co	ode)	1.3.1.1			\mathbf{X}	J	
Content sta	ndard (code)	1.3.1.1			//		
Performanc	e Indicator	Learners can ide operation of some			fic concepts	and p	rinciples underlying the
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving. Keywords				ersonal Development and			
ney words							
T. L .R. (s)		Pictures					
Ref:	Science curr	riculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	 Learners watch a video of kenkey and salt production processes. Learners go on a study visit to a local business venture such as kenkey, soap, salt production, cooking oil, or gari production centre. Learners must observe the activities and interact with people at the workplace. 			What have we learnt today? Ask learners to summarize the important points of the lesson		

		Assessment: let learners write a report on their observation	
Thursday	Engage learners to	Engage learners, in groups, to discuss and identify the key scientific principles underlying the operations of the	What have we learnt today?
	sing songs	industries visited.	Ask learners to
	and recite	 Build vocabulary of learners by explaining key terms 	summarize the
	familiar	such as evaporation, salting-out, fermentation and	important points of the
	rhymes	saponification.	lesson
		Project Give learners a project to work in groups to produce yoghurt, kenkey or soap based on the experiences from their study visits. Assessment: let learners identify the scientific concepts	
		and principles underlying the operation of some	
		industries	

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:				Class size:		
Day :			Dat	Date :		
Period :				Lesson :		
Strand : MY	GLOBAL CON	IMUNITY Sub-	strand : (Our Neighbouring Countr	ies	
Indicator (co	ode)	B6.5.1.2.1.				
Content star	ndard (code)	B6.5.1.2.				
Performance	e Indicator	Learners can investigat	te the eff	ects climate change on th	ne environment	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen Leadership Critical Thinking and Problem Solving.					ersonal Development and	
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	g assessn	nent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	gases and climate chan change in rainfall patte agriculture, health.	over conc age on the ern, chang es (e.g. bu nunity tha	entration of greenhouse e environment e.g. ge in temperature, ash burning, fumes from t contribute to the	What have we learnt today? Ask learners to summarize the main points in the lesson	

	ТАСЦОА		
		methane, water vapour and nitrous oxide) (Whole-class	
		discussion).	
		Assessment: Let learners identify the effects of over	
		concentration of greenhouse gases and climate change	
		on the environment	
Thursday	Engage	Learners in groups suggest ways by which human	What have we learnt
	learners to	beings can adapt to climate change	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners mention ways by which	summarize the main
	rhymes	human beings can adapt to climate change	points in the lesson

Vetted by :....

Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : INT	ERNET AND S	OCIAL MEDIA	Sub-strar	nd : E	LECTRONIC EMAIL	
Indicator (co	ode)	B6.6.7.1.5	B6.6.7.1.		B6.6.7.1.7	
Content star	ndard (code)	B6.6.7.1.	B6.6.7.1.		B6.6.7.1.	
Performance	e Indicator	Learners c	an create	addr	ess list.	
		Learners c	an demon	stra	e attaching files to e-ma	il messages.
		Learners c	an demon	stra	e some e-mail tips.	
-				inica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinki	ng and Problem Sol	ving.			
Keywords						
Reywords						
T. L .R. (s)		Laptop		\cdot		
Ref:	Computing	curriculum Page	$(\ \)$			
Ner.	computing	curriculum rage				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding ass	essn	nent)	Plenary / Reflections
	(preparing		U		,	
	the brain					
	for					
	learning)					
	Engage	Guide learners to	create an	add	ress list.	What have we learnt
	learners to					today?
Wednesday	sing songs	Guide learners to	attach file	es to	email	
	and recite					Ask learners to
	familiar	Assist learners in	writing en	nail u	ising techniques as NOT	summarize the main
	rhymes	writing in caps. Cl	neck the e	xten	sion of files before	points in the lesson
		downloading and	use the su	ıbjec	t line for summary etc.	
		NB: This is to help	the learn	er w	ith the fundamental	
		skills of creativity	in comput	ting a	and computer science.	
					y some e-mail tips	
Vetted by :			Sig	gnatu	ıre:	Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Endin	lg:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : Dat	Strand : Data Sub-stra			d : (hance or Probability	$\langle \rangle$
Indicator (c	ode)	B6.4.2.2.2				
Content sta	ndard (code)	B6.4.2.2.				$\lambda \cup$
Performanc	e Indicator	Learners can pre	edict the pr	roba	bility of a given outco	me occurring for a given
		probability exper	iment by us	sing	theoretical probability	
Core Compe	etencies: Crea	tivity and Innovation	on Commur	nica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinki	ng and Problem So	lving.			
Keywords					(\mathcal{N})	
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	e		\bigcirc	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	following experin their results, and	nents 100 ti transfer it t or spinner 1	ime: to fr	roup) to carry out the s, use tallies to record equency tables: (i) times; (ii) spinning an 8-	Review the lesson with Learners

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NANA FIIF	TACQUA		[]
		8-sector spinnerNumber of OutcomeNumber of throws1152163154155136107789	
-	<u></u>		
Tuesday	Sing songs	Ask learners (in each small group) to use the results of	Review the lesson with
	like:	the experiments above (recorded in the tables above)	Learners
		to work out the experimental probability and compare	
	ľm	to the theoretical probability of the following events	
	counting	with each of the spinners (i.e. table above) i. pinning a 2	
	one, what	ii. pinning a number greater than 4	
	is one	iii. pinning a 1 or a 3	
		Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Ask learners (in each small group) to use the results of	Review the lesson with
,	like:	the experiments above (recorded in the tables above)	Learners
	_	to work out the experimental probability and compare	
	ľm	to the theoretical probability of the following events	
	counting	with each of the spinners (i.e. table above) i. pinning a 2	
	one, what	ii. pinning a number greater than 4	
		iii. pinning a 1 or a 3	
	is one		
	$\wedge \wedge \vee$		
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Ask learners (in each small group) to use the results of	Review the lesson with
	like:	the experiments above (recorded in the tables above)	Learners
		to work out the experimental probability and compare	
	ľm	to the theoretical probability of the following events	
	counting	with each of the spinners (i.e. table above) i. pinning a 2	
	one, what	ii. pinning a number greater than 4	
	is one	iii. pinning a 1 or a 3	
-	•		

	,	Assessment: have learners to practice with more examples	
Friday	Sing songs	Ask learners (in each small group) to use the results of	Review the lesson with
	like:	the experiments above (recorded in the tables above)	Learners
		to work out the experimental probability and compare	
	ľm	to the theoretical probability of the following events	
	counting	with each of the spinners (i.e. table above) i. pinning a 2	
	one, what	ii. pinning a number greater than 4	
	is one	iii. pinning a 1 or a 3	\sim
		Assessment: have learners to practice with more	
		examples	

Vetted by :....

Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : Inde	ependent Gha	ana s	Sub-stran	nd : N	/ilitary Rule	
Indicator (co	ode)	B6.6.2.2.2				
Content sta	ndard (code)	B6.6.2.2.				\sim
Performanc	e Indicator	Learners can ass	sess the	cor	sequences of militar	y takeovers on Ghana's
		development				
-		•		inica	tion and Collaboration	Personal Development and
Leadership (Critical Thinki	ng and Problem Solv	ing.			
Keywords						
Reywords						
T. L .R. (s)		Pictures		$\overline{\ }$		
Ref:	History curr	iculum Page	-/-			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)		6 111			
Tuesday	Engage		of militar	ry ta	keovers on Ghana's	What have we learnt
	learners to	development				today?
	sing songs					
	and recite					Ask learners to
	familiar				he consequences of	summarize the main
	rhymes	military takeovers	on Ghana	a's de	evelopment	points in the lesson
	Were the					
	takeovers					
	positive or					
	negative?					

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Thursday	Engage	Debate the effects of military takeovers on Ghana's	What have we learnt
	learners to	development	today?
	sing songs		
	and recite	Assessment: let learners assess the consequences of	Ask learners to
	familiar	military takeovers on Ghana's development	summarize the main
	rhymes		points in the lesson

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Signature: Date :

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:			Class size:			
Day :				Dat	e :	
Period :				Lesson :		
						\bigcirc
Strand : The	Family, Auth	ority and	Sub-stran	nd : F	oles, Relationships in th	e Family and Character
Obedience			Formatio	n		\mathbf{X}
Indicator (co	ode)	B6.5.2.1.1:				
Content sta	ndard (code)	B6.5.2.1.				
Performanc	e Indicator	Learners can iden	tify attitud	les a	nd behaviours of a respo	onsible family member
Core Compe	etencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Sol	lving.		$\langle \mathcal{L} \rangle$	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	$\langle \cdot \rangle$				
	for					
Friday	learning)	Dut loorpore into	+		l have them dehate on	What have we learnt
Friday	Engage				I have them debate on	What have we learnt
	learners to the motion for or against t				ition, it is good to be	today?
	sing songs	committed to one's family"				A alc la a va a va ta
	and recite	A				Ask learners to
	familiar	Assessment: Let I			tod to the family	summarize the main
	rhymes	the importance o	t being cor	nmit	ted to the family	points in the lesson

Vetted by :..... Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :	Period :				son :	\sim
Strand : VAL	UES AND PSY	CHO-SOCIAL	Sub-stran	d : S	ELF-RESPONSIBILITY	
CONCEPTS, I	PRINCIPLES A	ND STRATEGIES				\sim
Indicator (co	ode)	B6.5.1.5.1				
Content star	ndard (code)	B6.5.1.5.				
Performance	e Indicator	Learners can parti	cipate pro	duc	ively in group physical a	ctivities
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solv	ving.		/ <u>(</u> ,	
Keywords				$\overline{}$	0	
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page	\sim			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asso	essm	ient)	Plenary / Reflections
	(preparing					
	the brain	$\langle \rangle$				
	for					
	learning)					
	Learners	Emphasis during p	ohysical ad	ctivit	y that without	What have we learnt
	jog round a	cooperation learn	ers cannot	t pos	itively work together.	today?
	demarcate	Learners participa	te in mini	Han	dball, Volleyball,	
	d area in	Basketball, Netbal	l, Hockey,	etc		Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

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	maximal						
	performan						
	ce and to						
	prevent						
	injuries						
-							

Vetted by :....

Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date	e :	
Period :				Less	son :	\sim
Strand :			Sub-stranc	d :		
Visual Arts			Thinking a	nd E	xploring Ideas	$\mathbf{\lambda}$
Performing A	Arts					
Indicator (co	ode)	B6. 1.1.1.6	B6. 2	2.1.1	.6	
Content star	ndard (code)	B6. 1.1.1.	B6. 2	2.1.1		
Performance	e Indicator	Learners	can brainst	torn	n and generate ideas	for creating own visual
		artworks t	hat will refl	lect	topical issues in some co	ommunities in the world
		 Learners c 	an brainsto	orm	and generate ideas for	creating own performing
		artworks t	hat reflect	topi	cal issues in some comm	nunities in the world
				nicat	ion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	ving.			
Keywords			\sim			
Reynolus						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
		$\langle \rangle \rangle \rangle$				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Monday Engage Learners are to:				· · · · · · · · · · · · · · · · · · ·	What have we learnt
	learners to 🛛 use available OERs (e.g. l					today?
sing songs documentaries, internet, F					•	
	and recite	-	nuch concei	rn Ir	some communities in	Ask learners to
	familiar	the world;				summarize the main
	rhymes					points in the lesson

	I ACQUA		
		□ document results of findings in the forms of notes,	
		statements, downloads and recordings for	
		presentations and class discussions;	
		\square reflect on feedback from class discussions and peer	
		reviews to generate concepts for designing and making	
		own artworks that will reflect current topical issues of	
		much concern in the world.	
		Assessment: Let learners generate ideas for creating	
		own visual artworks that will reflect topical issues in	
		some communities in the world	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	use available OERs (e.g. libraries, videos,	today?
	sing songs	documentaries, internet, Facebook) to research current	
	and recite	topical issues of much concern in some communities in	Ask learners to
	familiar	the world;.	summarize the main
	rhymes	document results of findings in the forms of notes,	points in the lesson
		statements, downloads and recordings for	
		presentations and class discussions;	
		reflect on feedback from class discussions and peer	
		reviews to generate concepts for composing music,	
		dance, drama, poem etc. on current topical issues of	
		much concern in the world. For example:	
		Choice, Choice, Choice! We can make a choice, This is	
		our time, When to make choices,	
		Choice, Choice, Choice On the world we want, On the	
		way we learn We can make choices	
		Choice, Choice, Choice Take a stand, brother Take a	
	$(\land \land)$	stand, sister When to make choices	
	$\wedge \wedge Y$		
	\mathcal{N}	Assessment: Let learners generate ideas for creating	
		own performing artworks that reflect topical issues in	
		some communities in the world	

Vetted by :..... Date :

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:		
Day :			Da	ate :		
Period :			Le	Lesson :		
Strand : Wri	ting Conventi	ons / Usage			ting Grammar in W nd sentences)	Vritten Language (Use of
Indicator (co	ode)	B6.5.6.1.1	B6.5.6.1.2		B6.5.7.1.1	
Content star	ndard (code)	B6.5.6.1.	B6.5.6.1.		B6.5.7.1.	
Core Compe	 Performance Indicator The learner should recognise conjunctions such as unless in sentences writing The learner should use conjunctions in forming compound sentences correctly The learner should write nine and ten-letter words correctly Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving. 					ompound sentences Is correctly
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, recorde	ed audic	os visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass		ment)		Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite			nd discı	uss with the	What have we learnt today?

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familiar rhymes	 Explain what conjunctions are to learners and give more examples. Write some more sentences and allow learners to recognise and underline the conjunctions in them. 	Review the lesson with learners
	Assessment: let learners identify conjunctions such as unless in sentences writing	
Engage leaners to sing songs and recite familiar rhymes	 Let learners write some conjunctions in their books. Call learners in turns to mention and write them out on the board. Let learners use the conjunctions to form about three sentences. Explain to learners the sentence type formed (Compound sentence). Let learners write some more compound sentences and read them aloud Assessment: let learners use conjunctions in forming compound sentences correctly 	What have we learnt today?
Engage leaners to sing songs and recite familiar rhymes	 Give a passage to learners to read. Select all the nine and ten letter words in the passage and write them on the board. Discuss the words with learners. Spell out, together with learners, the words on the board. Call individual learners to spell the words to the class. Dictate the words for learners to write in their books. Put learners into groups and do a spelling game among the groups Assessment: let learners write nine and ten-letter words correctly 	What have we learnt today? Review the lesson with learners

Vetted by :..... Date :

TERM THREE BASIC SIX WEEK 10

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:
Day :		Date :
Period :		Lesson :
Strand :	Sub-stran	d :
A. Oral Language	A. Pr	esentation
B. Reading	B. Flu	Jency
C. Grammar Usage A	t Word C. Ad	lverb Phrases
D. Writing	D. Ex	pository /Informative Writing
E. Using Writing Con	ventions E. Sp	elling
F. Extensive Reading	F. Bu	ilding the Love and Culture of Reading
Indicator (code)	(B6.1.10.3.3 B6.1.10.3.4) B6	6.2.10.1 B6.3.12.1.1 B6.4.15.1.1 B6.5.10.1 B6.6.1.1.1
Content standard (code)	(B6.1.10.3. B6.1.10.3.) B	6.2.10. B6.3.12.1. B6.4.15.1. B6.5.10. B6.6.1.1.
Performance Indicator	A. Learners can gather	and select facts and ideas from one or multiple print
	-	purces, appropriate to the purpose, audience, context
	and culture. Su	pport ideas and points of view with concrete examples
	to convey meaning a	ppropriate to purpose and context.
	B. Learners can summa	rise level-appropriate passages/text orally
	C. Learners can form a	nd use adverb phrases correctly. E.g. He comes to the
	house everyday	
	D. Learners can write to	o friends to express their views on given topics using
	appropriate letter fo	rmats
	E. Learners can check p	pieces of literary work for spelling.
	F. Learners can read an	d critique a variety of age- and level appropriate books
	and present a one-p	age critical commentary based on a set of criteria, on
	each book read	

-		tivity and Innovation Communication and Collaboration P ng and Problem Solving.	ersonal Development and			
Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE • Through discussion, let learners generate ideas and details appropriate to the purpose, audience, context and culture on given topics. • Provide model speeches (e.g. downloaded from the internet) for discussion. These will help learners to generate ideas for their speeches. • Guide the learners to download important speeches from the internet. Discuss the organisational structure of the speeches with them • Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources appropriate to the purpose, audience context and culture Assessment: let learners support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context.	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	<u>B. READING</u> • Learners identify the most important ideas and restate them in their own words. • Begin from sentences and short paragraphs. E.g. Sentence: This is the boy who killed the snake. Summary: The boy killed the snake.	What have we learnt today? Ask learners to summarize the main points in the lesson			

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		 Lead learners with questions to do this. 	
		E.g. What did you learn from this text?	
		Assessment: let learners summarise level-appropriate	
		passages/text orally	
Wednesday	Engage	C. GRAMMAR	What have we learnt
weathesday	learners to	Revise adverbs of manner, place and time.	today?
		 Introduce the adverb phrase in context and get 	today:
	sing songs		
	and recite	learners to understand that an adverb phrase is a	Ask learners to
	familiar	grammatical structure that modifies a verb. It is usually	summarize the main
	rhymes	a single word or more than a single word.	points in the lesson
		 Provide several examples in context for learners to 	
		read out.	
		• Provide short texts for learners to identify the adverb	
		phrases.	
		• Let learners use the adverb phrases in sentences.	
		E.g. He comes to the house every day.	
		8	
		Assessment: let learners use adverb phrases correctly	
		in sentences	
	Engago		What have we learnt
Thursday	Engage	D. WRITING	
	learners to	• Discuss the features of informal letters with learners.	today?
	sing songs	• Give examples of formal letters to them and let them	
	and recite	talk about the similarities and differences between	Ask learners to
	familiar	formal and informal letters.	summarize the main
	rhymes	 Brainstorm to guide learners generate topics they 	points in the lesson
		would want to write on and let each group choose a	
		topic.	
		• Learners identify purpose and audience and make a	
		mind map to guide the writing.	
		• Each group writes an informal letter and edits it. The	
	1.	letters are passed round the groups for editing.	
		interest are passed round the Broups for culting.	
		Assessment: let learners write to friends to express	
		their views on given topics using appropriate letter	
-riday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Give learners an extract containing wrongly spelt	today?
	sing songs	words. Guide them to correct the spellings.	
	and recite	 Have learners read a short story and write a 	Ask learners to
	familiar	continuation of the story.	summarize the main
	rhymes	E.g. Cinderella wore the shoes and she was taken away	points in the lesson
	-	to marry the prince.	
		• Let their story begin from this end. Use a variety of	
		local stories.	

	TACQUA		
		 Each effort is followed by editing focused on spelling. Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words. 	
		Assessment: let learners check pieces of literary work for spelling	
Friday	Guide	E. EXTENSIVE READING	
	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on	
		each book read	

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SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:			Class size:	
Day :			C	Date :	
Period :			L	esson :	\mathcal{O}
Strand : HUI	MANS AND TH	IE S	Sub-strand	: CLIMATE CHANGE	
ENVIRONME	ENT				
Indicator (co	ode)	B6.5.4.1.1			
Content sta	ndard (code)	B6.5.4.1.			
Performance	e Indicator	Learners can know	the effects	s of climate change on hum	ans
-		tivity and Innovation ng and Problem Solvi		cation and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections
Monday	Engage	• Learners are assigned to find out from their parents			What have we learnt
	learners to	or elderly people w	today?		
	sing songs	since 2000.			
	and recite	• Learners share their information with the whole c		ation with the whole class.	Ask learners to
	familiar	• Show pictures and videos of		splaying activities that	summarize the
	rhymes	contribute to climat on the earth.	te change	and the associated effects	important points of the lesson

IACQUA		
	 Stress the effects of climate change on weather 	
	conditions such as drought, flooding, increase in	
	temperature, etc.	
	 Learners are engaged in a think-pair-share activity to 	
	come out with ways of controlling the causes of climate	
	change.	
	Assessment: let learners mention the effects of climate	
	change on humans	
Engage	Guide learners to design a concept map on climate	What have we learnt
learners to	change, showing its causes, effects and prevention.	today?
sing songs	• Build the vocabulary of learners by explaining terms	Ask learners to
and recite	such as climate change, drought, flooding and	summarize the
familiar	temperature.	important points of the
rhymes		lesson
	Assessment: let learners design a concept map on	
	climate change, showing its causes, effects and	
	prevention.	
	learners to sing songs and recite familiar	Imageconditions such as drought, flooding, increase in temperature, etc.• Learners are engaged in a think-pair-share activity to come out with ways of controlling the causes of climate change.Assessment: let learners mention the effects of climate change on humansEngage• Guide learners to design a concept map on climate change, showing its causes, effects and prevention.sing songs• Build the vocabulary of learners by explaining terms and recitefamiliartemperature.rhymesAssessment: let learners design a concept map on climate change, showing its causes, effects and prevention.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Dat	:e :	
Period :			Les	son :	
Strand : MY GLOBAL COMMUNITY Sub-st		o-strand : (rand : Our Neighbouring Countries		
Indicator (code) B6.5.1.2.1.					
Content star	ndard (code)	B6.5.1.2.			
Performance Indicator Learners can investigate the		ate the eff	ects climate change on th	ne 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:	Our World (Our People curriculum	Page		
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning includir	ng assessn	nent)	Phase 3: Plenary / Reflections
	learning)				
Tuesday	Engage learners to sing songs	Use video clips, field trips and pictures to help learners identify the effects of over concentration of greenhouse gases and climate change on the environment e.g. change in rainfall pattern, change in temperature,		What have we learnt today?	
	and recite familiar rhymes	agriculture, health.			Ask learners to summarize the main points in the lesson
		Discuss human activit vehicles) in their com emission of greenhou	munity tha		

	ТАСЦОА		
		methane, water vapour and nitrous oxide) (Whole-class	
		discussion).	
		Assessment: Let learners identify the effects of over	
		concentration of greenhouse gases and climate change	
		on the environment	
Thursday	Engage	Learners in groups suggest ways by which human	What have we learnt
	learners to	beings can adapt to climate change	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners mention ways by which	summarize the main
	rhymes	human beings can adapt to climate change	points in the lesson

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Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class s	ize:	
Day :			1	Date :		
Period :			I	Lesson :		\mathcal{O}
Strand :			Sub-strand	nd :		
INTERNET AND SOCIAL MEDIA		INTERNET OF THINGS (IOT) INTERNET ETIQUETTE				
		B6.6.8.1.3	3	B6.6.10.1.2		
-	ndard (code)	B6.6.8.1.	B6.6.8.1.		B6.6.10.1.	
Performance	e Indicator					
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords				ersonal Development and	
T. L .R. (s)		Laptop				
Ref: Computing curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssment)		Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to list at least five gadgets used for IoT (e.g. Nest Smart Thermostat, Samsung SmartThings Hub, August Smart Lock, etc.) Guide learners to describe IoT use.		What have we learnt today? Ask learners to summarize the main points in the lesson		

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NB: This is to help the learner to fundamental	
knowledge of hardware such as robots and sensors).	
Guide learners to investigate the responsible use of	
computers.	
i. Information privacy	
ii. Copyright.	
Hardware, Software and information theft	
Assessment: Let learners identify the responsible use	
of computers	
	 knowledge of hardware such as robots and sensors). Guide learners to investigate the responsible use of computers. i. Information privacy ii. Copyright. Hardware, Software and information theft Assessment: Let learners identify the responsible use

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Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:				Class size:	
Day :			Da	te :	
Period :		Le	Lesson :		
Strand : Data			Sub-strand : Chance or Probability		
Indicator (code) P6.4.2.2.		P6.4.2.2.3	()		
Content standard (code) P6.4.2.2.		P6.4.2.2.			
Performance	e Indicator		earners can explain that the experimental probability approaches the theoretical probability of a particular outcome as the number of trials in an experiment ncreases		
Core Compe	tencies: Crea	tivity and Innovation Communication and Collaboration Personal Development and			
Leadership C	Critical Thinkir	ng and Problem So	lving.		
Keywords	$\langle \rangle$				
T. L .R. (s)	$\wedge \wedge \wedge$	Counters			
Ref:	Mathematio	s curriculum Page	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				

MondaySing songsE.g. 1 Put the results from all the small groups for (a) spinning the 5-sector spinner, (b) spinning the 8-sector spinner, together. Ask the class to work tout the experimental probabilities and compare to the theoretical probabilities of the events i. pinning a 2 ii. pinning a number greater than 4 ii. pinning a lor a 3 1 - One is one alone it shall be.Review the lesson with LearnersTuesdayE.g. 2 Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability is getting closer to the theoretical probability. Sk them to explain the difference between theoretical probability and experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability. Ask them to explain the difference between theoretical probability and experimental probability. Ask them to explain the difference between theoretical probability and experimental probability. Setting closer to the theoretical probability. Setting closer to the theoretical probability. Setting closer	NANA FIIF	I ACQUA		
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Image: Non-analytic conting one, what is onetheoretical probability. Ask them to explain the difference between theoretical probability and experimental probabilitytheoretical probability and experimental probabilityThursdaySing songs like:Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain theReview the lesson with LearnersThursdaySing songs like:Ask learners their observations as to whether or not the experimental probability. Ask them to explain the theoretical probability. Ask them to explain the theoretical probability and counting one, whatReview the lesson with Learners	Wednesday	Sing songs		Review the lesson with
I'm counting one, what is onedifference between theoretical probability and experimental probability one, what is onedifference between theoretical probability and experimental probabilityThursdaySing songs like:Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain theReview the lesson with LearnersI'm counting one, whatdifference between theoretical probability and experimental probabilityLearners		like:	experimental probability is getting closer to the	Learners
counting one, whatexperimental probabilityexperimental probabilityis oneAssessment: have learners to practice with more examples			theoretical probability. Ask them to explain the	
one, what is oneAssessment: have learners to practice with more examplesReview the lesson with LearnersThursdaySing songs like:Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and counting one, whatReview the lesson with Learners		l'm		
is oneAssessment: have learners to practice with more examplesThursdaySing songsAsk learners their observations as to whether or not the like:Review the lesson with LearnersIke:experimental probability is getting closer to the theoretical probability. Ask them to explain the theoretical probability and counting one, whatImage: Counting experimental probability		counting	experimental probability	
Image: Problem 1ExamplesExamplesThursdaySing songsAsk learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the theoretical probability. Ask them to explain the counting one, whatImage: Probability and experimental probability		one, what		
Thursday Sing songs Ask learners their observations as to whether or not the lesson with like: Review the lesson with Learners like: experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and counting one, what I'm difference between theoretical probability and literation one, what I'm		is one	Assessment: have learners to practice with more	
like:experimental probability is getting closer to the theoretical probability. Ask them to explain theLearnersI'mdifference between theoretical probability and counting one, whatexperimental probability				
I'mtheoretical probability. Ask them to explain the difference between theoretical probability and experimental probabilityone, what	Thursday	Sing songs	Ask learners their observations as to whether or not the	Review the lesson with
I'mdifference between theoretical probability andcountingexperimental probabilityone, what		like:		Learners
counting experimental probability one, what				
one, what		ľm	difference between theoretical probability and	
		counting	experimental probability	
is one		one, what		
		is one		

		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Ask learners their observations as to whether or not the	Review the lesson with
	like:	experimental probability is getting closer to the	Learners
		theoretical probability. Ask them to explain the	
	l'm	difference between theoretical probability and	
	counting	experimental probability	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	\sim

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Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			Class size:	
Day :	Day :			ate :	
Period :			L	esson :	
Strand : Inde	ependent Gha	ana	Sub-strand	: Military Rule	
Indicator (co	ode)	B6.6.2.2.2			
Content sta	ndard (code)	B6.6.2.2.			
Performance Indicator		Learners can as	sess the c	onsequences of milit	ary takeovers on Ghana's
		development			
		tivity and Innovationg and Problem Solv		cation and Collaboration	n Personal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asses	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Tuesday	learning)	Dobato the offect	of militory	takaayara an Chana'a	What have we learnt
Tuesday	Engage learners to	development	s of filling	takeovers on Ghana's	today?
	sing songs	development			touay:
	and recite	Assessment: let le	arners asses	s the consequences of	Ask learners to
	familiar	military takeovers		•	summarize the main
	rhymes				points in the lesson
	Were the				
	takeovers				

	positive or		
	negative?		
Thursday	Engage	Debate the effects of military takeovers on Ghana's	What have we learnt
	learners to	development	today?
	sing songs		
	and recite	Assessment: let learners assess the consequences of	Ask learners to
	familiar	military takeovers on Ghana's development	summarize the main
	rhymes		points in the lesson

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Signature: Date :

	:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	$\sim \sim$
Strand : The	Family, Auth	ority and	Sub-strar	n d : F	oles, Relationships in th	e Family and Character
Obedience			Formatio			
Indicator (code) B6.5.2.1.1						
Content star	ndard (code)	B6.5.2.1.				
Performance	e Indicator	Learners can ider	tify attitud	des a	nd behaviours of a respo	onsible family member
Core Compe	tencies: Crea	l tivity and Innovati	on Commu	inica	tion and Collaboration P	ersonal Development and
Leadership Critical Thinki		-				•
		[$ \ge $		
Keywords						
		Pictures				
T. L .R. (s) Ref:	DME ourries	Ilum Page				
Rel:		num Page	\sim			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	(new learning including assessment)		ent)	Plenary / Reflections
	(preparing					
	the brain	$\langle \cdot \rangle$				
	for					
	learning)					
Friday	Engage		• ·		have them debate on	What have we learnt
	learners to	U U			otion, "It is good to be	today?
	sing songs	committed to one	e's family"	•		
	and recite					Ask learners to
	familiar					summarize the main
	rhymes			rite	he importance of being	points in the lesson
		committed to the	tamily			

Vetted by :..... Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Dat	e :	
Devied						
Period :				Les	son :	\bigcirc
Strand : VAL	UES AND PSY	CHO-SOCIAL	Sub-stran	id : S	OCIAL INTERACTION	
CONCEPTS, I	PRINCIPLES A	ND STRATEGIES			\sim	\sim
Indicator (code) B6.5.2.5.2						
Content standard (code) B6.5.2.5.2						
Performance Indicator Lear		Learners can prov	vide positiv	e fe	edback to peers during	physical activities
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration F	Personal Development and
Leadership (Critical Thinkir	ng and Problem Sol	ving.		$\langle \langle \cdot \rangle$	
Keywords				7	Э.	
T. L .R. (s)		Cones				
Ref:	PE curriculu	im Page	\succ			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain	$\langle \rangle$				
	for					
	learning)					
	Learners	Learners provide	positive fe	edb	ack to their peers	What have we learnt
	jog round a during physical activities by		tivities by	telli	ng them the specific	today?
	demarcate	good performance	es and what	at th	ey should improve on	
	d area in	for high performa	ince			Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

 meden	
maximal	
performan	
ce and to	
prevent	
injuries	

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Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson :	
Strand : Visu	al Arts Perf	orming Arts	Sub-stran	d : Planning, Making and Co	mposing
Indicator (co	ode)	B6 1.2.3.3	B6	2.2.3.3	
Content standard (code) B6 1.2.3.			B6	2.2.3.	
•	tencies: Crea	educate or • Learners c or sensitise	r sensitise an create e the publ on Commu	own symbolic visual artwork the public on some topical i own performing artworks th ic on topical issues in the wo nication and Collaboration F	ssues in the world at communicate, educate orld
Keywords					
T. L .R. (s)		Pictures			
Ref: Creative Ar		s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
Monday	Engage	Learners are to:			What have we learnt
	learners to	present and share	design co	ncepts intended to	today?
	sing songs	communicate, edu	ucate or se	ensitise the public on the	
	and recite	advantages and d	isadvanta	ges of current topical issues	Ask learners to
	familiar	of much concern i	n the wor	ld.	summarize the main
	rhymes	demonstrate emb	edded kno	owledge, skill and	points in the lesson
		experience in the	applicatio	n and use of selected	

	I NEQUN		
		media, technique etc. to make own creative and	
		functional artworks	
		discuss, compare and share experiences through jury	
		and peer review	
		Assessment: Let learners create own symbolic visual	
		artworks that communicate, educate or sensitise the	
		public on some topical issues in the world	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Learners are to:	today?
	sing songs	present and share their concepts intended to	
	and recite	communicate, educate or sensitise the public on the	Ask learners to
	familiar	advantages and disadvantages of current topical issues	summarize the main
	rhymes	of much concern in the world	points in the lesson
		demonstrate embedded knowledge, skill and	
		experience in the application and use of performing arts	
		skills, knowledge, experience, techniques, movement	
		patterns, melodies, elements, rhythms etc. to compose	
		own creative and expressive artworks.	
		discuss, compare and share composition and	
		experiences through peer review.	
		Assessment: Let learners create own performing	
		artworks that communicate, educate or sensitise the	
		public on topical issues in the world	

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Signature: Date :

	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : Wri	ting Conventi	ons / Usage	s / Usage Sub-strand : Integrating Grammar in Written Language Integrating Grammar in Written Language (spelling) and (Conjunctions)			
Indicator (co	ode)	B6.5.7.1.2	B6.5.7.1.3		B6.5.8.1.1.	
Content star	ndard (code)	B6.5.7.1.	B6.5.7.1.		B6.5.8.1.	
-	tencies: Crea	 The learne The learne while, if, u 	ne learner should fill in missing words from a short passage ne learner should write dictated passages ne learner should identify and use the conjunctions — so that, when, hile, if, unless to express purpose, time, condition, etc Innovation Communication and Collaboration Personal Development and			
Leadership		ig and Problem Sol	wing.			
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curricului	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl			ent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	 Give a passage v from it. Write the missi 			en letter words missing e board.	What have we learnt today?

NANA HIH	ACQUA		
	familiar	 Ask learners to fill in the missing words in the 	
	rhymes	passage.	Review the lesson with
			learners
		Assessment: let learners fill in the missing words from a	
		short passage.	
	Engage	 Read passages for learners to listen to. 	What have we learnt
	leaners to	 Discuss the unfamiliar words. 	today?
	sing songs	 Give the passages to learners to read. 	
	and recite familiar	• Dictate the passage for the learners to write	\sim
	rhymes	Assessment: let learners write dictated passages	
	Engage	• Revise the coordinating conjunctions – and, or, nor,	What have we learnt
	leaners to	and but, and subordinating conjunctions by having	today?
	sing songs	learners use them in sentences.	
	and recite	 Provide sentences for learners to join them with 	Review the lesson with
	familiar	coordinating and subordinating conjunctions.	learners
	rhymes	 Provide passages and let learners identify the 	
		conjunctions in those passages.	
		 Let them do other activities like filling blanks with 	
		suitable conjunctions and using conjunction in their	
		own sentences.	
		• Introduce the conjunctions "so that, when, while, if	
		etc" in context. e.g. Take a hot bath so that you can	
		sleep well. I drank the soup while my mother was in the	
		kitchen.	
		 Provide opportunities for learners to use the 	
		conjunctions learnt.	
	$\langle \rangle \rangle$	Assessment: let learners use the conjunctions — so	
	M	that, when, while, if, unless to express purpose, time,	
		condition, etc in sentences.	
			L

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TERM THREE BASIC SIX WEEK 11

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand :	Sub-stran			
A. Oral Language		Presentation		
B. Reading		Summarizing		
C. Grammar Usage A		Direct and Reported Speech		
D. Writing		etter Writing		
E. Using Writing Con		pelling		
F. Extensive Reading	F. Bu	uilding the Love and Culture of Reading		
Indicator (code)	(B6.1.10.3.5 B6.1.10.3.6)	B6.2.10.1.2 B6.3.13.1.1 B6.4.15.1.1		
	B6.5.10.1.1 B6.6.1.1.1			
Content standard (code)	(B6.1.10.3.5 B6.1.10.3.)	B6.2.10.1. B6.3.13.1. B6.4.15.1.		
	B6.5.10.1. B6.6.1.1.			
Performance Indicator	A. Learners can identif	ify and use the appropriate register for formal and		
	informal contexts.	Elaborate on points using experiences and feelings		
		hort summary of a level appropriate passage/text read		
		nd use reported speech appropriately		
	D. Learners can write to appropriate letter for	o friends to express their views on given topics using		
		pieces of literary work for spelling		
	-	nd critique a variety of age- and level appropriate books		
		page critical commentary based on a set of criteria, on		
	each book read			

	etencies: Crea	tivity and Innovation Communication and Collaboration P	ersonal Development and				
Leadership	Critical Thinki	ng 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 Lang	guage curriculum Page					
DAY	Starter (preparing the brain for(new learning including assessment)		Phase 3: Plenary / Reflections				
Monday	learning) Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE formal and informal contexts • Present sample speeches to groups to study. • Provide topics and guide learners to identify related key vocabulary.	What have we learnt today? Ask learners to summarize the main points in the lesson				
		 Provide topics and lead class discussions to: generate ideas; expand the points with such details such as facts, examples, explanations and personal experiences. Learners repeat the activity in pairs and in groups. 					
		Assessment: let learners elaborate on points using experiences and feelings					
Tuesday	Engage learners to sing songs and recite	<u>B. READING</u> • Have learners read the passage. • Discuss it briefly with learners. • Working in groups, learners write a summary of the	What have we learnt today? Ask learners to				
	familiar rhymes	 passage taking note of the main idea(s). Let learners present their write up for discussion. E.g. Select main ideas from the passage without examples/illustrations/words in parenthesis. Learners use the sequence order to write down the events that took place in the correct order. 	summarize the main points in the lesson				
		Assessment: let learners write short summary of a level appropriate passage/text read					

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summarize the main
points in the lesson
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Ask learners to
summarize the main
points in the lesson
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Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	 Give learners an extract containing wrongly spelt 	today?
	sing songs	words. Guide them to correct the spellings.	
	and recite	 Have learners read a short story and write a 	Ask learners to
	familiar	continuation of the story.	summarize the main
	rhymes	E.g. Cinderella wore the shoes and she was taken away to marry the prince.	points in the lesson
		• Let their story begin from this end. Use a variety of	
		local stories.	
		• Each effort is followed by editing focused on spelling.	
		• Learners write their stories in groups and as	
		individuals. Guide learners to create additional groups	
		to correct spellings of words.	
		Assessment: let learners check pieces of literary work	
		for spelling	
Friday	Guide	<u>E. EXTENSIVE READING</u>	
·	learners to	Guide learners to choose and read independently	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	 Learners think-pair-share their stories with peers. 	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on	
		each book read	
			1

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:				Class	size:	
Day :	Day :			Date :		
Period :			1	Lesson :		
Strand : HUI	MANS AND TH	ΙE	Sub-strand	: CLIMA	TE CHANGE	
ENVIRONME	INT				$\langle \mathcal{A} \rangle$	
Indicator (co	ode)	B6.5.4.1.1				
Content star	ndard (code)	B6.5.4.1.		\mathcal{A} .		
Performance	e Indicator	Learners can know	w the effect	s of clima	ite change on hur	nans
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Deve Leadership Critical Thinking and Problem Solving.				Personal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asses	ssment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	 Engage learners 	in an aware	eness car	npaign on climate	What have we learnt
	learners to	change issues in th	he school ai	nd nearb	y community,	today?
sing songs using placards, posters and and recite			sters and b	anners.		
						Ask learners to
	familiar					summarize the
	rhymes	Assessment: let le	arners desi	esign placards, posters and important points of the		
		banners on climat	e change			lesson

Thursday	Engage	• Learners work in groups to plant and nurture trees at	What have we learnt
	learners to	vantage points in the school environment.	today?
	sing songs	 Learners predict what will happen if there are no 	Ask learners to
	and recite	trees in the world.	summarize the
	familiar		important points of the
	rhymes		lesson
		Assessment: let learners mention the effects of climate	
		change on humans	

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Date :			
Period :				Lesson :		
Strand : MY	GLOBAL CON	IMUNITY Sub-stra	nd : (Our Neighbouring Countr	ies	
Indicator (co	ode)	B6.5.1.2.1.				
Content star	ndard (code)	B6.5.1.2.				
Performance	e Indicator	Learners can Investigate t	he eff	ects climate change on th	ne environment	
-	tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum Pa	ge			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing	$\langle \cdot \rangle$				
	the brain					
	for learning)					
Tuesday	Engage	Use video clips, field trips		•	What have we learnt	
	learners to	identify the effects of over		0	today?	
	sing songs	gases and climate change		-		
	and recite	change in rainfall pattern,	chang	ge in temperature,	Ask learners to	
	familiar	agriculture, health.			summarize the main	
	rhymes				points in the lesson	
		Discuss human activities (e	-	•		
		vehicles) in their communi				
		emission of greenhouse ga	ises (e	e.g. carbon dioxide,		

	ТАСЦОА		
		methane, water vapour and nitrous oxide) (Whole-class	
		discussion).	
		Assessment: Let learners identify the effects of over	
		concentration of greenhouse gases and climate change	
		on the environment	
Thursday	Engage	Learners in groups suggest ways by which human	What have we learnt
	learners to	beings can adapt to climate change	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners mention ways by which	summarize the main
	rhymes	human beings can adapt to climate change	points in the lesson

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Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	∇
Strand : INTE	ERNET AND S	OCIAL MEDIA Sub-	strand :	DIGITAL LITERACY	
Indicator (co	ode)	B6.6.9.1.2. B6.6.9.2	1.3 E	6.6.9.1.4	$\overline{\mathbf{X}}$
Content star	ndard (code)	B6.6.9.1. B6.6.9.	1.	B6.6.9.1.	
Performance	e Indicator	online identity t	 Learners can devise various techniques on how to protect oneself from online identity theft. Learners can debate a spam and solicited messages. 		
		tivity and Innovation Con ng and Problem Solving.	mmunica	tion and Collaboration P	ersonal Development and
T. L .R. (s)					
Ref:	Computing	Laptop curriculum Page			
Ner.	computing	currentum rage			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
	Engage	Guide learners to use s	trong pa	sswords or passphrases	What have we learnt
Wednesday	learners to sing songs	in online sites, etc.			today?
	and recite familiar rhymes	Guide leaners to differe messages Guide leaners to charac			Ask learners to summarize the main points in the lesson
Vottod bur		Assessment: Let learne friends and real friends	5.	entiate between virtual	Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:				Class size:		
Day :			D	Date :		
Period :					ion :	
Strand : Data	a		Sub-strand	and : Chance or Probability		
Indicator (co	ode)	P6.4.2.2.3				
Content star	ndard (code)	P6.4.2.2.	\sim			
Performance	e Indicator			the experimental probability approaches the theoretical ar outcome as the number of trials in an experiment		
		tivity and Innovations and Problem Sol		cat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)	$\wedge \wedge \wedge$	Counters				
Ref:	Mathematic	s curriculum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	sm	ent)	Phase 3: Plenary / Reflections

NANA FIIF	I ACQUA		
Monday	Sing songs	E.g. 1 Put the results from all the small groups for (a)	Review the lesson with
	like:	spinning the 5-sector spinner, (b) spinning the 8-sector	Learners
		spinner, together. Ask the class to work out the	
	l'm	experimental probabilities and compare to the	
	counting	theoretical probabilities of the events i. pinning a 2	
	one, what	ii. pinning a number greater than 4	
	is one	iii. pinning a 1 or a 3	
	1 - One is		
	one alone,	E.g. 2 Ask learners their observations as to whether or	
	alone it	not the experimental probability is getting closer to the	
	shall be.	theoretical probability. Ask them to explain the	
		difference between theoretical probability and	
		experimental probability	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask learners their observations as to whether or not the	Review the lesson with
	like:	experimental probability is getting closer to the	Learners
		theoretical probability. Ask them to explain the	
	l'm	difference between theoretical probability and	
	counting	experimental probability	
	one, what		
	is one	Assessment: have learners to practice with more	
	1 -	examples	
Wednesday	Sing songs	Ask learners their observations as to whether or not the	Review the lesson with
	like:	experimental probability is getting closer to the	Learners
		theoretical probability. Ask them to explain the	
	l'm	difference between theoretical probability and	
	counting	experimental probability	
	one, what		
	is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	one		
Thursday	Sing songs	Ask learners their observations as to whether or not the	Review the lesson with
	like:	experimental probability is getting closer to the	Learners
		theoretical probability. Ask them to explain the	
	ľm	difference between theoretical probability and	
	counting	experimental probability	
L	. <u> </u>	· ·	

NANA FIIF	TACQUA		
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Ask learners their observations as to whether or not the	Review the lesson with
	like:	experimental probability is getting closer to the	Learners
		theoretical probability. Ask them to explain the	
	ľm	difference between theoretical probability and	
	counting	experimental probability	
	one, what		
	is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	one alone,		
	alone it	C \	
	•		

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Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	ite :	
Period :			Le	sson :	\mathcal{O}
Strand : Ind	ependent Gha	ana S	Sub-strand :	Military Rule	
Indicator (co	ode)	B6.6.2.2.2			
Content sta	ndard (code)	B6.6.2.2.			
Performanc	e Indicator	Learners can asse	ess the co	nsequences of military	takeovers on Ghana's
		development			
		tivity and Innovation ng and Problem Solvi		ation and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures	X		
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	ding assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Tuesday	learning)	Dobato the offects	of militory +	akaavara an Chana'a	What have we learnt
Tuesday	Engage learners to	development	or minuary t	akeovers on Ghana's	today?
	sing songs	development			
	and recite				Ask learners to
	familiar	Assessment: let lea	rners assess	the consequences of	summarize the main
	rhymes	military takeovers of		•	points in the lesson
	Were the				
	takeovers				

	positive or		
	negative?		
Thursday	Engage	Debate the effects of military takeovers on Ghana's	What have we learnt
	learners to	development	today?
	sing songs		
	and recite	Assessment: let learners assess the consequences of	Ask learners to
	familiar	military takeovers on Ghana's development	summarize the main
	rhymes		points in the lesson

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Signature: Date :

	: LESSON PLA	١N
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand · The	Family, Auth	ority and	Sub-strar	nd · F	oles, Relationships in the	e Family and Character
Obedience	ranny, raan		Formatio			
Indicator (co	ode)	B6.5.2.1.1:				
Content star	ndard (code)	B6.5.2.1.				
Performance	e Indicator	Learners can iden	tify attitud	des a	nd behaviours of a respo	onsible family member
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration Pe	ersonal Development and
		ng and Problem Sol			$\langle V \rangle$	·
Keywords					О.	
			$(\)$			
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	\sim			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain	$\langle \rangle$				
	for					
Fuiday	learning)	Dut la constant inter-				M/hat have use he and
Friday	Engage				have them debate on	What have we learnt
	learners to		•		otion, "It is good to be	today?
	sing songs	committed to one	estamily	•		Ask learners to
	and recite familiar	Assessment	Aarnors W	rita	he importance of being	summarize the main
	rhymes	committed to the		nie		points in the lesson
	inymes		. rannry			

/etted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	g:			Clas	s size:		
Day :				Date :			
Period :				Lesson		\sim	
Strand : VAL	UES AND PSY	CHO-SOCIAL	Sub-stranc	: GROU	JP DYNAMICS		
CONCEPTS,	PRINCIPLES A	ND STRATEGIES			\sim	\sim	
Indicator (co	ode)	B6.5.3.5.3					
Content sta	ndard (code)	B6.5.3.5.					
Performanc	e Indicator	Learners can Ide cooperative physi	-	-	n a common goal	when participating in a	
		tivity and Innovations and Problem Sol		nication	and Collaboration F	ersonal Development and	
Keywords			(/)				
T. L .R. (s)		Cones	Cones				
Ref:	PE curriculu	m Page	\sim				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asse	ssment)		Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
	Learners	Learners appreci			-	What have we learnt	
	jog round a	weaknesses and o		•		today?	
	demarcate		-		ties from different		
	d area in	cultures around t	he globe. Sł	nould w	ork together in	Use answers to	
	files while	decision making.				summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for						

 meden	
maximal	
performan	
ce and to	
prevent	
injuries	

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Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date	:	
Period :				Less	on :	
Strand :			Sub-stran	d :		
Visual Arts			Displaying	g and	Sharing	
Performing	Arts				5	
Indicator (co	ode)	B6 1.3.5.3	B6 2.3	3.5.3		
Content star	ndard (code)	B6 1.3.5.	B6 2.3	3.5.		
Performance	e Indicator	Learners c	Learners can exhibit own visual artworks to share creative experiences			
		that communicate, educate or sensitise the public on topical issues in the				
		world				
		Learners can stage a display of own performing artworks to share creative				
		experiences that communicate, educate and sensitise the public on topical				
		issues in the world				
-				nicat	ion and Collaboration Pe	ersonal Development and
	Critical Thinkin	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
Starter (new learning inc		luding asse	essm	ent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to	I decide on the ty				today?
	sing songs				n the space available to	
	and recite	suit the theme for	r the exhibi	ition	(e.g. artworks that	

NANA FIIF	ACQUA		
	familiar	reflect the medium and style of international artists	Ask learners to
	rhymes	studied);	summarize the main
		I display artworks by hanging, draping, placing,	points in the lesson
		spreading, leaning, using plinths to raise or add height	
		and depth to some exhibits;	
		Isolation Interpretended Interpre	
		ICT (computer prints): name of artist, title of work, size	
		of work, date of production;	
		I 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).	
		Assessment: Let learners exhibit own visual artworks to	
		share creative experiences that communicate, educate	
		or sensitise the public on topical issues in the world	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I decide on the types and number of compositions to	today?
	sing songs	be performed during the event to communicate,	
	and recite	educate and sensitise the public on the advantages and	Ask learners to
	familiar	disadvantages of current topical issues of much concern	summarize the main
	rhymes	in the world based on the selected theme, time	points in the lesson
		available and the expected audience;	
		I assign individual and group tasks and responsibilities	
		and ensure they are carried out successfully (e.g.	
	$\wedge \wedge \wedge$	master of ceremony, ushering and introduction of	
		special guests and other dignitaries to the show for	
		explaining the concepts/title of the compositions,	
		performances and the theme for the event, recording	
		of comments and suggestions);	
		I arrange the sequence of performances to best tell the	
		story of the event from the beginning to the end; 🛛	
		follow the programme of the day: opening,	
		performances and closing.	

Assessment: Let learners stage a display of own	
performing artworks to share creative experiences that	
communicate, educate and sensitise the public on	
topical issues in the world	

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:			
Day :				Dat	e :		
Period :				Lesson :			
Strand : Extensive Reading/Children Sub-stra			Sub-strand	nd : Reading Texts, Poems Narratives and Short Stories			
Literature/Library			and Responding to them				
Indicator (code)		B6.6.3.1.3 B6.6.3.1.4					
Content star	ndard (code)	B6.6.3.1.	B6.6.3	3.1.			
Leadership (tencies: Crea	at a reaso The learned dictionary	enable speed er should fir and contex on Commur	d nd tl xt.	ne meaning of unfamiliar	d stories of different text r words from the ersonal Development and	
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 inc	luding asse	essm	ent)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite	 Read a passage Make learners Allow learners different texts at 	read paragr to read pas	raph sage	s in turns es and stories of	What have we learnt today?	

	ΙΑርΟΟΑ		1
	familiar rhymes	Assessment: let learners read paragraphs, passages and stories of different text at a reasonable speed	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Read a passage or text aloud for learners to listen. Let learners mention unfamiliar words and write them on the board Allow learners to find the meaning of unfamiliar words from the dictionary and context 	What have we learnt today?
		Assessment: let learners find the meaning of unfamiliar words from the dictionary and context.	
	Engage leaners to sing songs	 Read a passage or text aloud for learners to listen. Let learners mention unfamiliar words and write them on the board. 	What have we learnt today?
and recite familiar rhymes		 Allow learners to find the meaning of unfamiliar words from the dictionary and context 	Review the lesson with learners
		Assessment: let learners should find the meaning of unfamiliar words from the dictionary and context.	

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TERM THREE BASIC SIX WEEK 12

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:			Class size	:		
Day :		Da	te :		Q	5
Period :		Les	ison :	S		
Strand :		Sub-strand :				
A. Oral Language		A. Prese	ntation			
B. Reading B. Sun			Summarizing			
C. Grammar Usage A	t Word	C. Direct	and Repo	rted Speech		
D. Writing		D. Letter	Writing			
E. Using Writing Con	ventions	E. Spellir	ng			
F. Extensive Reading		F. Buildin	ng the Lov	e and Culture	of Reading	
Indicator (code)	B6.1.10.3.7 B6	.2.10.1.2 B6	.3.13.1.1	B6.4.15.1.1	B6.5.10.1.1	B6.6.1.1.1
Content standard (code)	B6.1.10.3. B6	.2.10.1.2 B6.	.3.13.1.	B6.4.15.1.	B6.5.10.1.	B6.6.1.1.
Performance Indicator	A. Learners	can speak wi	th confide	ence before o	different audi	ences using
	appropria	te verbal and r	non-verbal	cues to conve	y meaning	
	B. Learners o	an write short	summary	of a level app	ropriate passa	ge/text read
	C. Learners o	an form and u	se reporte	d speech appr	opriately	
	D. Learners o	an write to fri	ends to ex	press their vie	ws on given to	pics using
	appropria	te letter forma	its			
		can check piec		•	-	
		an read and cr	-			-
	•	nt a one-page	critical co	mmentary bas	sed on a set o	f criteria, on
	each book					
Core Competencies: Crea			ntion and C	Collaboration P	Personal Devel	opment and
Leadership Critical Thinki	ng and Problem Sol	lving.				

Keywords				
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Lang	guage curriculum Page		
DAY	AY Phase 1: Phase 2: Main Starter (new learning including assessment) (preparing the brain for learning)		Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE • Through discussion, explain the need to be able to speak with confidence before an audience. • Show video clips of well-known persons delivering speeches for learners to observe and comment on. Let learners practise these in pairs and groups. Assessment: let learners speak with confidence before different audiences using appropriate verbal and non- verbal cues to convey meaning	What have we learnt today? Ask learners to summarize the main points in the lesson	
Tuesday	Engage learners to sing songs and recite familiar rhymes	 <u>B. READING</u> Have learners read the passage. Discuss it briefly with learners. Working in groups, learners write a summary of the passage taking note of the main idea(s). Let learners present their write up for discussion. E.g. Select main ideas from the passage without examples/illustrations/words in parenthesis. Learners use the sequence order to write down the events that took place in the correct order. Assessment: let learners write short summary of a level appropriate passage/text read 	What have we learnt today? Ask learners to summarize the main points in the lesson	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR • Revision: Provide situations for learners to identify and use them in both present and past tenses. • Introduce the direct speech with several examples of sentences. E.g. "We saw an eagle," said Aba. "Esi is tired," said Mum.	What have we learnt today? Ask learners to summarize the main points in the lesson	

NANA FIIF	ACQUA		
		"Joe has become rich," said Atongo.	
		• Lead learners, with examples, to change direct speech	
		into reported speech by:	
		i. Introducing a reporting clause	
		E.g.	
		a. Aba said that	
		b. Mum said that	
		c. Atongo said that	
		ii. Introducing "that" and completing the sentences.	
		E.g.	
		a. Aba said that they had seen an eagle.	
		iii. Removing the quotation marks.	
		E.g.	
		b. Mum said that Esi was tired.	
		 Put learners in pairs. Let one produce direct speech 	
		and let the other change it into reported speech. Let	
		them change over after some time.	
		Assessment: let learners form and use reported speech	
		appropriately	
Thursday	Engage	<u>D. WRITING</u>	What have we learnt
	learners to	• Discuss the features of informal letters with learners.	today?
	sing songs	• Give examples of formal letters to them and let them	
	and recite	talk about the similarities and differences between	Ask learners to
	familiar	formal and informal letters.	summarize the main
	rhymes	• Brainstorm to guide learners generate topics they	points in the lesson
	,	would want to write on and let each group choose a	•
		topic.	
		• Learners identify purpose and audience and make a	
		mind map to guide the writing.	
		• Each group writes an informal letter and edits it. The	
		letters are passed round the groups for editing.	
	$\langle \rangle \rangle$	Assessment: let learners write to friends to express	
	\sim	their views on given topics using appropriate letter	
		formats	
Friday	Engage	E. WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
Пау	learners to	Give learners an extract containing wrongly spelt	today?
	sing songs	words. Guide them to correct the spellings.	
	and recite		Ask learners to
	familiar	• Have learners read a short story and write a	summarize the main
		continuation of the story.	
	rhymes	E.g. Cinderella wore the shoes and she was taken away	points in the lesson
		to marry the prince.	
		• Let their story begin from this end. Use a variety of	
		local stories.	
		• Each effort is followed by editing focused on spelling.	

NANA FIIFI ACQUA

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		 Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words. 	
		Assessment: let learners check pieces of literary work for spelling	
Friday	Guide	E. EXTENSIVE READING	
	learners to	 Guide learners to choose and read independently 	Have learners to tell
	choose and	books of their choice during the library period.	what they read to the
	read books	• Learners think-pair-share their stories with peers.	whole class
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on	
		each book read	

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SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:			Class size:		
Day :	Day :			Date :		
Period :			L	Lesson :		
Strand : HUMANS AND THE Sub-str			Sub-strand	: CLIMATE CHANGE		
ENVIRONMENT						
Indicator (co	ode)	B6.5.4.1.1				
Content sta	ndard (code)	B6.5.4.1.				
Performance	e Indicator	Learners can know	the effects	s of climate change on hum	ans	
-		tivity and Innovation ng and Problem Solvi		cation and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections		
Monday	Engage	• Learners are assigned to find out from their parents			What have we learnt	
	learners to	or elderly people what the weather situation has been		today?		
	sing songs	since 2000.				
	and recite	• Learners share their information with the whole class.		Ask learners to		
	familiar	 Show pictures and 	d videos di	splaying activities that	summarize the	
	rhymes	contribute to climat on the earth.	te change	and the associated effects	important points of the lesson	

	TACQUA		
		 Stress the effects of climate change on weather 	
		conditions such as drought, flooding, increase in	
		temperature, etc.	
		• Learners are engaged in a think-pair-share activity to	
		come out with ways of controlling the causes of climate	
		change.	
		Assessment: let learners mention the effects of climate	
		change on humans	
Thursday	Engage	 Guide learners to design a concept map on climate 	What have we learnt
	learners to	change, showing its causes, effects and prevention.	today?
	sing songs	 Build the vocabulary of learners by explaining terms 	Ask learners to
	and recite	such as climate change, drought, flooding and	summarize the
	familiar	temperature.	important points of the
	rhymes		lesson
		Assessment: let learners design a concept map on	
		climate change, showing its causes, effects and	
		prevention.	

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Lesson :		
Strand : MY	GLOBAL CON	IMUNITY Sub-stra	nd : (Our Neighbouring Countr	ies
Indicator (co	ode)	B6.5.1.2.1.			
Content star	ndard (code)	B6.5.1.2.			
Performance	e Indicator	Learners can Investigate t	ne eff	ects climate change on th	ne environment
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.				ersonal Development and	
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum Pa	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing	$\langle \cdot \rangle$			
	the brain				
	for learning)				
Tuesday	Engage	Use video clips, field trips a	-	•	What have we learnt
	learners to	identify the effects of over		0	today?
	sing songs	gases and climate change of		-	
	and recite	change in rainfall pattern,	chang	ge in temperature,	Ask learners to
	familiar	agriculture, health.			summarize the main
	rhymes	Discuss human activities (a	a h	ich hurning fumos from	points in the lesson
		Discuss human activities (e vehicles) in their communi	-	•	
		,	-		
		emission of greenhouse ga	ses (e	e.g. carbon dioxide,	

	ТАСЦОА		
		methane, water vapour and nitrous oxide) (Whole-class	
		discussion).	
		Assessment: Let learners identify the effects of over	
		concentration of greenhouse gases and climate change	
		on the environment	
Thursday	Engage	Learners in groups suggest ways by which human	What have we learnt
	learners to	beings can adapt to climate change	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners mention ways by which	summarize the main
	rhymes	human beings can adapt to climate change	points in the lesson

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Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Lesson :		
Strand : HEA	LTH AND SAF	ETY IN USING ICT Sub-strai	nd : H	EALTH AND SAFETY IN U	JSING ICT TOOLS
TOOLS					
			7.1.1.	2.	
	ndard (code)		7.1.1.		
Performance	e Indicator		-		is associated with the use
				train, Eye irritation and	
		 Learners can demor 	nstrat	e solutions for the healt	h related problems in ICT.
-		tivity and Innovation Commu	unicat	ion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.		J ·	
Keywords					
T. L .R. (s)		Laptop			
Ref:	Computing	curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	sessm	ent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	Guide learners to discuss so		•	What have we learnt
Moderado	learners to	associated with the use of I	CT to	ols	today?
Wednesday	sing songs				
	and recite	Guide learners to brainstor		-	Ask learners to
	familiar	the health hazards associat	ed wi	th the use of ICT tools.	summarize the main
	rhymes				points in the lesson
		Assessment: Let learners m		n solutions for the	
		health related problems in			
Vetted by :		Się	gnatu	re:	Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending	g:			Class size:		
Day :			Da	ite :		
Period :			Le	sson :		
Strand : Data Sub-st		Sub-strand :	and : Chance or Probability			
Indicator (co	ode)	P6.4.2.2.3	()			
Content star	ndard (code)	P6.4.2.2.	\mathcal{I}			
Performance	e Indicator			the experimental probability approaches the theoretical ar outcome as the number of trials in an experiment		
Core Compe	tencies: Crea	tivity and Innovati	on Communic	ation and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem So	lving.			
Keywords	$ \land \land \land$					
T. L .R. (s)	$\wedge \wedge \wedge$	Counters				
Ref:	Mathematio	s curriculum Page	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					

NANA FIIF	I ACQUA		
Monday	Sing songs	E.g. 1 Put the results from all the small groups for (a)	Review the lesson with
	like:	spinning the 5-sector spinner, (b) spinning the 8-sector	Learners
		spinner, together. Ask the class to work out the	
	ľm	experimental probabilities and compare to the	
	counting	theoretical probabilities of the events i. pinning a 2	
	one, what	ii. pinning a number greater than 4	
	is one	iii. pinning a 1 or a 3	
		E.g. 2 Ask learners their observations as to whether or	
		not the experimental probability is getting closer to the	
		theoretical probability. Ask them to explain the	
		difference between theoretical probability and	
		experimental probability	
		Assessment: have learners to practice with more	
		examples	
		examples	
Tuesday	Sing songs	Ask learners their observations as to whether or not the	Review the lesson with
,	like:	experimental probability is getting closer to the	Learners
	inter	theoretical probability. Ask them to explain the	
	ľm	difference between theoretical probability and	
	counting	experimental probability	
	one, what		
	is one	Assessment: have learners to practice with more	
	13 0116		
Wednesday	Sing songs	examples Ask learners their observations as to whether or not the	Review the lesson with
weunesuay	like:	experimental probability is getting closer to the	Learners
		theoretical probability. Ask them to explain the	
	l'm		
		difference between theoretical probability and	
	counting	experimental probability	
	one, what	According to be a set of the set	
	is one	Assessment: have learners to practice with more	
Thursday	Sing congo	examples	Poviow the losses with
Thursday	Sing songs	Ask learners their observations as to whether or not the	
	like:	experimental probability is getting closer to the	Learners
		theoretical probability. Ask them to explain the	
	l'm	difference between theoretical probability and	
	counting	experimental probability	
	one, what		
	is one		

		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Ask learners their observations as to whether or not the	Review the lesson with
	like:	experimental probability is getting closer to the	Learners
		theoretical probability. Ask them to explain the	
	ľm	difference between theoretical probability and	
	counting	experimental probability	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	

Vetted by :..... Date :

SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			Class size:				
Day :			Da	Date :				
Period :				Lesson :				
Strand : Ind	ependent Gha	ana S	na Sub-strand : Military Rule					
Indicator (co	ode)	B6.6.2.2.2						
Content sta	ndard (code)	B6.6.2.2.						
Performanc	e Indicator	Learners can asse	ess the co	onsequences of military	takeovers on Ghana's			
		development						
		tivity and Innovation ng and Problem Solvi		ation and Collaboration P	ersonal Development and			
Keywords								
T. L .R. (s)		Pictures						
Ref:	History curr	iculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter	(new learning inclue	ding assess	ment)	Plenary / Reflections			
	(preparing							
	the brain							
	for							
Tuesday	learning)	Dobato the offects	of military t	akeovers on Ghana's	What have we learnt			
Tuesday	Engage learners to	development	or minuary i		today?			
	sing songs	development						
	and recite				Ask learners to			
	familiar	Assessment: let lea	rners assess	the consequences of	summarize the main			
	rhymes	military takeovers o		•	points in the lesson			
	Were the							
	takeovers							

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	positive or		
	negative?		
Thursday	Engage	Debate the effects of military takeovers on Ghana's	What have we learnt
	learners to	development	today?
	sing songs		
	and recite	Assessment: let learners assess the consequences of	Ask learners to
	familiar	military takeovers on Ghana's development	summarize the main
	rhymes		points in the lesson

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Signature: Date :

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:				Class size:			
Day :				Date :			
Period :			Lesson :		son :	$\overline{\mathcal{O}}$	
Strand : The	Family, Auth	ority and	Sub-strand	d : R	oles, Relationships in th	e Family and Character	
Obedience		Formation					
Indicator (co	ode)	B6.5.2.1.1:					
Content sta	ndard (code)	B6.5.2.1.					
Performanc	e Indicator	Learners can ident	tify attitude	es a	nd behaviours of a respo	onsible family member.	
		tivity and Innovationg and Problem Solv		nicat	ion and Collaboration P	ersonal Development and	
Keywords		C > C					
T. L .R. (s)		Pictures					
Ref:	RME curricu	Ilum Page	\sim				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including ass			ent)	Plenary / Reflections	
Friday	Engage	Put learners into t	wo groups	anc	have them debate on	What have we learnt	
	learners to	the motion for or	against the	e mo	tion, "It is good to be	today?	
	sing songs	committed to one	e's family".				
	and recite					Ask learners to	
	familiar	Assessment: Let le	earners the	e imp	oortance of being	summarize the main	
	rhymes	committed to the	family			points in the lesson	

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:		
Day :				Date :			
Period :					son :	\sim	
Strand : VAL	UES AND PSY	CHO-SOCIAL	Sub-stran	d : (RITICAL THINKING		
CONCEPTS,	PRINCIPLES A	ND STRATEGIES				$\mathbf{\lambda}$	
Indicator (co	ode)	B6.5.4.5.4:					
Content sta	ndard (code)	B6.5.4.5.					
Performanc	e Indicator	Learners can Evalu	ate indivi	dual	responsibility in group	efforts	
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration I	Personal Development and	
		ng and Problem Solv					
				\mathbf{N}			
Keywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu	m Page					
	r						
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
	Learners	Evaluato individua	lloarnorg	.' roc	ponsibility in group	What have we learnt	
	jog round a					today?	
	demarcate		age them	10 0	o better.	louay:	
	d area in					Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping						
	to warm-						
	up the						
	-						
	body for						

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 neden	
maximal	
performan	
ce and to	
prevent	
injuries	

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Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size	:		
Day :				Date :			
Period :				Lesson :			
Strand : Perf	orming Arts		Sub-stranc	l: Appreciatir	ng and Apprais	ing	
Indicator (co	ode)	B6 1.4.7.3	B62.4.	7.3			
Content star	ndard (code)	B6 1.4.7.	B62.4.7	7.			
Performanco		 Learners can analyse and appreciate own or others' performing artworks and present reports as feedback on artworks that communicate, educate or sensitise public on topical issues in the world Learners can analyse and appreciate own or others' performing artworks and present reports as feedback on artworks that communicate, educate or sensitise the pubic on topical issues in the world 					
		ng and Problem Sol		ication and C		ersonal Development and	
()							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	ssment)		Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: display (real/ph (own or that of ot sensitise the publi disadvantages of e	hers) that c c on the ad	ommunicate, vantages and	educate or	What have we learnt today? Ask learners to summarize the main points in the lesson	

	negen		
		 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). Assessment: Let learners analyse and appreciate own or others' performing artworks 	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: display (photographs/video) of selected performances (own or that of others) that communicate, educate or sensitise the advantages and disadvantages of current topical issues of much concern in the world; 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 and document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp). Assessment: Let learners analyse and appreciate own or others' performing artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :				Lesson :			
Strand : Exte	ensive Readin	g/Children	Sub-stranc	d : R	eading Texts, Poems Na	rratives and Short Stories	
Literature/Li	brary		and Respo	ndi	ng to them		
Indicator (co	ode)	B6.6.3.1.5	B6.6.3	3.1.6	5		
Content star	ndard (code)	B6.6.3.1.5	B6.6.3	3.1.6	5		
Performance	e Indicator	The learn	The learner should answer factual and inferential questions from the				
		passage read					
				r should write a summary of the passage or text read			
-		tivity and Innovati ng and Problem So		nica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Manila cards, ma	arkers, record	ded	audios visual		
Ref:	Ghanaian La	anguage curriculu	inguage curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including assessment)		ient)	Plenary / Reflections		
(preparing the brain							
for							
learning)							
	Engage	Ask questions b	based on the	e tex	kt read.	What have we learnt	
	leaners to	Allow learners	to answer fa	actu	al and inferential	today?	
	sing songs and recite	questions from th	he text read.	•			
	familiar						
	rhymes						

negon		
	Assessment: let learners answer factual and inferential	Review the lesson with
	questions from the passage read	learners
Engage	• Revise the topic on how to do summary with learners.	What have we learnt
leaners to	 Let learners summarise a paragraph from the text 	today?
sing songs	read.	
and recite	 Listen to some of the ideas from the learners on the 	
familiar	paragraph summary.	
rhymes	 Read a text aloud for learners to listen and allow 	
	learners to read on their own.	
	 Allow learners to write a summary of the text read 	
	Assessment: let learners write a summary of the	
	passage or text read	
Engage	• Revise the topic on how to do summary with learners.	What have we learnt
leaners to	 Let learners summarise a paragraph from the text 	today?
sing songs	read.	
and recite	 Listen to some of the ideas from the learners on the 	Review the lesson with
familiar rhymes	paragraph summary.	learners
Ingines	 Read a text aloud for learners to listen and allow 	
	learners to read on their own.	
	 Allow learners to write a summary of the text read 	
	Assessment: let learners write a summary of the	
	passage or text read	

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Signature: Date :