

TERM TWO
BASIC FIVE
WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC FIVE

Name of School.....

Week Ending			
Class	Five		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B5.1.6.2.2 B5.2.6.3.1 B5.3.2.1.3. B5.4.9.2.1 B5.5.3.1.4 B5.6.1.1.1		
Performance Indicator	<p>A. Learners can listen and view for the entire duration of a text, speech, presentation, video etc.</p> <p>B. Learners can deduce meaning of words from the word class they belong to and how they relate to one another (synonyms and antonyms)</p> <p>C. Learners can identify and use possessive pronouns to show possession</p> <p>D. Learners can develop ideas into a two-paragraph draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after</p> <p>E. Learners can identify and use abstract nouns to refer to concepts and ideas</p> <p>F. Learners can read a variety of age- and level app paragraph summary of each book read</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGAUGE Play an audio video on your phone or laptop and let learners listen carefully. Set a	Have learners play vocabulary games, e.g. The Synonym/Antonym Tree game

		<p>task to guide them to focus on the activity.</p> <ul style="list-style-type: none"> • Discuss what they saw and heard. Learners in their groups describe what they saw and heard and do a presentation. • Select a real life scenario e.g. head teacher addressing the school after winning the sports competition. Learners in groups organise their speech; elect a representative to read while others listen. <p>B.READING Teach meaning of keywords in a text by using them in sentences.</p> <ul style="list-style-type: none"> • In groups of six have learners bring out the contextual meaning of the words using synonyms and antonyms. • Have learners use these words in their own sentences. • Have them present their work to the class for feedback. <p>Assessment: let learners use synonyms and antonyms words to form sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Provide an interesting story abundant in possessives, e.g. mine, yours, his. E.g., This is mine. Learners Provide an interesting story abundant in possessives, e.g. mine, yours, his.</p> <p>Assessment: let learners identify possessive pronouns to in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING Scaffold the writing process. i. Pre-writing</p> <ul style="list-style-type: none"> • Have learners select and discuss topics of interest on issues in their community with their partners. • Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics. • Have them organise the ideas into a writing plan using an outline, a chart or appropriate graphic organiser. <p>e.g. line diagram</p> <table border="1" data-bbox="570 873 1000 1035"> <tr> <th colspan="3">Poor sanitation</th> </tr> <tr> <td>What is poor sanitation</td> <td>Causes / effects</td> <td>solution</td> </tr> </table> <p>Assessment: let learners select topics of interest on issues in their community and develop a writing plan for it.</p>	Poor sanitation			What is poor sanitation	Causes / effects	solution	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Poor sanitation									
What is poor sanitation	Causes / effects	solution							
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE Revise concrete nouns. Introduce abstract nouns as nouns or names of things that cannot be touched, seen or felt. They include ghost, beauty, holiness, mercy, etc.</p> <ul style="list-style-type: none"> • Provide a passage with concrete and abstract nouns and let learners identify each category. <p>Assessment: let learners identify concrete and abstract nouns and let learners i</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>						

Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: Ask learners to write a-two-three paragraph summary of the book read for readings</p>	Have learners to tell what they read to the whole class
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Week Ending			
Class			
Five			
Subject			
MATHEMATICS			
Reference			
Mathematics curriculum Page			
Learning Indicator(s)			
B5.1.3.1.3 B5.1.3.1.4			
Performance Indicator			
<ul style="list-style-type: none"> · Learners can use t fractions in changing fractions to the same denominator for addition and subtraction of like fractions (one denominator being a multiple of the other). · Learners can Use the concept of equivalent fractions for addition and subtraction of fractions greater than one (improper or mixed fractions) 			
Strand			
1- Number			
Sub strand			
3: Number: Fractions			
Teaching/ Learning Resources			
Counters			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>To add the fractions, $\frac{1}{3}$ and $\frac{2}{6}$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 6 and their sum is, = $\frac{4}{6} = \frac{2}{3}$ (i.e. its simplest form)</p> <p>subtract the fractions, $\frac{2}{3}$ and $\frac{2}{5}$, we need find the Lowest Common</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

		Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are $10/15$ and $6/15$; $= 4/15$	
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	To add like mixed fractions that are larger than 1, , we write down the sum of the whole numbers and add the fractions;	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	To subtract like-fractions that are larger than 1, we change the mixed fractions into improper fractions and subtract;	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	To add or subtract improper fractions with different denominators, (213 and 325) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions.	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.2.1.5.1		
Performance Indicator	Learners can identify human activities that make water unsuitable for human use		
Strand	2: CYCLES		
Sub strand	1: EARTH SCIENCE		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem-Solving			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, identify human activities that make water unsuitable for use, e.g. toxic waste disposal, sewage disposal, deforestation, mining, littering, pesticides, herbicides and fertilizer application and agricultural practices. • Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution. Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution.	Project: Task learners to work in groups to create concept maps on the causes, control and prevention of water pollution.

		Assessment: let learners identify human activities that make water unsuitable for human use	
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Week Ending	
Class	Five
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page
Learning Indicator(s)	B5.2.1.3.1.
Performance Indicator	learners can describe the shape of the earth
Strand	2: ALL AROUND US
Sub strand	1: The Environment and the Weather
Teaching/ Learning Resources	Pictures

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners use the globe to study the shape of the earth Learners watch pictures/videos illustrating the shape of the earth– picture and video of an approaching ship Assessment: let learners describe the shape of the earth	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures/videos illustrating the shape of the earth– picture and video of an approaching ship Learners sketch the globe to illustrate the shape and angle of the earth on its axis Assessment: let learners sketch the globe to	What have we learnt today? Ask learners to summarize the main points in the lesson

		illustrate the shape of the earth.	
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Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5.2.1.1.1		
Performance Indicator	Learners can Discuss the moral importance of worship.		
Strand	2: Religious Practices and their Moral Implications		
Sub strand	1: Religious Worship in the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Help learners (in groups) to explain modes of worship: charity, prayer, song ministrations, evangelism, etc <ul style="list-style-type: none"> • Let learners give reasons for worshipping: humankind is under the authority of the Creator, we demonstrate that we depend on God for survival, etc <p>Assessment: let learners give the importance of worship</p>	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.4.2.1.2		
Performance Indicator	Learners can Identify some of the health facilities and housing projects in the colonial period		
Strand	Colonisation and Developments under Colonial Rule in Ghana		
Sub strand	2: Social Developments Under Colonial Rule		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What health facilities were built during the colonial period	Discuss the health facilities projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Assessment: let learners identify some of the health facilities and housing projects in the colonial period	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 What health facilities were built during the colonial period?	Discuss the health facilities and housing projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify some of the housing projects in the colonial period	
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Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5. 1.1.1.3.		
Performance Indicator	Learners can Study some artworks created by Ghanaian and other African visual artists studied that reflect the physical and social environments of some African communities		
Strand	Visual Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> • select the works of Ghanaian and other African visual artists • that reflect ideas from the physical and social environment of some African communities; • appreciate: talk about the works in-pairs and share their views during a plenary session Assessment: Learners are to: <ul style="list-style-type: none"> • select the works of Ghanaian and other African visual artists ; • compare the works in terms of type, function, materials, methods, etc 	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.1.3.1.1:		
Performance Indicator	Learners can organise traditional music and dance		
Strand	MOTOR SKILL AND MOVEMENT PATTERNS		
Sub strand	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
Teaching/ Learning Resources	Drums		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm up routine, the teacher will organise traditional music and dance for learners. Learners dance in pair's base on their ability level. Organise dancing competition for learners.	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class	five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.1.4.1.2 B5.1.4.1.3. 2B5.1.4.1.4.		
Performance Indicator	Learners can Explain the fundamentals of digital system components (hardware, software and networks). Learners can discuss how technology is used to save lives in community and how they are used. Discuss the effects of technology on the community.		
Strand	: INTRODUCTION TO COMPUTING		
Sub strand	4: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to brainstorm the basics of digital system components such as hardware, software and networks Guide learners to explore how technology is used to save lives in communities. Group them into groups of a maximum of five and let them present their findings to the class Guide learners to brainstorm the effects of technology on the	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>community. Show learners videos or pictures of effects of technology on the community. Let them discuss in groups, the effects of technology on their own community. Positive effects – health care, education, manufacturing, agriculture etc. Negative effects – resource depletion, pollution, privacy and security etc.</p> <p>Assessment: let learners give effects of technology on the community</p>	
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Learning Indicator (s) (Ref. No.)	B5.1.6.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone. B5.1.6.1.2 Demonstrate correct speech, rhythm and tone. B5.1.6.1.3 Demonstrate how some of the items used at home and in school are maintained.
Performance Indicators	<ul style="list-style-type: none"> • The learner should recognise and discuss items used at home. • The learner should Recognise and discuss things used at school. • The learner should demonstrate how some of the items used at home and in school are maintained.
Week Ending	
Reference	Ghanaian Language curriculum
Subject	GHANAIAN LANGUAGE
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual
Core Competencies: Communication and collaboration Personal development and leadership	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners pictures or concrete objects of items at home. • Ask learners to mention the names of the things and write them on the board. E.g. bucket, plates, stool, cooking pot, spoon, etc. <p>Let learners discuss the uses of the items in the home.</p> <ul style="list-style-type: none"> • Ask learners to improvise the use of some 	What have we learnt today?

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		<p>of the home items to the class.</p> <ul style="list-style-type: none"> • Let learners describe some of the items to the class. <p>Assessment: let learners mention some items used at home.</p>	<p>Review the lesson with learners</p>
Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Take learners round the school environment. • Ask learners to tell you some items learners saw when they return to the classroom. • Show learners pictures or concrete objects of items at school. • Ask learners to mention the names of the things and write them on the board. E.g. books, chalk, pens, chairs, table, etc. • In groups, let learners describe the items and their uses. • Let learners tell which people use the items. <ul style="list-style-type: none"> • Allow learners to put some of the names of the items into both oral and written sentences. <p>Assessment: let learners mention some things used at school.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>	
Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners items found at school and at home. 	<p>What have we learnt today?</p>	

		<ul style="list-style-type: none">• Pick one of the items and show learners how the item is maintained.• Help learners to demonstrate how some of the items used at home and in school are maintained.• Put learners in groups and let learners present to the class how an item is maintained and its benefits that come with maintenance <p>Assessment: let learners mention some of the items used at home and in school are maintained.</p>	<p>Review the lesson with learners</p>
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TERM TWO
BASIC FIVE
WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.6.3.1 B5.2.6.4.1 B5.3.2.1.3 B5.4.9.2.1 B5.5.3.1.4 B5.6.1.1.1	
Performance Indicator		<p>A. Learners can engage in collaborative conversation on topics such as social issues, values and manners with adults</p> <p>B. Learners can recognise how words are formed through acronyms (WHO) and clipping (telephone-phone).</p> <p>C. Learners can Identify and use possessive pronouns to show possession</p> <p>D. Learners can develop ideas into a two-paragraph draft without considering the writ wor cohesion and avoid ambiguity, e.g. firstly, then, after</p> <p>E. Learners can identify and use abstract nouns to refer to concepts and ideas.</p> <p>F. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Introduce a talk show by drawing on learner’s background knowledge of such activities on TV.	What have we learnt today?


		<ul style="list-style-type: none"> • Identify an interesting topic e.g. “Children should not WhatsApp”. <p>Initiate a conversation using questions. Learners take turns to contribute to the conversation.</p> <ul style="list-style-type: none"> • Put learners in groups and let them choose a topic for conversation. Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation. • Put learners in groups to identify and discuss social values (e. g. honesty), what they are and behaviours that portray these values. <p>Digital</p> <ul style="list-style-type: none"> • They should identify people they know who have exhibited these values and how they showed these values. • Have each group present their work to the class. Encourage the class to ask questions and contribute to the presentation. <p>Assessment: let learners identify social values, identify people they know who have exhibited these values and describe how they showed these values</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING Have learners revise building vocabulary through affixes. e.g. micro – microscope in – insert con – connect re – return</p> <ul style="list-style-type: none"> • Learners should find meaning to these affixes and write more examples of affixes. Play a game where learners identify affixes in words. The group with the highest number of words is declared the winner. • Introduce acronyms and clipping. e.g.: acronyms – WHO = World Health Organisation clipping – telephone = phone • Put learners into groups and have them research on acronyms and clipping, using dictionaries or online resources, to build more vocabulary. <p>Assessment: let learners research for more acronyms</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Provide an interesting story abundant in possessives, e.g. mine, yours, his. E.g., This is mine.</p> <ul style="list-style-type: none"> • Let learners use possessives like mine, yours, his, hers, theirs in sentences. E.g., This story is mine. <p>Assessment: let learners identify possessive pronouns in a passage.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>


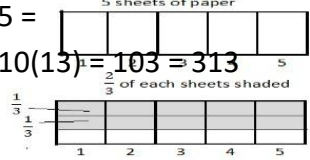
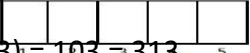
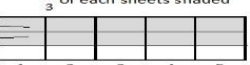
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING Put learners into groups to develop their ideas in B5.4.9.1.1 into a three-paragraph draft.</p> <p>Assessment: let learners develop ideas into a two-paragraph draft.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE Have learners use given concrete and abstract nouns in sentences</p> <p>Assessment: let learners use given abstract nouns in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u> Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: Ask learners to write a-two-three</p>	<p>Have learners to tell what they read to the whole class</p>

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		paragraph summary of the book read for readings	
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Week Ending			
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B5.1.3.1.5 B5.1.3.1.6		
Performance Indicator	Learners can Use the concept of equivalent fractions for addition and subtraction of fractions greater than one (improper or mixed fractions). Learners can Use models to explain the result of multiplying a fraction by whole number		
Strand	1- Number		
Sub strand	3: Number: Fractions		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Multiplying a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3}$ 	Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To multiply a whole number by a mixed fraction, one can multiply the whole number by the whole number and then the whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply;	Review the lesson with Learners Assessment: have learners to practice with more examples

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Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>To multiply a whole number by a fraction (e.g. $3 \times \frac{2}{3}$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Multiplying a fraction by a whole number the multiplication is interpreted as "of"; e.g. $\frac{2}{3} \times 5$ means shade $\frac{2}{3}$ of 5 ; i.e. finding two-thirds of each of five objects; i.e. $\frac{2}{3} \times 5$ can be illustrated by shading</p> <p></p> <p>5 sheets of paper</p> <p>$5 =$ </p> <p>$10(\frac{2}{3}) = 10 \times \frac{2}{3} = \frac{20}{3}$</p> <p>$\frac{2}{3}$ of each sheets shaded</p> <p>$\frac{1}{3}$ </p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>multiply a mixed fraction by a whole number, first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p>	<p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.2.1.5.2		
Performance Indicator	Learners can know how to make and keep air clean in our environment		
Strand	2: CYCLES		
Sub strand	1: EARTH SCIENCE		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Find out from learners what they understand by clean air and review things that pollute air (make air unclean) such as smoke from factories, car exhausts, bush burning and dust from construction sites and untarred roads.	<ul style="list-style-type: none"> • Lead discussions to come out with the do's and don'ts that will make or keep air clean in our homes and surrounding environment (planting of trees and grass and avoiding frequent and uncontrolled burning). • Learners are assigned to design a concept map on the causes, prevention and control of air pollution. <p>Assessment: let learners describe how to make and keep air clean in our environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Learners draw and use a Future's Wheel to trace the effects of water pollution on the environment. <p>Assessment: let learners mention the effects of water pollution on the environment</p>	Ask learners to summarize the important points of the lesson
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Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.2.2.1.1		
Performance Indicator	Learners can design and make a simple animal house and keep a pet		
Strand	2: ALL AROUND US		
Sub strand	2: Plants and Animals		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures/films on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals e.g. sheep, goats, rabbits, poultry and pigs. Learners engage in practical activities to design and make simple animal houses such as: pens for goats and sheep coop for hen cage for dog Assessment: let learners design and make a simple animal house	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	Learners sketch domestic animals and their housing Learners talk about values of keeping animals such as learning to become responsible and committed to handwork, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify the values of keeping animals	
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Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5.2.1.1.1		
Performance Indicator	Learners can discuss the moral importance of worship		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious Worship in the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Through questions and answers, assist learners to talk about the importance of worship: to get blessings from God, to get closer to God, etc. Have children show how they pray. Assessment: let learners mention the moral importance of worship	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.4.2.1.2		
Performance Indicator	Learners can identify some of the health facilities and housing projects in the colonial period.		
Strand	4: Colonisation and Developments under Colonial Rule in Ghana		
Sub strand	2: Social Developments Under Colonial Rule		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What health facilities were built during the colonial period? How important were these social services?	Discuss the health facilities carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923). Brainstorm the significance of these social services Assessment: let learners identify some of the health facilities in the colonial period	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 What health facilities were built during the	Discuss the health facilities and housing projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi	What have we learnt today? Ask learners to summarize the main points in the lesson

	colonial period? How important were these social services?	hospital, and Takoradi hospital. 2. Brainstorm the significance of these social services. Assessment: let learners identify some of the housing projects in the colonial period	
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Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5. 2.1.1.3		
Performance Indicator	Learners can study some compositions and performances of Ghanaian and other African performing artists that reflect the physical and social environments of some African communities		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ select the works of Ghanaian and other African performing artists that reflect ideas from the physical and social environment of some African communities; ☑ appreciate: talk about the art-forms in-pairs and share their views during a plenary session (e.g. the type of art-form, theme/purpose, the idea from the physical and social environment that the works reflect, style of composition, method of 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>production and performance);</p> <p>Assessment: let learners describe some compositions and performances of Ghanaian performing artists</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> • select the works of Ghanaian and other African performing artists • compare the works in terms of type, function, elements, tempo, rhythm, methods, etc <p>Assessment: let learners compare the works of Ghanaian and other African performing artists in terms of type, function, elements, tempo, rhythm, methods used.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.1.3.1.2	
Performance Indicator		Learners can Start and sprint for distance.	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After general and specific warm-up, learners to go on crouch with the knee of the rear leg in line with the heel of the front leg. The front foot and the hands are also placed about 10cm away from the start line with head bent down -on your marks. At set, learners extend the rear leg, shifting the body weight onto the arms with head down. At go, learners explode quickly by running to a distance of 40m in groups. Organise 50m dash for learners.	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.2.1.1.1. B5.2.1.1.2.		
Performance Indicator	Learners can show the use of Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon Learners can show a 5-slide presentation using Insert, design, animation and transition of the ribbons studied		
Strand	2: PRESENTATION		
Sub strand	1: INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Ask learners to use “File menu”, “Insert” and “Design Ribbons” to create a new MS-PowerPoint slide and use shapes in the “Insert ribbon” to draw the Ghana flag Ask learners to use “File menu”, “Insert” and “Design Ribbons” to design a colourful 5-paged MS-PowerPoint on the topic “Myself”.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>NB. This is to help learners with software knowledge to understand well, the concept in office applications (Microsoft PowerPoint).</p> <p>Assessment: let learners use PowerPoint slide and to draw the Ghana flag</p>	
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WEEKLY LESSON PLAN FOR B5 TERM 2 GHANAIAN LANGUAGE

Learning Indicator (s) (Ref. No.)		B5.1.7.1.1 Demonstrate and say expressions that show courtesy. B5.1.7.1.3 Demonstrate non-verbal behaviour that depict courtesy B5.1.9.1.1 Recognise and use polar question markers	
Performance Indicators		<ul style="list-style-type: none"> The learner should demonstrate and say expressions that show courtesy. The learner should demonstrate non-verbal behaviour that depict courtesy The learner should recognise and use polar question markers 	
Week Ending		2	
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show a video that exhibits some courtesy behaviour. Discuss the video with learners. Let learners mention some of the words/ expressions heard from the video that indicate courtesy. Allow learners to write the expressions on the board. Call learners to read the expressions aloud. Saying "Please". 	What have we learnt today?

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		<p>“I am sorry.” “Thank you.” “Excuse me.”</p> <ul style="list-style-type: none"> • Ask learners to mention other courtesies known to learners. • Let learners mention situations where courtesy is demanded. • Demonstrate some behaviour of courtesy with some of the learners in a mentioned situation. • Direct learners to demonstrate behaviours that indicate courtesy in other situations individually or in groups. <p>Assessment: let learners demonstrate and say expressions that show courtesy.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Demonstrate some non-verbal behaviours of courtesy. • Ask learners to discuss the non-verbal action performed. • Listen and write some of the expressions that resulted from the discussion with learners. • Direct learners to demonstrate non-verbal behaviours that depict courtesy. • In groups, allow learners to tell what the non-verbal action depicts in groups 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>Assessment: let learners demonstrate non-verbal behaviour that depict courtesy</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Discuss with learners ways of forming questions. • Ask learners to form questions orally and write them on the board. • Talk about the polar question type. • Write more questions on the board. • Lead learners to recognise polar questions markers from the writing on the board. <p>E.g. Have you eaten? Yes/No</p> <p>Are you from this town? Yes/No</p> <p>Assessment: let learners identify and use polar question markers</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC FIVE
WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.6.3.2 B5.2.6.4.2. B5.3.2.1.4. B5.4.9.3.1 B5.5.4.1.1. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can demonstrate turn taking in conversation in different topics and follow agreed-upon rules for conversation, e.g. listening to others, speaking one at a time.</p> <p>B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.)</p> <p>C. Learners can identify and use demonstratives: – this/that, these/those people</p> <p>D. Learners can review, and revise the draft by proposing grammar for improvement</p> <p>E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Through discussion, guide learners to identify some events that happened in the day or recently. <ul style="list-style-type: none"> • Invite some individual learners to discuss with the 	What have we learnt today? Ask learners to summarize the main points in the lesson

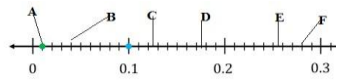
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		<p>class some experiences. e.g. The learner was late and had to help somebody on the way to school.</p> <ul style="list-style-type: none"> • Have a pair of learner’s converse on a given topic (e.g. a football match) as others watch. • Learners in pairs then converse, talking about different topics after the example presented. • Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word. • Encourage learners to take turns in the activity. e.g. What did you just say? Say that again. Can you repeat what you said, sorry, excuse me. <p>Learners demonstrate the use of this in pairs in front of the class.</p> <p>Assessment: let learners demonstrate turn taking in conversation in different topics</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Demonstrate the playful use of words (jokes, riddles etc.)</p> <ul style="list-style-type: none"> • e.g. Riddle, riddle. I am something. I have four legs and a top. People write or eat on me. What am I? • Have learners use appropriate language in jokes, riddles etc. • Make them understand that these are ways in which language could also be used. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

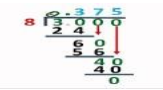
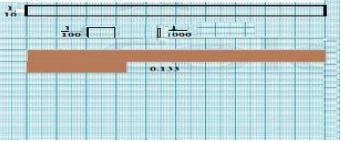
		Assessment: let learners apply the playful use of words in spoken and written language	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Have learners identify demonstrations like this/that, these/those in context.</p> <ul style="list-style-type: none"> • Guide learners with examples to write down the demonstratives. <p>Assessment: let learners use demonstratives: – this/that, these/those people in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> • Guide learners with the questions below: <ul style="list-style-type: none"> i. Are your ideas in order and easy to understand? ii. Are all the sentences talking about the main idea of the paragraph? iii. Are all the paragraphs talking about the topic? • Have learners read their partners' draft and offer suggestions. • Encourage learners to feel free to make as many changes as possible to improve their drafts. <p>Assessment: let learners make a clean draft for publishing.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Distribute a sample story and let learners identify the simple past verbs to observe</p>	<p>What have we learnt today?</p>

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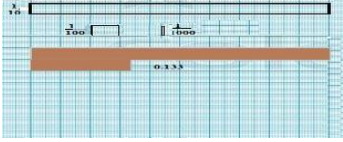
		<p>how they are used in sentences.</p> <ul style="list-style-type: none"> • Working in pairs, learners write their own story using the simple past. • Guide learners to do their own editing paying attention to the correct use of the simple past. <p>Assessment: let learners differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	<p>Guide learners to choose and read books during the library period</p>	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B5.1.4.1.1 B51211	
Performance Indicator		Learners can Describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions. Learners can Multiply multi-digit numbers by 2-digit numbers efficiently	
Strand		Number 2. ALGEBRA	
Sub strand		Number: Fractions Patterns and Relationships	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Use several pictorial representations or number line to introduce tenths and thousandths and ask pupils to identify the fractions (i.e. A, B, C, D, E, & F) 	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Use the tenth to thousandth place value chart to illustrate how to write the fraction as a base ten number with the introduction of the decimal point "." after	Review the lesson with Learners Assessment: have learners to practice with more examples

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	<p>3 - Turn around 4 - Follow me 5 - Fire</p>	<p>ones place in the place value chart</p> <table border="1" data-bbox="630 184 961 344"> <caption>Tenth to Thousandth Place Value Chart</caption> <thead> <tr> <th>Fraction</th> <th>$\frac{1}{10}$</th> <th>$\frac{1}{100}$</th> <th>$\frac{1}{1000}$</th> </tr> </thead> <tbody> <tr> <td>A $\frac{1}{4} = \frac{25}{100}$</td> <td>0</td> <td>5</td> <td></td> </tr> <tr> <td>B $\frac{1}{8} = \frac{125}{1000}$</td> <td>0</td> <td></td> <td></td> </tr> <tr> <td>C $\frac{1}{20}$</td> <td>0</td> <td></td> <td></td> </tr> <tr> <td>D $\frac{3}{8}$</td> <td>0</td> <td></td> <td></td> </tr> </tbody> </table>	Fraction	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	A $\frac{1}{4} = \frac{25}{100}$	0	5		B $\frac{1}{8} = \frac{125}{1000}$	0			C $\frac{1}{20}$	0			D $\frac{3}{8}$	0			
Fraction	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$																				
A $\frac{1}{4} = \frac{25}{100}$	0	5																					
B $\frac{1}{8} = \frac{125}{1000}$	0																						
C $\frac{1}{20}$	0																						
D $\frac{3}{8}$	0																						
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>Give pupils several common fractions (including improper fractions) to convert into hundredths and thousandths and write their decimal names; e.g. 38</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																				
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>Ask pupils to use graph sheets to model the decimal number 0.133 by shading the graph sheet squares as shown in the figure, where 2cm×20cm square represents 110 units, 2cm×2cm square represents 1100 units, and 1mm×10mm square represents 11000 units</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																				
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me</p>	<p>Ask pupils to use graph sheets to model the decimal number 0.133 by shading the graph sheet squares as shown in the figure, where 2cm×20cm square represents 110 units, 2cm×2cm square represents 1100 units, and</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																				

	5 - Fire	1mm×10mm square represents 11000 units	
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Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.2.2.1.1		
Performance Indicator	Learners can relate the structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform		
Strand	2: CYCLES		
Sub strand	2: LIFE CYCLES OF ORGANISMS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions of parts of plants with learners	Learners go on a nature walk to uproot young plants from school surroundings and bring them to class. • Learners, in groups, observe parts of the plants and relate them to the functions they perform, e.g. the thin and large surface area of leaves and the presence of green colouring matter enhance their work. The roots are for anchorage and absorption of nutrients from the soil. The stem supports the upper part of the plant; conduct water and minerals from the roots to the leaves; carry food from leaves to other parts of the plant.	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>Assessment: let learners relate the structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners draw and colour a plant and label the parts.</p> <p>Assessment: let learners draw and colour a plant and label the parts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B5.2.3.1.1	
Performance Indicator		Learners can locate major land marks on a sketch map of the community	
Strand		2: ALL AROUND US	
Sub strand		3: Map Making and Land Marks	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify major land marks in the community e.g. the school, post office, police station church, mosque Assessment: Using landmarks, learners take turns in showing directions to places in the community	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	Learners identify major land marks in the community e.g. the school, post office, police station church, mosque Assessment: Learners sketch a map of the community indicating major landmarks	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 2.1.1.2		
Performance Indicator	Learners can explain the moral significance of religious songs and recitations		
Strand	2: Religious Practices and their Moral Implications		
Sub strand	1: Religious Worship in the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners identify religious songs of the three major religions in Ghana. <ul style="list-style-type: none"> Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can apply the theme in their daily lives. Put learners into religious groups to take turns to perform various religious music and dance. <p>Assessment: let learners explain the moral significance of religious songs and recitations</p>	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5. 1.1.1.2		
Performance Indicator	Learners can explore to generate ideas by studying visual artworks created by selected Ghanaian and other African visual artists living in Africa that reflect the history and culture of the people of Africa		
Strand	Visual Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ select an artwork of any of the artists studied in B5. 1.1.1.1.; ☐ reflect on the theme or purpose of the work. For example, the ‘Warrior’, an installation work by El-Anatsui, made from copper wire and bottle tops reflect the ‘link between Africa, Europe, and America, referencing the fraught connection between the sale of slaves and liquor. ☐ study the materials and methods used in designing and making the artwork under study. For example, a) The bottle tops in El-Anatsui’s ‘Warrior’ 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>represent the liquor that was used to influence our people to enter into the slave business. The 'copper wire' represents the connection (power chain) linking Africa, Europe and America – the triangular (slave) trade;</p> <p>b) Materials: mixed media;</p> <p>c) Method: construction and assemblage (e.g. cutting, joining, twisting etc.);</p> <p>d) Display/Exhibition: installation by hanging on the wall or from the ceiling.</p> <p>Assessment: let learners generate ideas by studying visual artworks created by selected Ghanaian visual artists</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> • select an artwork of any of the artists studied in B5. 1.1.1.1.; • generate ideas for own artworks that will reflect the history and culture of the people of Ghana <p>Assessment: let learners generate ideas by studying visual artworks created by selected Ghanaian visual artists</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.4.2.1.2		
Performance Indicator	Learners can identify some of the health facilities and housing projects in the colonial period.		
Strand	Colonisation and Developments under Colonial Rule in Ghana		
Sub strand	Social Developments Under Colonial Rule		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What health facilities were built during the colonial period? How important were these social services?	Discuss the health facilities carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital. 2. Brainstorm the significance of these social services. 3. Show pictures/documentaries of these facilities to highlight the social facilities during the era. Assessment: let learners identify some of the health facilities in the colonial period	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	Discuss the health facilities and housing projects carried out during	

	<p>What health facilities were built during the colonial period? How important were these social services?</p>	<p>the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital.</p> <p>2. Brainstorm the significance of these social services.</p> <p>3. Show pictures/documentaries of these facilities to highlight the social facilities during the era.</p> <p>Assessment: let learners identify some of the housing projects in the colonial period</p>	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.1.3.1.3		
Performance Indicator	Learners can roll in a backward direction (back roll) emphasizing a rounded form.		
Strand	MOTOR SKILL AND MOVEMENT PATTERNS		
Sub strand	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After general and specific warm-up, guide learners to squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Allow learner to progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.3.1.1.1. B5.3.1.1.2.		
Performance Indicator	<p>. Learners can demonstrate the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph).</p> <p>. Learners can illustrate the use of Insert, Design and Layout.</p>		
Strand	3: WORD PROCESSING		
Sub strand	1: INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to use File menu, Insert, Design and Layout Ribbon.</p> <p>Guide the learners to create and format a document.</p> <p>Assessment: let learners illustrate the use of Insert, Design and Layout to format a document</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Learning Indicator (s) (Ref. No.)		B5.2.5.1.2 Read stories aloud with correct pronunciation and tone B5.2.6.1.1 Explain the meaning of unfamiliar words in context B 5.2.6.1.2 Answer factual and inferential questions	
Performance Indicators		<ul style="list-style-type: none"> • The learner should read stories aloud with correct pronunciation and tone • The learner should explain the meaning of unfamiliar words in context • The learner should answer factual and inferential questions 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Put learners in groups to read sample notices, texts and use sentence cards to help learners read paragraphs aloud with correct pronunciation and tone. Assessment: let learners read stories aloud with correct pronunciation and tone	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Put learners in groups and read a passage aloud to them. • Ask learners to read the passage on their own and recognise unfamiliar words. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Let learners say the unfamiliar words and write them on the board. • Assist the learners to explain the meanings of the unfamiliar words from their context. <p>Assessment: Let learners use some of the unfamiliar words to form sentences orally.</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Read a passage aloud. • Allow learners to read the passage on their own. • Call learners to read a paragraph each of the passage aloud to the class. <p>Assessment: Let the learners answer factual and inferential questions based on the passage</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FIVE
WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC FIVE

Name of School.....

Week Ending	
Class	Five
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	B5.1.6.3.3. B5.2.6.4.3 B5.3.2.1.4. B5.4.9.3.2 B5.5.4.1.1. B5.6.1.1.1
Performance Indicator	<p>A. Learners can respond to questions to give further clarification of an opinion</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to: type of texts (expository/explanatory, persuasive langu (spoken/written), register (formal/informal) etc</p> <p>C. Learners can identify and use demonstratives: – this/that, these/those people</p> <p>D. Learners can edit/proofread draft, checking capitalisation, usage of punctuation and spelling</p> <p>E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Revise the activity on the talk show. Learners give	What have we learnt today?

		<p>examples of some vocabulary learnt.</p> <ul style="list-style-type: none"> • Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions. • Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions. • Have the group respond to the questions to give further clarifications <p>Assessment: let learners respond to questions to give further clarification of an opinion</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Demonstrate the use of the key elements in writing. E.g. purpose, audience, setting, characters etc.</p> <ul style="list-style-type: none"> • Have learners to role-play a simple story to bring out the importance of these elements and their usage. <p>Assessment: let learners identify the importance of the elements in writing.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Have learners identify demonstrations like this/that, these/those in context.</p> <ul style="list-style-type: none"> • Guide learners with examples to write down the demonstratives. <p>Assessment: let learners use demonstratives: – this/that, these/those to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners pick up their clean draft (Refer to B5 4.9.3.1) and check for conventions. E.g. errors in capitalisation, punctuation and spelling.</p> <p>Tips for learners</p> <ol style="list-style-type: none"> Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark. Have I used commas correctly? Do my sentences start with capital letters? Have I capitalised proper nouns? <ul style="list-style-type: none"> • Have learners do peer editing. • Have them prepare neat final copies. • Guide them to proofread the final copies before publishing <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage of punctuation and spelling</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Distribute a sample story and let learners identify the present perfect tense to observe how they are used in sentences.</p> <ul style="list-style-type: none"> • Working in pairs, learners write their own story using the present perfect tense • Guide learners to do their own editing paying attention to the correct use of the present perfect tense • Guide learners to identify uses of the present perfect tense. • Have learners compare how the simple past and the present perfect tense forms are different <p>Assessment: let learners differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. 	Have learners to tell what they read to the whole class

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		<ul style="list-style-type: none">• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
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Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum	Page
Learning Indicator(s)		B51412	B51413
Performance Indicator		Learners can Compare and order decimal fractions and a mixture of common and decimal fractions (up to the thousandths) using the symbols $<$, $>$, or $=$. Learners can Round decimals to the nearest tenth and hundredth	
Strand		Number	
Sub strand		Number: Fractions	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order 0.758, 58 and 73%; we have $\rightarrow 58 = 6251000 =$ 62.5% , $0.758 = 7581000 =$ 75.8% , and $73\% = 73100 = 0.73$, Hence the order from least to the largest is 58, 73% and 0.758	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them	Review the lesson with Learners

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			Assessment: have learners to practice with more examples																								
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest tenth means that the rounded figure has one digit after the decimal mark.</p> <p>Rounding to the nearest hundredth means that the rounded figure has two digits after the decimal mark</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use a table with several decimals fractions and explain the rule for of rounding decimals. Give pupils a table of decimal fractions to round to</p> <table border="1" data-bbox="592 1081 1003 1423"> <thead> <tr> <th></th> <th>Fraction</th> <th>Round to Nearest</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>0.38</td> <td>1/10</td> <td>0.4</td> </tr> <tr> <td>B</td> <td>4.085</td> <td>1/10</td> <td></td> </tr> <tr> <td>C</td> <td>56.584</td> <td>1/100</td> <td></td> </tr> <tr> <td>D</td> <td>18.096</td> <td>1/100</td> <td></td> </tr> <tr> <td>E</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>the nearest tenths or hundredths</p>		Fraction	Round to Nearest	Result	A	0.38	1/10	0.4	B	4.085	1/10		C	56.584	1/100		D	18.096	1/100		E				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
	Fraction	Round to Nearest	Result																								
A	0.38	1/10	0.4																								
B	4.085	1/10																									
C	56.584	1/100																									
D	18.096	1/100																									
E																											
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p>	<p>Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								

4 - Follow me 5 - Fire		Fraction	Round to Nearest	Result	
	A	0.38	1/10	0.4	
	B	4.085	1/10		
	C	56.584	1/100		
	D	18.096	1/100		
	E				

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Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.2. 2.1.2		
Performance Indicator	Learners can compare the differences in germination of bean and maize seeds		
Strand	2: CYCLES		
Sub strand	2: LIFE CYCLES OF ORGANISMS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration, Critical Thinking and Problem-Solving			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Learners are assisted to review their previous knowledge on seed germination	Learners are assisted to plant the bean and maize seeds using transparent containers and soil. <ul style="list-style-type: none"> Learners are guided to observe <ol style="list-style-type: none"> (1) the dry seed (2) when it absorbs water and swells (3) rupturing of the seed coat (4) sprouting of the root (5) sprouting of the stem and seed leaves (6) the elongation of the root and stem. <p>Assessment: let learners compare the differences in germination of bean and maize seeds</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners find out where the seed leaves (cotyledons) remain, inside the soil or above the soil. • NB: This activity will take some days. <p>Assessment: let learners find out where the seed leaves (cotyledons) remain</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending	
Class	Five
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B5.2.4.1.1
Performance Indicator	Learners can explain the features of rural settlements
Strand	ALL AROUND US
Sub strand	Population and Settlement
Teaching/ Learning Resources	Pictures

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the population is large, there is large market.</p> <p>Learners in groups talk about the main activities in the rural and urban settlements of Ghana. What can do to get food and money e.g. rural settlement: crop farming, animal rearing, hunting</p> <p>Assessment: let learners explain the features of rural settlements</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the population is large, there is large market. Assessment: let learners draw a rural and urban settlements, showing some features.	
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Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 2.1.1.2		
Performance Indicator	Learners can explain the moral significance of religious songs and recitations		
Strand	2: Religious Practices and their Moral Implications		
Sub strand	1: Religious Worship in the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners, in groups, discuss the importance of religious songs in worship: they encourage worship; they make worship lively, they tell us about the nature and attributes of God in melodious and harmonious manner, etc. • Let Learners compose simple religious songs and poems. Assessment: let learners explain the moral significance of religious songs and recitations	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.4.3.2.1		
Performance Indicator	Learners can describe the economic measures introduced during the colonial period including transport and communication projects.		
Strand	Colonisation and Developments under Colonial Rule in Ghana		
Sub strand	Economic Developments Under Colonial Rule		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What were these economic development under colonial rule?	Identify the economic policies and projects during the colonial era. Assessment: let learners identify the economic policies and projects during the colonial era.	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 What were these economic development under colonial rule?	Identify the economic policies and projects during the colonial era. Assessment: let learners identify the economic policies and projects during the colonial era.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5 2.2.2.2		
Performance Indicator	Learners can experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the physical and social environments of some communities in Africa		
Strand	2: Performing Arts		
Sub strand	2: Planning, Making and Composing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ explore the local environment to select available instruments, equipment, sounds, melody, rhythms, movement patterns that are good for composing/arranging and performing music, dance, drama, poems, appellations, etc.; ☐ experiment with the available instruments, equipment, sounds, movement patterns, melody etc. to perform some of the compositions of the Ghanaian artists studied that reflect the physical and social 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>environment of some communities in Africa;</p> <p>Assessment: let learners create own performing artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • discuss and share their experiences through peer review <p>Assessment: let learners create own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Week Ending	
Class	five
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B5.2.1.2.1
Performance Indicator	Learners can describe ways to create more space between an offensive player and a defensive player.
Strand	Movement Concepts, Principles and Strategie
Sub strand	Space Awareness
Teaching/ Learning Resources	ball

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain with examples the need for players to create space for themselves in order to have enough room to operate. Adequate space enables learners to perform better. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class	five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.5.1.3.1. B5.5.1.3.2. B5.5.1.3.3.		
Performance Indicator	Learners can describe databases Learners can discuss the importance and uses of database. Learners can describe the types of database.		
Strand	5: PROGRAMMING AND DATABASES		
Sub strand	1: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to identify the features of a database and the types of databases that exist. Ask learners to select the databases from a list of items written on the board Play a video of the importance and uses of databases and ask learners to mention other uses of database and their importance. Assist learners to realise that Database designers typically organise the data to model aspects of reality in a way that supports processes requiring info Guide learners to describe the types of database	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe the types of database	
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Learning Indicator (s) (Ref. No.)		B5.2.7.1.1 Explain the meaning of unfamiliar words in a text. B5. 2.7.1. 2 Explain the meaning of figurative expression in a text and answer questions on the passage.	
Performance Indicators		<ul style="list-style-type: none"> The learner should explain the meaning of unfamiliar words in a text. The learner should explain the meaning of figurative expression in a text and answer questions on the passage. 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Read a passage of about four paragraphs aloud in class. Let learners read the passage silently for a few minutes. Assist the learners to explain the meanings of unfamiliar words in the text <p>Assessment: let learners explain the meaning of unfamiliar words in a text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Read a passage consisting of more than five paragraphs aloud. • Ask learners to read and recognise some figurative expressions from the passage. • Point out to learners some of the figurative expressions in the passage that you read to them. • Guide the learners to explain meanings of figurative expressions in a text. <p>Assessment: let learners explain the meaning of figurative expression in a text and answer questions on the passage.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Allow learners to read a paragraph each. • In groups, let learners read the passage and tell what understanding learners get. • Guide the learners to answer questions based on the passage. <p>Assessment: let learners explain the meaning of figurative expression in a text and answer questions on the passage.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC FIVE
WEEK FIVE

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WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English language curriculum	
Learning Indicator(s)		B5.1.7.1.1 B5.2.7.1.1 B5.3.2.1.5. B5.4.9.3.3. B5.5.4.1.2. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can employ the Think-Aloud strategy to convey meaning from level-appropriate texts.</p> <p>B. Learners can construct meaning from text read</p> <p>C. Learners can identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</p> <p>D. Learners can display writing piece for peers to read and publish it in the class magazine</p> <p>E. Learners can use the simple past verb form to express past needs, feelings and interest</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Have learners listen to a teacher-read text.</p> <ul style="list-style-type: none"> • Model Think-Aloud strategy to make meaning from the text. • Have learners practise the Think-Aloud strategy to construct meaning. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners employ the Think-Aloud strategy to convey meaning from level-appropriate texts.</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING Choose different texts for learners to make meaning from using the different strategies they are familiar with: – Use of prior knowledge/experience. – Making predictions – Contextual meaning of vocabulary to connect with the other words to make meaning</p> <p>Assessment: let learners construct meaning from text read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage.</p> <p>Assessment: let learners identify and use interrogative determiners in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING Have learners share their writing with their peers classmates and families</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>Assessment: let learners display writing piece for peers to read and publish it in the class magazine</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE Let learners write on a story. E.g. What happened after school on Monday?</p> <ul style="list-style-type: none"> • Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually. • Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form. <p>Assessment: let learners edit a draft focusing on the past verb form and past participle form</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u> Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three 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 a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read Assessment: let learners	
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Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B51414 B51415	
Performance Indicator		Learners to explain the result of addition of decimals (up to the thousandths). Learners can use models to explain the result of multiplying a decimal (upto the thousandths) by a whole number	
Strand			
Sub strand		3: Number: Fractions	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To add 0.645 and 0.39, means sum $6451000 + 39100$ which is $645+3901000 = 10351000 = 1.035$. That is, since one is hundredths and other thousandths (i.e. one has 2 decimal places and the other 3 decimal places) we can line up the decimal points to align the place values and add as whole numbers $\begin{array}{r} 0.645 \\ + 0.390 \\ \hline 1.035 \end{array}$	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one	To subtract 0.395 from 0.6 and, one number is in tenths and other is in thousandths (i.e. one has	Review the lesson with Learners

	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>1 decimal place and the other 3 decimal places) it is important to line up the decimal points to align the place values and add as whole numbers.</p> $\begin{array}{r} 0.6 \\ - 0.396 \\ \hline 0.204 \end{array}$	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>Review multiplying a fraction by a whole number. e.g. 25×10 means shade $2 \times (15 \circ \diamond \diamond \circ 10)$; i.e. $2 \times (2) = 4$;</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To multiply a decimal fraction by a whole number, change the decimal number to common fraction and multiply e.g. 0.4×10 means $\diamond 410 \circ \diamond \diamond \circ 10 \diamond = 4.0$; Or multiply the whole numbers 4 and 10, and place the decimal point at one decimal place, since</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To multiply a decimal fraction (up to thousandths) by a whole number, first ignore the decimal point and multiply the whole numbers, check the number of decimal places and place the decimal point</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.3.1.1.1		
Performance Indicator	Learners can know the parts of the respiratory system in humans		
Strand	3: SYSTEMS		
Sub strand	1: THE HUMAN BODY SYSTEMS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Introduce the lesson with songs on the parts of the body, e.g. head, shoulders, knees and toes.</p>	<p>Ask learners to breathe in and out for some time.</p> <ul style="list-style-type: none"> • Relate the act of breathing to the respiratory system and guide learners to identify the organs of the system using charts or models. • Use role-play to guide learners to identify the functions of each part (different learners assume and role-play the functions of parts of the respiratory system, e.g. Ama is the lungs and Amina is the diaphragm) <p>. Assessment: let learners identify the parts of the respiratory system in humans</p>	<p>Engage learners in an activity to design a breathing model using plastic bags, balloons, rubber bands and polythene bags.</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners draw and label the respiratory system and state its function <p>Assessment: let learners draw and label the respiratory system and state its function</p>	<p>Learners are tasked to find out the diseases and lifestyles that affect the respiratory system adversely.</p> <p>Project: Assist learners to design an improvised breathing apparatus using plastics.</p>
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Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B5. 3.1.1. 1.		
Performance Indicator	Learners can identify the moral significance of Sacred Passages and Oral Traditions in the three main religions		
Strand	3: OUR BELIEFS AND VALUES		
Sub strand	Worship		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recall the modes of worship (charity, prayer, song ministrations, evangelism,) and give reasons why we worship: human beings are under the authority of the Creator, we demonstrate that we depend on God for survival, etc. Learners listen to and sing religious songs of the three major religions in Ghana. Learners recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20), Al-Fatiha', Folktales, etc., and show how they can apply them in their daily lives	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners identify the moral significance of Sacred Passages and Oral Traditions in the three main religions</p>	
Thursday	<p>Learners recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20), Al-Fathiha',.</p>	<p>Learners relate the moral values they have learned to their lives e.g. honesty, sacrifice, dedication, commitment, forgiveness, etc.</p> <p>Assessment: let learners identify the moral significance of Sacred Passages and Oral Traditions in the three main religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5.2.2.1.1		
Performance Indicator	Learners can identify the moral significance of sacred passages and oral traditions in the three main religions		
Strand	2: Religious Practices and their Moral Implications		
Sub strand	2: Festivals in the Three Major Religions		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Give selected passages and or oral traditions for learners to study e.g. the Ten Commandments - (Exodus 20,), Al-Fātihah, folktales, etc. and show how they can apply them in their daily lives. • Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana Assessment: let learners identify sacred passages and oral traditions in the three main religions	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.4.3.2.1		
Performance Indicator	Learners can describe the economic measures introduced during the colonial period including transport and communication projects.		
Strand	Colonisation and Developments under Colonial Rule in Ghana		
Sub strand	Economic Developments Under Colonial Rule		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What were these economic development under colonial rule?	Enumerate contributions in the agricultural sector (e.g. setting up of agricultural station at Bunso, botanical garden at Aburi and Agricultural College at Kwadaso, promotion and marketing of cocoa farming), the construction of the Takoradi Harbour, construction of roads and railways and introduction of vehicles to link their main centres to evacuate and export items and facilitate movement. Assessment: let learners describe the economic	What have we learnt today? Ask learners to summarize the main points in the lesson

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		measures introduced during the colonial period	
Thursday	What were these economic development under colonial rule How do sources of evidence help you to understand these developments under colonial rule?	Discuss the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become Assessment: let learners narrate the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5 1.3.4.2		
Performance Indicator	Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the physical and social environments in some communities in Africa		
Strand	Visual Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); ☐ discuss the need for displaying portfolio of own visual artworks; ☐ develop a roadmap for the exhibition by: - fixing a date - selecting a venue - inviting an audience ☐ brainstorm to agree on a theme for the exhibition (e.g. Our Environment); ☐	What have we learnt today? Ask learners to summarize the main points in the lesson What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☐ select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance;</p> <p>☐ decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to</p> <ul style="list-style-type: none"> • plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); • clean and prepare the hall and its environment and make it ready for the exhibition; • plan for post exhibition activities such as cleaning, 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		appreciation, evaluation, reporting, Assessment: let learners Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.2.2.2.1		
Performance Indicator	Learners can Explain the differences in applying and receiving force when jumping for height and distance		
Strand	Movement Concepts, Principles and Strategies		
Sub strand	Dynamics		
Teaching/ Learning Resources			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Teacher explains to learners that in jumping for height, the performer has to displace the force of gravity acting on the body from the sky by placing it outside the centre of the body. At the same time, the performer should take advantage of reaction force by pushing hard on the ground during take-off so as to gain height. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.5.1.3.4. B5.5.1.3.5. B5.5.1.3.6.		
Performance Indicator	Learners can identify types of databases and data. Learners can explain fundamental database concepts Discuss programming languages and their use (e.g. scratch, vb.net etc.)		
Strand	5: PROGRAMMING AND DATABASES		
Sub strand	1: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and restore. Guide learners to investigate in groups on the programming languages and their use (e.g. scratch, vb.net etc.)	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify programming languages and their use	
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Learning Indicator (s) (Ref. No.)	B5.3.1.1.3 Recognise that a colon is used to list and explain a statement, or to mention a list of items. B5.3.1.1.4 Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.		
Performance Indicators	<ul style="list-style-type: none"> The learner should recognise that a colon is used to list and explain a statement, or to mention a list of items. The learner should recognise that quotation marks are used when you want to write or quote the same words a person said or wrote. 		
Week Ending			
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Write a passage on the board with all the appropriate punctuations. Discuss the use of the colon in the passage. ASSIST learners TO recognise that a colon is used to list and explain a statement, or to mention a list of items. <p>Assessment: let learners use a colon to list and explain a statement, or to mention a list of items.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Call learners to make some utterances by asking questions. • Write the utterance in quotation marks on the board and discuss with learners. <p>Assessment: let learners write sentences with quotation marks</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write a passage on the board with all punctuations. • ASSIST learners to recognise that, quotation marks are used when you want to write the same words a person said or wrote <p>Assessment: let learners write sentences with quotation marks</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC FIVE
WEEK SIX

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WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.2. B5.2.7.1.2. B5.3.2.1.5. B5.4.9.3.3. B5.5.4.1.2. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can make connections with events in drama</p> <p>B. Learners can note and recall main ideas in a sequence</p> <p>C. Learners can identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</p> <p>D. Learners can display writing piece for peers to read and publish it in the class magazine</p> <p>E. Learners can use the simple past verb form to express past needs, feelings and interest</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Have learners listen to an audio drama or watch a video.</p> <ul style="list-style-type: none"> • Guide learners to identify the sequence of events in the story, i.e. events at the beginning, middle and ending. • Ask relevant questions to guide learners to relate the events in the drama to their lives. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners make connections with events in drama	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING Using SQ3R guide learners to present facts and ideas in a sequential order.</p> <p>Assessment: let learners note and recall main ideas in a sequence</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage.</p> <ul style="list-style-type: none"> • Create a scenario for them to use the demonstratives appropriately in sentences. <p>Assessment: let learners identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING Encourage learners to copy neatly their writing and submit them for publication in the class magazine, school magazine or notice board, The Junior Graphic</p> <p>Assessment: let learners display writing piece for peers to read and publish it in the class magazine</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write on a story. E.g. What happened after school on Monday?</p> <ul style="list-style-type: none"> • Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form. • Guide learners to rewrite the essay incorporating the corrections. • Let learners write on another topic individually using the past verb form. <p>Assessment: let learners use the simple past verb form to express past needs, feelings and interest</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and</p>	<p>Have learners to tell what they read to the whole class</p>

		level appropriate books and present at least a three-paragraph summary of each book read	
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Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B51511 B51512	
Performance Indicator		Learners can Determine the percentage of a given quantity (limit to 2-digit whole number) and vice versa. Learners can Determine the benchmark percentages from their common fractions and use these to estimate percentages of quantities	
Strand		Number	
Sub strand		Number: Fractions	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p> <p>Review multiplying a fraction by a whole number. e.g.25 ×10</p>	<p>To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.40% ×10 means $\frac{40}{100} \times 10 = 4$.</p> <p>To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.40% ×10 means $\frac{40}{100} \times 10 = 4$;</p> <p>What is 20% of 45?</p> $20\% \text{ of } 45 = 20\% \times 45$ $= \frac{20}{100} \times \frac{45}{1}$ $= 9$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.60% ×10</p>	<p>Review the lesson with Learners</p>

		means $\frac{1}{10} = 10\%$; $\frac{1}{4} = 25\%$;	Assessment: have learners to practice with more examples														
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use pictorial representations and chart to display common or benchmarks percentages and ask pupils to determine these from their equivalent common fractions</p> <table border="1"> <tr> <td>Percent</td> <td>10%</td> <td>20%</td> <td>25%</td> <td>$33\frac{1}{3}\%$</td> <td>50%</td> <td>$66\frac{2}{3}\%$</td> </tr> <tr> <td>Fraction</td> <td>$\frac{1}{10}$</td> <td>$\frac{1}{5}$</td> <td>$\frac{1}{4}$</td> <td>$\frac{1}{3}$</td> <td>$\frac{1}{2}$</td> <td>$\frac{2}{3}$</td> </tr> </table> <p>Give learners practice through drills and games to learn the equivalences of the benchmark fractions</p>	Percent	10%	20%	25%	$33\frac{1}{3}\%$	50%	$66\frac{2}{3}\%$	Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Percent	10%	20%	25%	$33\frac{1}{3}\%$	50%	$66\frac{2}{3}\%$											
Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$											
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask pupils to use the benchmarks for estimating percentages of given quantities. E.g. for "what is 60% of 45?" using the nearest benchmark fraction (i.e. 50%) the learner will know the expected result is close to 30; the learner can use benchmark fractions to determine the result mentally by finding which can easily multiply 45, and in this case 15 to give 9. Since 15 is 20%, then the 60% required will be 3 times 9 which is 27.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>														

		<p>What is 60% of 45?</p> $60\% \text{ of } 45 = 60\% \times 45$ $= \frac{60}{100} \times \frac{45}{1}$ $= 27$	
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask pupils to use the benchmarks for estimating and determining the results of finding percentages of given quantities and then verify by working; that is, changing the percentage to common fraction and multiplying by the quantity</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.3.2.1.1		
Performance Indicator	Learners can identify the components of the solar system		
Strand	SYSTEMS		
Sub strand	THE SOLAR SYSTEM		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Learners recite the poem, "I see the moon, and the moon sees me".	<ul style="list-style-type: none"> Initiate a discussion on the importance of the sun to life on earth. <p>Present learners with a chart, model or video depicting the solar system or draw the solar system on the board, using different colours to illustrate the different bodies.</p> <ul style="list-style-type: none"> Explain to the learners that the earth orbits (moves around) the sun, leading to changes in seasons (it takes a year for the earth to move around the sun). Learners are made to understand that heavenly bodies that move around the sun are called planets. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Learners observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise. <p>Learners should understand that all the planets move around the sun.</p> <ul style="list-style-type: none"> • Learners to observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise. <p>Assessment: let learners identify the components of the solar system</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners are guided to role- play the sun and the planets in the solar system. • Share folktales about the sun and moon with learners <p>Assessment: let learners identify the components of the solar system</p>	<p>Project: Planning, designing and making a model of the Solar System</p> <p>Learners build a model of the solar system using suitable materials such as blu tack, clay, cardboard and wood. etc.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B5.3.2.1.1		
Performance Indicator	Learners can describe various celebrations in Ghana		
Strand	OUR BELIEFS AND VALUES		
Sub strand	Festivals		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about types of celebrations in Ghana e.g. Birthday, Indolence Day, Naming babies, festivals Learners talk about importance of celebrations in Ghana: teaches about love and sacrifice, unity, brotherliness, appreciation, generosity, kindness, forgiveness, bravery, reconciliation Assessment: let learners describe various celebrations in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Learners talk about types of celebrations in Ghana e.g. Birthday, Indolence Day, Naming babies, fes	Learners role play various celebrations, showing important activities like sharing, reconciliation, unity and brotherliness, etc. Assessment: let learners write essay on any of the celebrations	What have we learnt today? Ask learners to summarize the main points in the lesson
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Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5.2.2.1.1		
Performance Indicator	Learners can identify the moral significance of sacred passages and oral traditions in the three main religions		
Strand	2: Religious Practices and their Moral Implications		
Sub strand	2: Festivals in the Three Major Religions		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana. • Let learners isolate moral elements that can be found in the passages and narratives: this reinforces trust in God, helps to control stress, gives hope, guides our behaviours, etc. <p>Assessment: let learners identify the moral significance of sacred passages and oral traditions in the three main religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.4.3.2.1		
Performance Indicator	Learners can describe the economic measures introduced during the colonial period including transport and communication projects.		
Strand	Colonisation and Developments under Colonial Rule in Ghana		
Sub strand	Economic Developments Under Colonial Rule		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Enquiry routes: What were these economic development under colonial rule? How do sources of evidence help you to understand these developments under colonial rule?	Show pictures of any of these facilities e.g. Tetteh Quarshie farm. agricultural station at Bunso, botanical garden at Aburi Agricultural College at Kwadaso, Takoradi Harbour, construction of roads and railways to link their main centres vehicles to evacuate and export items and facilitate movement. Assessment: let learners describe the economic measures introduced during the colonial period	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	<p>Enquiry routes: What were these economic development under colonial rule?</p> <p>How do sources of evidence help you to understand these developments under colonial rule?</p>	<p>Enumerate contributions of the colonial government to mining sector</p> <p>Assessment: let learners describe the economic measures introduced during the colonial period</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class	Five		
Subject	Creative Arts		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5 2.3.4.2		
Performance Indicator	Learners can plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa		
Strand	Performing Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ watch a short video or live performances that reflect the physical and social environment of Africa; ☐ discuss the need for performing compositions of own music, dance, drama, poetry etc.; ☐ develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience ☐ brainstorm to agree on a theme for the performance ☐ send manual and/or electronic invitations to target audience, for example parents, PTA/SMC members, 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>stakeholders, colleague learners;</p> <ul style="list-style-type: none"> ☐ select compositions by considering factors such as creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance; ☐ decide on mode and arrangement of performances, e.g. monologue/solo/group, costumes, props, etc.; ☐ getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities ,characters, directors, stage managers, audience, health and security personnel; ☐ clean and prepare the venue and its environment and make it ready for the performance. ☐ plan for post performance activities such as cleaning, appreciation, evaluation, reporting, etc. <p>Assessment: let learners write a plan for display of own portfolio of performing artworks</p>	
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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none">• clean and prepare the venue and its environment and make it ready for the performance.• plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc. <p>Assessment: let learners write a plan for display of own portfolio of performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.2.3.2.1		
Performance Indicator	Learners can compare the difference in throwing a ball with the “left hand and right hand” and kicking a ball with “left foot and right foot for distance”.		
Strand	Movement Concepts, Principles and Strategies		
Sub strand	Relations		
Teaching/ Learning Resources	ball		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners compare and discuss the difference as obviously, one hand would be stronger than the other. It is much easier for the stronger hand to execute a task. Any of the hands that is stronger can throw faster than the other. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

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Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B5.5.1.2.1. B5.5.1.2.2. B5.5.1.2.3.
Performance Indicator	Learners can identify Electronic Spreadsheets and their uses Learners can discuss the importance of Electronic Spreadsheets Learners can get familiar with the interface of MS-Excel
Strand	Programming and databases
Sub strand	2: introduction to electronic spreadsheet(tabs and ribbons manipulation
Teaching/ Learning Resources	Laptop

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Play video on Electronic Spreadsheets and their uses in society. Assist learners to list examples of Electronic Spreadsheets (MS Excel, Numbers, Google sheets, Lotus 1-2-3 etc.). Guide learners to explore the uses of electronic spreadsheets Guide learners to discuss the importance of Electronic Spreadsheets and what they are used for. Guide Learners to demonstrate how to access MS-Excel on any computer or gadget and display text in MS-Excel.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners mention the importance of Electronic Spreadsheets	
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Learning Indicator (s) (Ref. No.)		B5.4.3.1.3 Write their own simple descriptive essays on given topics B5.4.4.1.1 Write a simple persuasive essay through controlled composition. B5.4.4.1.2 Write simple persuasive essays about domestic issues	
Performance Indicators		<ul style="list-style-type: none"> The learner should write their own simple descriptive essays on given topics The learner should write a simple persuasive essay through controlled composition. The learner should write simple persuasive essays about domestic issues 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Use controlled composition to write a simple descriptive essay on a cardboard. Guide learners to write simple descriptive essays on given topics of at least three paragraphs and read some aloud in class <p>Assessment: let learners write their own simple descriptive essays on given topics</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Use controlled composition to write a 	<p>What have we learnt today?</p>

		<p>simple persuasive essay on a cardboard.</p> <ul style="list-style-type: none"> • Read the sample persuasive essays on the cardboard and discuss some of its structure and features. • Let learners compose a simple persuasive essay through controlled composition individually and read some aloud to class <p>Assessment: let learners write a simple persuasive essay through controlled composition.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Discuss domestic issues with learners. • Use controlled composition to write a simple persuasive essay on a cardboard. • Allow learners to write simple persuasive essays about domestic issues <p>Assessment: let learners write simple persuasive essays about domestic issues</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC FIVE
WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.3 B5.2.7.1.3 B5.3.3.1.1 B5.4.10.1.1. B5.5.4.1.3. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can relate to lessons in stories</p> <p>B. Learners can scan texts for details</p> <p>C. Learners can identify and use indefinite pronouns e.g. someone, anyone, everything etc</p> <p>D. Learners can create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech</p> <p>E. Learners can use past perfect in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Assist learners to revise the sequence of a story familiar to them.	What have we learnt today?

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		<ul style="list-style-type: none"> • Have learners identify the characters in the story and the roles the characters played in the story or text. • Learners again identify the setting of the story. • Learners identify the moral lessons from the story. • Help them discuss and relate the moral lessons to their lives using an example to illustrate that. • Read a short story to learners and in groups, have them relate to the lessons in the story by repeating the above activities <p>Assessment: let learners write lessons in stories</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners to skim and scan texts for details.</p> <ul style="list-style-type: none"> • Have learners skim/scan a text in a short period/time frame and write down their ideas. • Discuss the answers together as a class <p>Assessment: let learners scan texts for details and answers</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Introduce indefinite pronouns with examples in sentences.</p> <ul style="list-style-type: none"> • Discuss the indefinite pronouns with learners. • Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <ul style="list-style-type: none"> • Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative • Discuss personal narrative with learners. <p>Note: A personal narrative is a true story told from the writer’s point of view. It is the retelling of an event or experience that has affected the writer’s life. The story should be told naturally to allow readers to experience the event(s) for themselves.</p> <p>Prewriting</p> <ul style="list-style-type: none"> • Put learners into groups of five (5) and have them select a topic, purpose and audience for their narrative writing. <p>E.g. Topic: How I spent my Christmas holidays. Purpose: to share an important experience. Audience: Classmates</p> <ul style="list-style-type: none"> • Guide learners to individually use appropriate graphic organizers to 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>generate, gather and organise ideas and details for writing. E.g. Time Line, 5 Ws Chart. Time Line Organiser</p> <ul style="list-style-type: none"> • Use Time Line for personal narratives to list actions or events in the order in which they occurred. <p>E.g. Topic..... Events in Chronological Order</p> <ol style="list-style-type: none"> 1. Event 1 2. Event 2 3. Event 3 <p>5 W's Chart</p> <ul style="list-style-type: none"> • Use 5 W's Chart to collect the who? What? when? Where? and why?" details for personal narratives and news stories. How could be added to the list. <p>e.g. Topic _____ Who? What? When? Where? Why?</p> <ul style="list-style-type: none"> • Guide learners to organise their details into writing plant (beginning, middle and ending <p>Assessment: let learners create settings, characters and at least one plot in a narrative text</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Narrate an event in the past.</p> <ul style="list-style-type: none"> • Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B5.1.5.1.3 B5.2.1.1.1	
Performance Indicator		Learners can Identify and describe percent from real-life contexts and solve problems using percent. Learners can Extend a given pattern with and without concrete materials, and explain how each element differs from the preceding one	
Strand		. ALGEBRA	
Sub strand		Patterns and Relationships	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out ❖ In shops – discounts, reduction to clear – 50%, etc. ❖ In exams expressing marks as percentages ▲  used etc. 	Review the lesson with Learners Assessment: have learners to practice with more examples

<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																																																																										
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																																																																										
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>Skip count in multiples of 20, 50, 500, etc. is one way to introduce patterns</p>	<p>Provide students with a thousand number chart or number line with missing numbers and help use the strategy of skip counting to find missing numbers</p> <table border="1" data-bbox="626 1640 958 1772"> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td><td>70</td><td></td><td>90</td><td></td></tr> <tr><td>110</td><td></td><td>130</td><td></td><td></td><td></td><td></td><td></td><td>190</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>350</td><td></td><td>260</td><td></td><td>280</td><td>300</td></tr> <tr><td>310</td><td></td><td></td><td></td><td></td><td></td><td></td><td>470</td><td>480</td><td></td></tr> <tr><td></td><td></td><td></td><td>530</td><td>540</td><td></td><td></td><td></td><td></td><td>590</td></tr> <tr><td>610</td><td></td><td></td><td></td><td>640</td><td></td><td></td><td></td><td></td><td>690</td></tr> <tr><td>710</td><td></td><td></td><td></td><td></td><td>750</td><td></td><td></td><td>780</td><td></td></tr> <tr><td></td><td></td><td></td><td>830</td><td></td><td></td><td></td><td>870</td><td></td><td></td></tr> <tr><td></td><td></td><td>930</td><td>940</td><td>950</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	10						70		90		110		130						190						350		260		280	300	310							470	480					530	540					590	610				640					690	710					750			780					830				870					930	940	950						<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Friday

Sing songs like:

I'm counting one, what is one

1 - One is one alone, alone it shall be.

2 - Two pair, two pair come pair let us pair

3 - Turn around

4 - Follow me

5 - Fire

Provide students with a thousand number chart or number line with missing numbers and help use the strategy of skip counting to find missing numbers

10					70		90	
110		130			260		280	300
310				350		470	480	500
		530	540					590
610			640					690
710				750			780	
		830				870		
		930	940	950				

Review the lesson with Learners

Assessment: have learners to practice with more examples

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.3.3.1.1		
Performance Indicator	Learners can know how various organisms are adapted to survive in their habitat		
Strand	SYSTEMS		
Sub strand	3: ECOSYSTEM		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Begin the lesson with a matching activity using flashcards (write the names of different organisms on flashcards and a list of habitats on another set of flashcards for learners to match with). <ul style="list-style-type: none"> • Learners explain why a bird cannot live in water. • Learners discuss various habitats of animals and plants. <p>Assessment: let learners write how various organisms are adapted to survive in their habitat</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Brainstorm with learners to come out with the meaning of the term habitat. • Learners are asked to give examples of animals that live in water, land and trees. • Learners are assisted to discuss how various organisms adapt to their habitat, e.g. what enables fish to live in rivers, birds to live on trees? <p>Assessment: let learners mention how various organisms are adapted to survive in their habitat</p>	<p>Project: Designing a habitat Learners plan, design and make a model of a habitat using card board, paper, blu tack and clay to show the homes of some animals.</p>
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Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B5.3.3.1.1		
Performance Indicator	Learners can describe fundamental human rights in the family		
Strand	3: OUR BELIEFS AND VALUES		
Sub strand	Basic Human Rights		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe fundamental human rights as a family member e.g. right to live with family, right to guardianship, right to education, right to health Learners compose songs and rhymes on the right to belong to a family Assessment: let learners describe fundamental human rights in the family	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	Learners describe fundamental human rights as a family member e.g. right to live with family, right to guardianship, right to education, right to health	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Learners compose songs and rhymes on the right to belong to a family</p> <p>Assessment: let learners describe fundamental human rights in the family</p>	
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Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5.3.1.1.1		
Performance Indicator	Learners can describe the key events in the ministry of the leaders of the three religions		
Strand	Religious Leaders		
Sub strand	Ministry of the Leaders of the Three Major Religions in Ghana.		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to describe the key events associated with the ministry of the leaders of the three main religions: - The Lord Jesus Christ- Baptism, temptation, call of the disciples, teaching, etc The Holy Prophet Muhammad (S.A.W.) - call, triumphant entry to Makkah , etc. - Traditional Leader- training, teaching, etc. Assessment: let learners describe the key events in the ministry of the leaders of the three religions	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.5.1.1.1		
Performance Indicator	Learners can identify the early protest movements in Ghana before 1945.		
Strand	5: Journey to Independence		
Sub strand	1: Early Protest Movements		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What do we mean by early protest movements? What were some of these early protest movements? Who were the leaders of these early protest movements? What factors led to the formation of these movements?	What is a protest movement? 2. List the main protest movements in Ghana before 1945: - Aborigines Rights Protection Society (ARPS) 1897 - National Congress of British West Africa (NCBWA) 1917 - The Gold Coast Youth Conference, 1929 – What is a protest movement? 2. List the main protest movements in Ghana before 1945: - Aborigines Rights Protection Society (ARPS) 1897	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>- National Congress of British West Africa (NCBWA) 1917</p> <p>- The Gold Coast Youth Conference, 1929 –</p> <p>Assessment: let learners identify the early protest movements in Ghana before 1945</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>What is a protest movement?</p> <p>2. List the main protest movements in Ghana before 1945</p> <p>- National Congress of British West Africa (NCBWA) 1917</p> <p>- The Gold Coast Youth Conference, 1929 –</p> <p>Assessment: let learners identify the early protest movements in Ghana before 1945</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class	five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5 1.4.6.2		
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in Africa		
Strand	1: Visual Arts		
Sub strand	4: Appreciating and Appraising		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below;</p> <p>identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury.</p> <p>Suggested Guidelines</p>	

		<p>☐ Description of the work: The elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work.</p> <p>☐ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</p> <p>☐ Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning).</p> <p>☐ Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.2.4.2.1		
Performance Indicator	Learners can explain the purpose of using a side orientation when striking a ball from a batting tee		
Strand	Movement Concepts, Principles and Strategie		
Sub strand	Body Managemen		
Teaching/ Learning Resources	ball		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain the purpose of using the side orientation as: i. Give accuracy ii. Speed iii. Direction iv. Spinning, etc. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B5.6.1.1.1 B5.6.1.1.2 B5.6.1.1.3
Performance Indicator	Learners can explain what a network is. Learners can describe how the internet works Learners can explain what the Internet is
Strand	PROGRAMMING AND DATABASES
Sub strand	6: INTERNET AND SOCIAL MEDIA SUB-STRAND 1: NETWORK OVERVIEW
Teaching/ Learning Resources	Laptop
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide the learners to discuss how devices communicate. Demonstrate simple connectivity between nodes. Guide learners to distinguish between PAN, LAN, MAN, WAN and Internet Guide learners to discuss the inter-connection of the internet computers (learners should be made to realise that the internet is a network of networks). Also, guide learners to come out with examples of Internet Communication	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners explain what the Internet is	
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Learning Indicator (s) (Ref. No.)	B5.4.4.1.3 Write persuasive essays on given topics. B5.4.5.1.1 Gather information for the writing of good argumentative essays. B5.4.5.1.2 Comprehend and discuss how to write for or against a motion in an argumentative essay		
Performance Indicators	<ul style="list-style-type: none"> • The learner should write persuasive essays on given topics. • The learner should gather information for the writing of good argumentative essays. • The learner should comprehend and discuss how to write for or against a motion in an argumentative essay 		
Week Ending			
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Use controlled composition to write a simple persuasive essay on a cardboard. • Guide learners to write persuasive essays on given topics <p>Assessment: let learners write persuasive essays on given topics.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss the structure of argumentative writing with learners. • Use controlled composition to write a 	<p>What have we learnt today?</p>

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		<p>simple argumentative essay on a cardboard.</p> <ul style="list-style-type: none"> • Read the argumentative essay on the board pointing out the structure. • Let learners understand and recognise how to gather information for the writing of good argumentative essays. <p>Assessment: let learners write points for argumentative essays</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Give a topic to the class and put the learners into two groups. • Let one group write for the topic and the other against the topic in class. • Let each group read their write up in class. • Discuss the ways of writing for or against a motion in a given motion in an argumentative essay. • Let individual learners write for or against a given motion. <p>Assessment: let learners write for or against a motion in an argumentative essay</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FIVE
WEEK EIGHT**

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WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.4. B5.2.7.1.4. B5.3.3.1.1 B5.4.10.1.1 B5.5.4.1.3. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can use background understand and build new knowledge while listening to drama</p> <p>B. Learners can read level-appropriate texts silently</p> <p>C. Learners can identify and use Possessive pronouns to show possession, e.g. mine, ours etc</p> <p>D. Learners can create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech</p> <p>E. Learners can use past perfect in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Have learners listen to a drama. <ul style="list-style-type: none"> Learners in groups identify, discuss and relate 	What have we learnt today?

		<p>the plot of the drama to a familiar text.</p> <ul style="list-style-type: none"> • Have learners listen to the drama a second time. <p>ASSESSMENT: In groups, learners share what they have learnt in the text.</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Revise the Before Reading, During Reading and After Reading strategies introduced to learners.</p> <ul style="list-style-type: none"> • Provide appropriate texts and ensure that the strategies are used. <p>ASSESSMENT: let learners read level-appropriate texts silently and closely for comprehension</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Introduce possessive pronouns with examples in sentences.</p> <ul style="list-style-type: none"> • Discuss the possessive pronouns with learners. • Provide a passage and group learners to identify, possessive pronouns and use the pronouns identified in sentences. <p>ASSESSMENT: let learners identify and use Possessive pronouns to show possession, e.g. mine, ours etc</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <ul style="list-style-type: none"> • Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative <p>Writing stage</p> <ul style="list-style-type: none"> • Learners then revise their first draft by ensuring the writing has a beginning, middle and ending. • Learners should ensure they have used descriptive words. They have written about what they saw, heard, smelled, tasted and touched. <p>Revising: checklist for narrative writing</p> <ol style="list-style-type: none"> Does my essay have beginning, middle and ending? Have I used descriptive words? Are my ideas/events arranged in the order in which they occurred? Does my narrative sound natural? Do I express how I feel about what happened? <p>Editing</p> <ul style="list-style-type: none"> • Have learners use the checklist above to edit their first draft for the conventions of punctuation, capitalisation, spelling and grammar. <p>Publish</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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		<ul style="list-style-type: none"> • Have learners share their work with peers. • Discuss personal narrative with learners <p>ASSESSMENT: let learners create settings, characters and at least one plot in a narrative text</p>	
	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect.</p> <ul style="list-style-type: none"> • Put learners in groups to write their own narratives on a given topic making use of both simple past and past perfect sentences. • Have groups share their work with the class <p>ASSESSMENT: let learners use past perfect in speech and in writing</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u> Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three 	Have learners to tell what they read to the whole class

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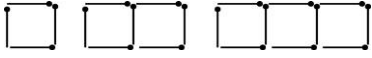

		<p>paragraph summary of the book read.</p> <ul style="list-style-type: none">• Invite individuals to present their work to the class for feedback <p>ASSESSMENT: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B5.2.1.1.2 B5.2.1.1.3
Performance Indicator	Learners can describe, orally or in writing, a given pattern, using mathematical language, such as one more, one less, five more, and one more than or less than twice, etc. Learners can predict subsequent elements in a given pattern
Strand	2. ALGEBRA
Sub strand	1: Patterns and Relationships
Teaching/ Learning Resources	Counters

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)												
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Lines are drawn to intersect two lines in each diagram and the number of points of intersection are counted to form a sequence. Ask learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines  <table border="1" data-bbox="560 1522 974 1669"> <tr> <td>Number of lines</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Intersections</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> </tr> </table> Guide learners to describe the relationship as “intersection is one less number of lines”	Number of lines	1	2	3	4	5	Intersections	1	2				Review the lesson with Learners Assessment: have learners to practice with more examples
Number of lines	1	2	3	4	5										
Intersections	1	2													

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<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let</p>	<p>Consider a design on the wall is being made using square tiles of size 10cm by 10cm</p>  <p>Ask learners to find the number of joints made by the tiles if one, two, three, four</p> <table border="1" data-bbox="557 420 979 556"> <tr> <td>Number of joints</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Intersections</td> <td>0</td> <td>1</td> <td></td> <td></td> <td></td> </tr> </table>	Number of joints	1	2	3	4	5	Intersections	0	1				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of joints	1	2	3	4	5										
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<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <p>= What are the next two terms and what is the pattern?</p> <p>2, 4, 6, 8, 10, 12, ...</p> <p>Two must be ADDED to the previous TERM</p> <p>3, 6, 9, 12, 15, 18, ...</p> <p>Three must be ADDED to the previous TERM</p> <p>Ask learners to complete the table below for the number of match sticks used in this geometric pattern. Guide learners to describe the relationship</p> 	<p>Assessment: have learners to practice with more examples</p>												
<p>Thursdays</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <table border="1" data-bbox="568 1339 1023 1522"> <tr> <td>Number of triangles</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number of match sticks</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> </tr> </table>	Number of triangles	1	2	3	4	5	Number of match sticks	1	2				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of triangles	1	2	3	4	5										
Number of match sticks	1	2													
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <table border="1" data-bbox="557 1696 1011 1879"> <tr> <td>Number of triangles</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number of match sticks</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> </tr> </table>	Number of triangles	1	2	3	4	5	Number of match sticks	1	2				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of triangles	1	2	3	4	5										
Number of match sticks	1	2													

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.4.1.1.1		
Performance Indicator	Learners can explain how energy is transformed from one form to another		
Strand	4: FORCES AND ENERGY		
Sub strand	1: SOURCES AND FORMS OF ENERGY		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Explore learners' previous knowledge on the forms of energy (e.g. Electrical, heat, light, sound). <ul style="list-style-type: none"> • Use some common devices (e.g. torch, radio, television, etc.) to demonstrate transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming, etc. <p>ASSESSMENT: let learners explain how energy is transformed from one form to another</p>	What have we learnt today? <p>.</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• In groups, learner's identify other forms of energy transformations in the school community and present their findings for discussion in the class.• Learners design a flow chart to explain how energy from the sun is transformed into energy for walking. <p>ASSESSMENT: let learners explain how energy is transformed from one form to another</p>	What have we learnt today? Ask learners to summarize the important points of the lesson
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Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B5.3.4.1.1		
Performance Indicator	Learners can describe the key events in the Ministry of the leaders of the three religions		
Strand	3: OUR BELIEFS AND VALUES		
Sub strand	Being a Leader		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ–Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader– training, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A Traditional Religious Leader	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>ASSESSMENT: let learners describe the key events in the Ministry of the leaders of the three religions</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners in groups to identify the significant roles by the religious leaders their ministries: obedience; commitment; patience, leadership, sacrifice etc.</p> <p>In groups, learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc., and how they can emulate such values as individuals.</p> <p>ASSESSMENT: let learners describe the key events in the Ministry of the leaders of the three religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5.3.1.1.1		
Performance Indicator	Learners can describe the key events in the ministry of the leaders of the three religions.		
Strand	Religious Leaders		
Sub strand	Ministry of the Leaders of the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners role play some aspects of the ministry of: - The Lord Jesus Christ, - The Holy Prophet Muhammad and - A Traditional Religious Leader ASSESSMENT: let learners describe the key events in the ministry of the leaders of the three religions	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.5.1.1.1		
Performance Indicator	Learners can identify the early protest movements in Ghana before 1945.		
Strand	Journey to Independence		
Sub strand	Early Protest Movements		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Discus the sequence of events that led to the formation of these movements.</p> <p>- Aborigines Rights Protection Society (ARPS) 1897 -</p> <p>ASSESSMENT: let learners identify the early protest movements in Ghana before 1945</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Discus the sequence of events that led to the formation of these movements.</p> <p>- Aborigines Rights Protection Society (ARPS) 1897 –</p> <p>ASSESSMENT: let learners identify the early protest</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		movements in Ghana before 1945	
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Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5 2.4.6.2		
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' performing artworks that reflect the physical and social environment of some communities in Africa		
Strand	2: Performing Arts		
Sub strand	4: Appreciating and Appraising		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; ☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;	

		<p>Suggested guidelines</p> <ul style="list-style-type: none"> ☑ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. ☑ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. ☑ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. <p>ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' performing artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	appreciating and appraising own and others' performing artworks that reflect the physical and social environment of some communities in Africa	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' performing artworks	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.2.5.2.1		
Performance Indicator	Learners can Distinguish between volleying and kicking and describe the similarities and differences		
Strand	Movement Concepts, Principles and Strategie		
Sub strand	Strategies		
Teaching/ Learning Resources	ball		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Volleying is when a ball is struck before it touches the ground. It is common in soccer, volleyball, tennis, cricket etc. Kicking is the act of striking a ball from the ground which is common in soccer. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

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Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.6.2.1.1. B5.6.2.1.2 B5.6.2.1.3.		
Performance Indicator	Learners can explain what a web browser is and its use Learners can identify web browsers. Learners can demonstrate the use of MS-Internet Explorer		
Strand	Internet and social media		
Sub strand	2: WEB BROWSERS AND WEB PAGES		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to understand the concept and use of browsers through practical lessons. Show interfaces or images of browsers to learners. Guide learners to list the various types of browsers e.g. Firefox, Internet Explorer, Chrome etc. through practical lessons or the use of pictures. Guide learners to launch MS-Internet Explorer and use the components (navigation, browse, etc.) ASSESSMENT: let learners demonstrate the use of MS-Internet Explorer	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)		B5.4.5.1.3 Write a simple argumentative essay on a given topic B5.4.6.1.1 Write articles for a journal and edit the articles.	
Performance Indicators		<ul style="list-style-type: none"> The learner should write a simple argumentative essay on a given topic The learner should write articles for a journal and edit the articles. 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Use controlled composition to write a simple argumentative essay on a cardboard. Guide learners to write a simple argumentative essay on a given topic of about four paragraphs. <p>ASSESSMENT: let learners write a simple argumentative essay on a given topic</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show learners a copy of an article. Discuss with learners some types of articles and their structure. 	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> • Discuss with learners what a journal is. • Talk to learners about types of journals. • Guide learners to write a simple article in their groups, and discuss in class <p>ASSESSMENT: let learners write articles for a journal.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Create a class journal. • Let learners write articles for their class journal. • Show learners a copy of an article. • Assist learners to edit the articles for their class journal by bringing out the features and structure of the article in the journal. <p>ASSESSMENT: let learners write articles for a journal and edit the articles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FIVE
WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.5 B5.2.7.2.1 B5.3.4.1.1 B5.4.11.1.1 B5.5.4.1.4. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can ask relevant questions to expand comprehension of details of texts</p> <p>B. Learners can respond to a text with simple judgment</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better</p> <p>D. Learners can write freely on topics of choice on issues in the community</p> <p>E. Learners can use singular and plural subjects and the verb forms that go with them</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Through discussion, learners identify some interesting stories or texts they have heard or read. • Assist learners to talk about the content	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>of the stories/texts after re-telling the story.</p> <p>Encourage learners to ask relevant questions to expand their comprehension of the details of the text.</p> <p>Assessment: let learners talk about the content of the stories/texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Use appropriate questions to guide learners read, identify and present points of view in a text.</p> <ul style="list-style-type: none"> • Learners create a mental image from the text read visualising/ bringing the text to life by engaging the imagination and using all the senses e.g. use questions to guide them do this activity. <p>Can you describe pictures or images you made in your head when you read the text?</p> <ul style="list-style-type: none"> • Through relevant questions, have learners respond to the text with simple judgment. <p>Learners should present their points in written or oral form</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

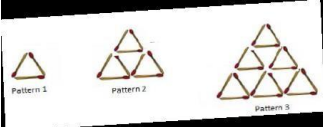
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		<p>Assessment: let learners respond to a text with simple judgment, present their points in writing</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise the formation of the comparative adjective using er and the superlative using est .e.g. fat, fatter, fattest.</p> <ul style="list-style-type: none"> • Introduce learners to formation of comparison for irregular adjectives. • Let them form the comparative forms for irregular adjectives. <p>e.g. good better Bad worse</p> <p>Assessment: let learners use comparatives forms of regular and irregular adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Revise the stages of the writing process</p> <ul style="list-style-type: none"> • Have learners follow the writing process to create their own pieces on a given topic. <p>Assessment: let learners write freely on topics of choice on issues in the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>


Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE Note: Let learners use the various tenses(simple, present perfect and past perfect).</p> <ul style="list-style-type: none"> • Revise work done on subject-verb agreement and give additional practice. • Review the listed tenses. • Demonstrate that more than one of these may be used in an essay, e.g. the simple present and the simple past as well as simple past and the past perfect. <p>Assessment: let learners use singular and plural subjects and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u> Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. 	<p>Have learners to tell what they read to the whole class</p>

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		<ul style="list-style-type: none">• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
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Week Ending																					
Class	Five																				
Subject	MATHEMATICS																				
Reference	Mathematics curriculum Page																				
Learning Indicator(s)	B5.2.1.1.4 B5.2.1.1.5																				
Performance Indicator	Learners can Represent a given pattern visually to verify predictions Learners can solve a given problem by using a pattern rule to determine subsequent elements																				
Strand	2. ALGEBRA																				
Sub strand	1: Patterns and Relationships																				
Teaching/ Learning Resources	Counters																				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.																					
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																		
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of triangles.</p>  <table border="1" data-bbox="613 1465 987 1827"> <tr> <td>Pattern</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number (sticks in side)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of match sticks</td> <td>3</td> <td>9</td> <td>18</td> <td></td> <td></td> </tr> </table>	Pattern	1	2	3	4	5	Number (sticks in side)						Number of match sticks	3	9	18			<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Pattern	1	2	3	4	5																
Number (sticks in side)																					
Number of match sticks	3	9	18																		

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		Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship.													
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares</p> <p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Pattern Number (sticks in side)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number of Pattern 1 triangles</td> <td>1</td> <td>4</td> <td>9</td> <td></td> <td></td> </tr> </table> 	Pattern Number (sticks in side)	1	2	3	4	5	Number of Pattern 1 triangles	1	4	9			<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Pattern Number (sticks in side)	1	2	3	4	5										
Number of Pattern 1 triangles	1	4	9												
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to write questions based on number or geometric patterns for their friends to find answers to; e.g. how many match sticks will be used for the 9th pattern of squares? How many match sticks will be used for the 8th pattern of squares</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>												
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Ask learners to describe the pattern rule for each example and determine the next three elements of each:</p>	<p>Review the lesson with Learners</p>												

	1 - One is one alone, alone it shall be.	(i) 1, 10, 7, 70, 67, 670, ... (ii) 10, 12, 16, 22, 30 ... (iii) 50, 48, 47, 45, 44 ...	Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Ask learners to describe the pattern rule for each of the patterns and determine the next three elements: (i) .25, .5, .75, __, __, __ (ii) 2.50, 5, 7.50, __, __, __ (iii) 64, 32, 16, , __, __, __ (iv) 900, 450, 225, , __, __ ,	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.4.1.1.2		
Performance Indicator	Learners can know how to use electricity efficiently in the home		
Strand	4: FORCES AND ENERGY		
Sub strand	1: SOURCES AND FORMS OF ENERGY		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners mention names of things that use electricity in the home. <ul style="list-style-type: none"> Brainstorm with learners to come out with how they use the electrical gadgets. Learners talk about what will happen if electrical gadgets are not switched off when not in use. Elaborate on and link learners' ideas with the issue of power outages and crisis which come as a result of the efficient use of electricity in our homes and industries. <p>Assessment: let learners mention how to use electricity efficiently in the home</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners, in a think-pair-share activity, identify how they can use electricity efficiently in the home, community and school. e.g. ironing in bulk, putting off television sets and freezers when ironing, using energy-efficient bulbs and other electrical gadgets with higher energy efficient ratings: (more stars imply higher energy efficiency). <p>Assessment: let learners mention how to use electricity efficiently in the home</p>	<p>What have we learnt today?</p> <p>.</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page	
Learning Indicator(s)		B5.4.1.1.1	
Performance Indicator		Learners can describe the attitudes needed for effective citizenship	
Strand		4: OUR NATION GHANA	
Sub strand		1: Being a Citizen	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify attitudes necessary for effective citizenship, e.g. compromise, tolerance, collaboration, dialogue, teamwork, etc. Assessment: let learners describe the attitudes needed for effective citizenship	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	Learners role play the importance of living in harmony with others, e.g. peaceful coexistence, unity, love, respect. Assessment: let learners describe the attitudes needed for effective citizenship	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 3.1.1.2:		
Performance Indicator	Learners can outline the moral lessons from the ministry of the various leaders		
Strand	3: Religious Leaders		
Sub strand	1: Ministry of the Leaders of the Three Major Religions in Ghana		
Teaching/ Learning Resources			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment; patience, leadership, sacrifice etc. Assessment: let learners outline the moral lessons from the ministry of the various leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)			
Performance Indicator	Learners can identify the early protest movements in Ghana before 1945.		
Strand	Journey to Independence		
Sub strand	1: Early Protest Movements		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Discus the sequence of events that led to the formation of these movements.</p> <p>-National Congress of British West Africa (NCBWA) 1917</p> <p>Assessment: let learners identify the early protest movements in Ghana before 1945.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Discus the sequence of events that led to the formation of these movements.</p> <p>-National Congress of British West Africa (NCBWA) 1917</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners identify the early protest movements in Ghana before 1945.	
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Week Ending	
Class	Five
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B5. 1.1.1.4 B5. 2.1.1.4
Performance Indicator	Learners can generate own ideas for designing and creating own visual artworks that reflect the physical and social environments of some African communities Learners can generate own ideas for composing and performing own artworks that will reflect the physical and social environments of some African communities
Strand	1: Visual Arts 2: Performing Arts
Sub strand	1: Thinking and Exploring Ideas 1: Thinking and Exploring Ideas
Teaching/ Learning Resources	Pictures
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ go out for field observation to interact with the physical and social environment; ☐ observe and record by sketching or taking photographs (still/moving) of a) structures (e.g. buildings, bridges) styles, shapes and forms). b) automobiles c) consumer services ☐ packaging designs, etc., ☐ referencing the connection between the sale of slaves and liquor 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>use open educational resources (OERs) such as libraries, internet, audio visuals to study the physical and social environments of other African communities.</p> <p>☐ reflect on experiences of the field study and OER studies to analyse and generate concepts for designing and making own artworks that will reflect the physical and social environments of communities in Africa.</p> <p>Assessment: let learners generate own ideas for designing and creating own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☐ use open educational resources (OERs) such as libraries, internet, audio-visuals to study the physical and social environment of other African communities; ☐ observe the movement patterns, arrangements and activities of the physical and social environment:</p> <p>a) structures (e.g. buildings, bridges), styles, shapes and forms); b) automobiles; c) commercials and jingles;</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>environmental sounds: tooting of vehicle horns, birds singing, children laughing, at the market, at the Trotro station, etc.;</p> <p>e) reflect on the information gathered through the OER studies, analyse and generate concepts for composing and performing own music, dance and drama that will reflect the physical and social environments of communities in Africa.</p> <p>Assessment: let learners generate own ideas for composing and performing own artworks</p>	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.2.4.2.4		
Performance Indicator	Learners can explain the purpose of using a side orientation when striking a ball from a batting tee.		
Strand	Movement Concepts, Principles and Strategies		
Sub strand	Body Management		
Teaching/ Learning Resources			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain the purpose of using the side orientation as: i. Give accuracy ii. Speed iii. Direction iv. Spinning, etc. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

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Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.6.2.1.4 B5.6.2.1.5 B5.6.2.1.6.		
Performance Indicator	Learners can show how to create and remove a favourites link. Learners can create favourites folder Learners can use the links toolbar		
Strand	Internet and social media		
Sub strand	2: WEB BROWSERS AND WEB PAGES		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to practice how to create or remove favourite links in practical session(s). Guide learners to practice how to create a favourites folder through practical session(s) Guide learners to practise the use of link toolbar through practical session(s). NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science10 Assessment: let learners create favourites folder	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)	B5.5.3.1.2 Use simple past tense action words in sentences
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	<p>B5.5.4.1.1 Recognise and use the types of adjectives (dimension, colour, age)</p> <p>B5.5.4.1.2 Use of comparative and superlative words/adjectives forms in sentences</p>		
Performance Indicators	<ul style="list-style-type: none"> • The learner should use simple past tense action words in sentences • The learner should recognise and use the types of adjectives (dimension, colour, age) • The learner should use of comparative and superlative words/adjectives forms in sentences 		
Week Ending			
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to recount what they did the day before. • Write some of the action words mentioned by the learners on the board. • Read aloud to learners the written action words. • Talk to learners about the action and explain to them the action has happened already. • Allow learners to give more action words orally and guide them to put the words in past tense. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"> • Ask learners to use the past tense action words to form simple sentences in writing, or orally. <p>Assessment: let learners use simple past tense action words in sentences</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Show objects to the class and let learners touch the objects. • Ask learners to describe the objects. • Write on the board some of the words used in describing the objects. • Read aloud the words to learners e.g. blue, big, small, round etc. • Allow learners to use some of the qualifying words to form sentences either written or orally. • Write sentences containing adjectives on flashcards. • Use the flashcards with adjectives written on them to help learners recognise the type of adjectives. (Dimension, colour, physical propensity, age, etc.) • Ask learners to mention adjectives and write them on the board. • Allow learners to use some of the adjectives to form sentences. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Ask learners to put the adjectives written on the board into the different types taught to the learners. • Put learners into groups and give each group one type of adjective to form some sentences with them and read aloud to the class. <p>Assessment: let learners use the types of adjectives in sentences</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Show two objects of the same type to learners. • Ask learners to compare the objects in terms of size, colour, age, etc. • Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan’kyen’/sen is a comparative word, Ga uses ‘fe’ for comparing. • Explain to learners that the comparative is done either with the use of a word, or the adjectival form changes depending on the language in question. 	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none">• Talk about the superlative and discuss the words used in a sentence to tell that the object that is described is superlative e.g. in Ga 'fefεε' occurs in the sentence. <p>Assessment: let learners use comparative and superlative words/adjectives forms in sentences</p>	Review the lesson with learners
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TERM TWO
BASIC FIVE
WEEK TEN

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WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.6 B5.2.7.2.2. B5.3.4.1.1 B5.4.11.1.1 B5.5.4.1.4. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can distinguish between causes and effects of events in a story</p> <p>B. Learners can relate two or more ideas in a text</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better</p> <p>D. Learners can write freely on topics of choice on issues in the community</p> <p>E. Learners can use singular and plural subjects and the verb forms that go with them</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Select an appropriate story to be read in class. <ul style="list-style-type: none"> • Have learners read the story and re-tell it to the class. • Work together with learners to identify the events in the story and link them sequentially by 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>identifying cause and effect.</p> <ul style="list-style-type: none"> • Learners in their groups choose stories and identify the causes and effects of events. Let learners present their work as the rest listen to them. <p>Assessment: let learners distinguish between causes and effects of events in a story</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING Through relevant questions, have learners make personal</p> <ul style="list-style-type: none"> • connections with a text read. e.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather. • Have learners relate two or more ideas within the text or from different texts. <p>Assessment: let learners relate two or more ideas in a text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Let them form the comparative forms for irregular adjectives. e.g. good better Bad worse</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> • Introduce drills to give learners practice in their usage. <p>Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners follow the writing process to create their own pieces on a given topic.</p> <p>Learners present their work for editing.</p> <ul style="list-style-type: none"> • Have pupils publish their works on the notice board <p>Assessment: let learners write freely on topics of choice on issues in the community</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Note: Let learners use the various tenses(simple, present perfect and past perfect</p> <p>Review the listed tenses</p> <p>Show samples of texts from their reader and elsewhere.</p> <ul style="list-style-type: none"> • Provide topics for learners to practise with their groups. <p>Assessment: let learners use singular and plural subjects and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B5.2.1.1.6 B5.2.1.1.7
Performance Indicator	Learners can determine and explain why a given number is or is not the next element in a pattern Learners can write a rule in words and in algebra to represent a given pattern
Strand	2. ALGEBRA
Sub strand	1: Patterns and Relationships
Teaching/ Learning Resources	Counters
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)										
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Ask students to respond to the following prompt: Shika filled bags with marbles. She placed two marbles in the first bag, four marbles in the second bag, six marbles in the third bag, eight marbles in the fourth bag and twelve in the fifth bag. Her friend Ayerko noticed an error in the pattern. Can you identify and describe the error? <table border="1" data-bbox="581 1486 992 1579"> <tr> <td>Bags</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Marbles</td> <td>2</td> <td>4</td> <td></td> <td></td> </tr> </table>	Bags	1	2	3	4	Marbles	2	4			Review the lesson with Learners Assessment: have learners to practice with more examples
Bags	1	2	3	4									
Marbles	2	4											
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask students to respond to the following prompt: Shika filled bags with marbles. She placed two marbles in the first bag, four marbles in the second bag, six marbles in the third bag, eight marbles in the fourth bag and	Review the lesson with Learners Assessment: have learners to practice with more examples										

	<p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>twelve in the fifth bag.</p> <p>Her friend Ayerko noticed an error in the pattern. Can you</p> <table border="1"> <tr> <td>Bags</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Marbles</td> <td>2</td> <td>4</td> <td></td> <td></td> </tr> </table> <p>identify and describe the error?</p>	Bags	1	2	3	4	Marbles	2	4			
Bags	1	2	3	4									
Marbles	2	4											
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p> <table border="1"> <tr> <td>Term/ Input</td> <td>1</td> <td>2</td> <td>Rule for n in words</td> <td>Rule for n in Algebra</td> </tr> <tr> <td>Result/ Output A</td> <td>7</td> <td>14</td> <td>7 times n</td> <td>7n</td> </tr> </table>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra	Result/ Output A	7	14	7 times n	7n	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Term/ Input	1	2	Rule for n in words	Rule for n in Algebra									
Result/ Output A	7	14	7 times n	7n									
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p> <table border="1"> <tr> <td>Term/ Input</td> <td>1</td> <td>2</td> <td>Rule for n in words</td> <td>Rule for n in Algebra</td> </tr> <tr> <td>Result/ Output A</td> <td>0</td> <td>4</td> <td>4 times one less n</td> <td>4(n-1)</td> </tr> </table>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra	Result/ Output A	0	4	4 times one less n	4(n-1)	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Term/ Input	1	2	Rule for n in words	Rule for n in Algebra									
Result/ Output A	0	4	4 times one less n	4(n-1)									
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>										

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	<p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra
		Result/ Output A	4	7	1 more than 3 times n	$1 + 3n$

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.4.1.2.1		
Performance Indicator	Learners can show the relationship between heat and temperature		
Strand	4: FORCES AND ENERGY		
Sub strand	1: SOURCES AND FORMS OF ENERGY		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes Review previous lesson on temperature with learners	In a group discussion, learners find out what will happen when heat is applied to a substance or lost from a substance, e.g. when a substance is placed in the sun for a while or when a substance is put in a fridge. <ul style="list-style-type: none"> Learners undertake an activity of placing objects such as metal plates, pieces of stone in the sun. Learners initially touch the objects to feel their degree of warmness before they are put in the sun. After 20 minutes, learners touch the objects again and feel the 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>difference in temperature.</p> <ul style="list-style-type: none"> • Learners should then place the stones or metals in a bowl of water and afterwards, touch again to determine whether they become hotter or colder. <p>Assessment: let learners show the relationship between heat and temperature</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>In a group discussion, learners find out what will happen when heat is applied to a substance or lost from a substance, e.g. when a substance is placed in the sun for a while or when a substance is put in a fridge.</p> <p>Elaborate on learners' ideas, emphasising heat as the factor that changes temperature.</p> <ul style="list-style-type: none"> • Summarise lesson by explaining to learners that when heat is lost, temperature reduces, when heat is gained, temperature increases. <p>Assessment: let learners show the relationship between heat and temperature</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.4.1.2.1.		
Performance Indicator	Learners can discuss the importance of being a responsible citizen in the nation		
Strand	4: OUR NATION GHANA		
Sub strand	1: Being a Citizen		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe attitudes and behaviours that show that a person is responsible e.g. obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people. Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc. Assessment: let learners discuss the importance of	What have we learnt today? Ask learners to summarize the main points in the lesson

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		being a responsible citizen in the nation	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.</p> <p>Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop.</p> <p>Assessment: let learners discuss the importance of being a responsible citizen in the nation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 3.1.1.2:		
Performance Indicator	Learners can outline the moral lessons from the ministry of the various leaders		
Strand	3: Religious Leaders		
Sub strand	1: Ministry of the Leaders of the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc. Assessment: let learners outline the moral lessons from the ministry of the various leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	Journey to Independence		
Performance Indicator	Learners can identify the early protest movements in Ghana before 1945.		
Strand	5: Journey to Independence		
Sub strand	1: Early Protest Movements		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discus the sequence of events that led to the formation of these movements. The Gold Coast Youth Conference, 1929 Assessment: let learners identify the early protest movements in Ghana before 1945.	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	Discus the sequence of events that led to the formation of these movements. The Gold Coast Youth Conference, 1929 Assessment: let learners identify the early protest movements in Ghana before 1945.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5 1.2.3.2 B5 2.2.3.2		
Performance Indicator	<p>Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa.</p> <p>Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa</p>		
Strand	1: Visual Arts 2: Performing Arts		
Sub strand	2: Planning, Making and Composing 2: Planning, Making and Composing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own visual artworks based on own ideas and experiences; ☑ make own comprehensive designs based on reflections 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>on the physical and social environment of some communities in Africa;</p> <p>☑ follow own design to produce personal artwork by selecting and using available but suitable and appropriate:</p> <p>a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving); b) tools and equipment e.g. - brush for painting; - scissors and cutting knives for cutting; - spray diffuser for spraying - chisel for carving - spatulas for modelling - craft tools for punching, perforating, etc.;</p> <p>c) manual/mechanical production methods/techniques;</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques</p> <p>Assessment: let learners create own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts, instruments, equipment and techniques freely in creative and expressive ways to produce</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>own music, dance, drama, poetry, etc. based on own ideas and experiences; 2 make own compositions based on reflective memory of the physical and social environments of some communities in Africa;</p> <p>a) produce music, dance, drama, etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate: b) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);</p> <p>c) manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements, dramatization);</p> <p>d) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production</p> <p>Assessment: let learners create own performing artworks</p>	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.2.5.2.5:		
Performance Indicator	Learners can Distinguish between volleying and kicking and describe the similarities and differences.		
Strand	Movement Concepts, Principles and Strategies		
Sub strand	Strategies		
Teaching/ Learning Resources	ball		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Volleying is when a ball is strike before it touches the ground. It is common in soccer, volleyball, tennis, cricket etc. Kicking is the act of striking a ball from the ground which is common in Soccer. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.6.2.1.7 B5.6.2.1.8 B5.6.2.1.9		
Performance Indicator	Learners can explain what a Web Page is. Learners can explain what a home page is. Learners can move within and between web pages using hyperlinks.		
Strand	Internet and social media		
Sub strand	2: WEB BROWSERS AND WEB PAGES		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore features of a Web Page (text, graphics, audio, video, animation etc. through practical lessons) Guide learners to identify a home page from other web pages, through practical lessons Guide learners to practise clicking hyperlinks, through practical lessons. NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners move within and between web pages using hyperlinks.	
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Learning Indicator (s) (Ref. No.)		B5.5.5.1.1 Recognise and use postpositions in complex sentences B5.5.5.1.3 Recognise postpositions in paragraphs B5.5.6.1.1 Recognise single conjunctions such as “but” and “because” in compound sentences.	
Performance Indicators		<ul style="list-style-type: none"> • The learner should recognise and use postpositions in complex sentences • The learner should recognise postpositions in paragraphs • The learner should recognise single conjunctions such as “but” and “because” in compound sentences. 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise postpositions with learners. • Let learners give some examples of postpositions. • Write the postpositions on the board and read them aloud. • Allow learners to form some sentences. • Write sentences with postposition words on flashcards. Read aloud the sentences and allow learners to also read. • Guide learners to recognise post positions in complex sentences. 	What have we learnt today?

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		<ul style="list-style-type: none"> • Allow learners to use some of the written postpositions on the board to form complex sentences. • Explain the structure of a complex sentence to learners. • Assist learners to use postpositions in writing complex sentences. <p>Assessment: let learners use postpositions in complex sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners a passage to read or read it to them. • Assist learners to recognise post positions in paragraphs. • Present learners with a mixture of words and allow them to select the postpositions <p>Assessment: let learners use postpositions in paragraphs</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to give simple sentences orally and write the sentences on the board. • Discuss how some of the sentences can be put together as one sentence. • Explain to the learners the use of conjunctions as 	What have we learnt today?

		<p>words used to link the sentences.</p> <ul style="list-style-type: none"> • Give a sample compound sentence and guide learners to recognise the conjunction in it. • Write out other conjunctions and read aloud to learners. • Use flashcards with single conjunctions written on them to assist learners to recognise single conjunctions such as “but”, “because” in compound sentences. <p>Assessment: let learners use single conjunctions such as “but” and “because” in compound sentences.</p>	<p>Review the lesson with learners</p>
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**TERM TWO
BASIC FIVE
WEEK ELEVEN**

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC FIVE

Name of School.....

Week Ending			
Class	Five		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B5.1.7.1.7 B5.2.7.2.3 B5.3.5.1.1 B5.4.11.1.2 B5.5.5.1.1		
Performance Indicator	<p>A. Learners can draw conclusions from main ideas, key details and specific examples from texts</p> <p>B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p> <p>C. Learners can use different types of verbs in sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary)</p> <p>D. Learners can write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts</p> <p>E. Learners can use comparative forms of regular and irregular adjectives to make comparisons</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)

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Monday	Engage learners to sing songs and recite familiar rhymes	<p>Revise the lessons on identification of cause and effect using Think-Pair-Share.</p> <ul style="list-style-type: none"> • Select an interesting story to guide the learners do this exercise. • Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions. <p>Assessment: let learners draw conclusions from main ideas, key details and specific examples from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion. • Have learners use connectives to summarise each part of the text and use these to make a full summary.</p> <p>Assessment: let learners demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise verbs using context. 	<p>What have we learnt today?</p>

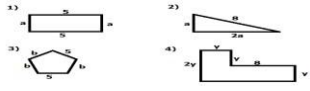
		<ul style="list-style-type: none"> • Let learners identify main verbs in sentences. E.g. The boy has <u>bought</u> a new football. • Provide a text and guide learners to identify auxiliary (Primary and Modal) verbs. E.g. is, was, have, has, had, etc. <p>Assessment: let learners use different types of verbs in sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary)</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners revise, edit first draft, and publish their writing.</p> <ul style="list-style-type: none"> • Refer to Strand 4, Sub-strand for the details of the stages of the writing process. <p>Poems and Plays:</p> <ul style="list-style-type: none"> • Discuss sentences of poems and plays. Guide learners through the writing process to write poems and plays. <p>Assessment: let learners write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts</p>	

Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Show a picture of a family and guide the learners to talk about the people using the positive comparative and superlative forms of adjectives.</p> <ul style="list-style-type: none"> • In groups, learners write a description of the members in each group. Let them edit their work focusing on the use of forms of adjectives appropriately. • Learners can add the group picture to their presentation and publish in their class magazine <p>Assessment: let learners use comparative forms of regular and irregular adjectives to make comparisons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and</p>	Have learners to tell what they read to the whole class

		level appropriate books and present at least a three-paragraph summary of each book read	
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Week Ending														
Class	Five													
Subject	MATHEMATICS													
Reference	Mathematics curriculum Page													
Learning Indicator(s)	B5.2.1.1.8 B5.2.2.1.1													
Performance Indicator	Learners can describe the relationship in a given table or chart, using a mathematical expression Learners can demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide).													
Strand	2. ALGEBRA													
Sub strand	2: Algebraic Expressions													
Teaching/ Learning Resources	Counters													
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.														
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)											
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	This table shows the pattern of cost of boxed lunches for students on a field trip. Ask learners to: (i) explain the pattern of how the cost of lunches changes as more students go on the trip; (ii) use the pattern to determine how many students went on the trip if the cost of lunches is GHC90. <table border="1" data-bbox="617 1732 974 1942"> <tr> <td>Number of students</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Cost of lunch in cedis</td> <td>3</td> <td>6</td> <td>9</td> <td>12</td> </tr> </table>	Number of students	1	2	3	4	Cost of lunch in cedis	3	6	9	12	Review the lesson with Learners Assessment: have learners to practice with more examples	
Number of students	1	2	3	4										
Cost of lunch in cedis	3	6	9	12										

		Ask learners to write questions based on the pattern for their friends to find answers	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	1. Write algebraic expressions for word problems: 1) Sum of 8 and s 2) 8 times the sum of c and 7 3) Take away 4 from m 4) Subtract 4 from 7 times	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Write algebraic expressions for the perimeter of the following shapes 	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Simplify basic algebraic expressions by grouping like terms. E.g. 1) $m + 5m$ 2) $b + (-3b) + b$ 3) $-7n + 6n$ 4) $9w - 4 - 10w$ 5) $8w + 5w$ 6) $-m + 9 - 5m$	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Substitute a value for an unknown into an expression and correctly calculate the answer. E.g. Find the values of these algebraic expressions using the values given in the following: 1) $z + 7d$ use $z = 7$ and $d = 4$	Review the lesson with Learners Assessment: have learners to practice with more examples

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		<p>2) $4 - 5s + 3b$ use $s = 6$ and $b = 2$</p> <p>3) $8k + d$ use $k = 2$ and $d = 3$</p> <p>4) $-7 - 2b + 6 - 3r$ use $b = 3$ and $r = 4$</p> <p>5) $7(5f - 3n) - 8$ use $n = 3$ and $f = 7$</p> <p>6) $-5d - k$ use $k = 14$ and $d = 5$</p>	
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Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B1.4.1.2.2		
Performance Indicator	Learners can measure and record temperature using thermometer		
Strand	FORCES AND ENERGY		
Sub strand	SOURCES AND FORMS OF ENERGY		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	2.2 Measure and record temperature using thermometer • Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water. <ul style="list-style-type: none"> • If available, bring clinical and laboratory thermometers to class. • Learners recall their previous knowledge on the concept, “temperature”. • Learners discuss the relationship between hotness and coldness in terms of heat transfer, (when an object loses heat, it cools and when it gains heat, it becomes warm or hot). • Learners identify the instrument used for measuring the amount of heat in a body and give 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>examples of places where the thermometer is used.</p> <p>Assessment: let learners give examples of places where the thermometer is used</p>	
Thursday		<ul style="list-style-type: none"> • Learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used. <p>Learners are assisted to use the clinical thermometer to measure and record their body temperatures, and the laboratory thermometer to measure the temperature of warm water.</p> <p>Assessment: let learners measure and record temperature using thermometer</p>	<p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.5.1.1.2		
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897		
Strand	5: Journey to Independence		
Sub strand	1: Early Protest Movements		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Who was Joseph Mensah-Sarbah? Where was he born? What was his role in the ARPS?	Identify the key leaders of the ARPS by pictures/documentary. Find out from the internet how the ARPS got the land bill withdrawn. Assessment: let learners describe evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897	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	Find out from the internet how the ARPS got the land bill withdrawn. Present report as a poster.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society- ARPS- 1897	
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Week Ending	
Class	Five
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B5 1.3.5.2 B5 2.3.5.2
Performance Indicator	Learners can exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect the physical and social environments of some communities in Africa. Learners can stage a display of own portfolio of performing artworks to share own creative experiences of compositions that reflect the topical issues in Africa
Strand	1: Visual Arts 2: Performing Arts
Sub strand	3: Displaying and Sharing 3: Displaying and Sharing
Teaching/ Learning Resources	Pictures

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition ☐ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; ☐ label the works using manual penmanship (calligraphy) or ICT (computer) prints: name	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>of artist, title of work, size of work, date of production; ☐ assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully.</p> <p>☐ check/monitor visitors from improper practices;</p> <p>☐ organise opening and closing ceremonies for the exhibition;</p> <p>☐ prepare template for appreciating, appraising, evaluating and reporting, etc.;</p> <p>☐ clean the hall after the exhibition</p> <p>Assessment: let learners exhibit portfolio of own and others' art artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: ☐ decide on the types and number of compositions to be performed during the event to reflect current topical issues of much concern in Africa based on the selected theme, time available and the expected audience;</p> <p>☐ assign individual and group tasks and responsibilities and ensure they are carried out successfully theme for the event, recording of comments and suggestions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☑ arrange the sequence of performances to best tell the story of the event from the beginning to the end; ☑ follow the programme of the day: opening, performances and closing.</p> <p>NOTE ☑ prepare template for appreciating, appraising, evaluating and reporting, etc.; ☑ clean the hall after the performance</p> <p>Assessment: let learners stage a display of own portfolio of performing artworks</p>	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.3.1.3.1		
Performance Indicator	Learners can perform 10 minutes jogging with music		
Strand	PHYSICAL FITNESS		
Sub strand	AEROBIC CAPACITY		
Teaching/ Learning Resources	drums		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Choose music that can aid learners to jog. Learners jog at their own pace for 10 minutes. Learners communicate with their teachers and peers signs and symptoms as they progress in the activity.	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.6.3.1.1 B5.6.3.1.2		
Performance Indicator	Learners can guide learners to create a favourite link Learners can demonstrate deleting favourite links		
Strand	Internet and social media		
Sub strand	3: SURFING THE WORLD WIDE WEB		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to create a favourite link. Guide learners to delete favourite links they have created in the previous lesson. Assessment: let learners describe how to delete a favourite link	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 3.1.1.2:		
Performance Indicator	Learners can outline the moral lessons from the ministry of the various leaders		
Strand	3: Religious Leaders		
Sub strand	1: Ministry of the Leaders of the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc. Assessment: let learners outline the moral lessons from the ministry of the various leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.4.1.2.1.		
Performance Indicator	Learners can discuss the importance of being a responsible citizen in the nation		
Strand	4: OUR NATION GHANA		
Sub strand	1: Being a Citizen		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe attitudes and behaviours that show that a person is responsible e.g. obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people. Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc. Assessment: let learners explain the importance of being a responsible citizen in the nation	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.</p> <p>Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop.</p> <p>Assessment: let learners explain the importance of being a responsible citizen in the nation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B5.6.3.1.1 Read short texts, narratives or stories from other materials with correct intonation/tone. B5.6.3.1.2 Answer questions on the narratives/passage read.	
Performance Indicators		<ul style="list-style-type: none"> The learner should read short texts, narratives or stories from other materials with correct intonation/tone. The learner should answer questions on the narratives/passage read. 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Read a text aloud to the hearing of learners. Guide learners to read short texts, narratives or stories from other materials with correct intonation. Let learners read paragraph each of the text to the class <p>Assessment: let learners read short texts, narratives or stories from other materials with correct intonation/tone.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners read a passage to the hearing of others learners. • Lead learners to answer questions on the passage read orally then write them into their books. <p>Assessment: let learners answer questions on the narratives/passage read</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners read a passage to the hearing of others learners. • Lead learners to answer questions on the passage read orally then write them into their books. <p>Assessment: let learners answer questions on the narratives/passage read</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC FIVE
WEEK TWELVE

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WEEKLY SCHEME OF LEARNING- WEEK TWELVE

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.8.1.1 B5.1.8.2.1. B5.2.7.2.3 B5.3.5.1.1. B5.4.11.1.2 B5.5.5.1.1	
Performance Indicator		<p>A. Learners can use the various “have”, appropriately in questions and responses. Use positive tags, negative tags and auxiliaries in speech.</p> <p>B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p> <p>C. Learners can use different typ sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary</p> <p>D. Learners can write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts</p> <p>E. Learners can use comparative forms of regular and irregular adjectives to make comparisons</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Revise Wh and Yes/No questions by having learners respond to several of such questions. • Use the various forms of “do” to construct sentences as learners listen to you. e. g. Do you like lots	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>of pepper? Does he teach here? Did we sleep there?</p> <ul style="list-style-type: none"> • Answer each question yourself. • Ask the questions again and have learners give the answer. • In pairs, learners ask questions for their partners to answer. • Repeat the procedure to introduce the various forms of “be” (is, am, are etc.) and “have” (has, have, had). <p>Play a recorded dialogue containing positive tags or get two learners to engage in a dialogue prepared by the teacher containing positive tags.</p> <ul style="list-style-type: none"> • Learners listen and in pairs, use positive tags in dialogues. Do the same with negative tags. Go through the same procedure to get learners to use the tags in speech. (Explain that question tags are short questions that follow statements). • Together with learners, discuss the formation of tags by listening to and practising using them in speech. e.g. The bad boys aren’t in school today, are they? <p>In a Question and Answer Drill, pairs of learners ask and answer questions round the class.</p>	
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		Assessment: let learners use positive tags, negative tags and auxiliaries in speech	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion.</p> <ul style="list-style-type: none"> • Have learners use connectives to summarise each part of the text and use these to make a full summary. <p>Assessment: let learners write a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Revise verbs using context. • Let learners identify main verbs in sentences. E.g. The boy has <u>bought</u> a new football. • Provide a text and guide learners to identify auxiliary (Primary and Modal) verbs. E.g. is, was, have, has, had, etc. <p>Assessment: let learners use different types of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners revise, edit first draft, and publish their writing.</p> <ul style="list-style-type: none"> • Refer to Strand 4, Sub-strand for the details of the stages of the writing process. <p>Poems and Plays:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

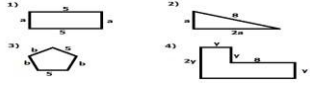
		<ul style="list-style-type: none"> • Discuss sentences of poems and plays. Guide learners through the writing process to write poems and plays. <p>Assessment: let learners write poems and imaginative narrative stories</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>In groups, learners write a description of the members in each group. Let them edit their work focusing on the use of forms of adjectives appropriately.</p> <ul style="list-style-type: none"> • Learners can add the group picture to their presentation and publish in their class magazine • Learners now write individually by describing the members of their nuclear families demonstrating their knowledge of the positive, comparative and superlative forms. <p>Assessment: let learners use comparative forms of regular and irregular adjectives to make comparisons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. 	Have learners to tell what they read to the whole class

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		<ul style="list-style-type: none">• Ask each learner to write a two-three paragraph summary of the book read.• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
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Week Ending									
Class	Five								
Subject	MATHEMATICS								
Reference	Mathematics curriculum Page								
Learning Indicator(s)	B5.2.1.1.8 B5.2.2.1.1								
Performance Indicator	Learners can describe the relationship in a given table or chart, using a mathematical expression Learners can demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide).								
Strand	2. ALGEBRA								
Sub strand	2: Algebraic Expressions								
Teaching/ Learning Resources	Counters								
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.									
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)						
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	This table shows the pattern of cost of boxed lunches for students on a field trip. Ask learners to: (i) explain the pattern of how the cost of lunches changes as more students go on the trip; (ii) use the pattern to determine how many students went on the trip if the cost of lunches is GHC90. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Number of students</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	Number of students	1	2	3	4	Review the lesson with Learners Assessment: have learners to practice with more examples	
Number of students	1	2	3	4					

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		<table border="1"> <tr> <td>Cost of lunch in cedis</td> <td>3</td> <td>6</td> <td>9</td> <td>12</td> </tr> </table>	Cost of lunch in cedis	3	6	9	12	
Cost of lunch in cedis	3	6	9	12				
		Ask learners to write questions based on the pattern for their friends to find answers						
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>1. Write algebraic expressions for word problems:</p> <p>1) Sum of 8 and s</p> <p>2) 8 times the sum of c and 7</p> <p>3) Take away 4 from m</p> <p>4) Subtract 4 from 7 times</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>					
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Write algebraic expressions for the perimeter of the following shapes</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>					
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Simplify basic algebraic expressions by grouping like terms. E.g.</p> <p>1) $m + 5 m$</p> <p>2) $b + (-3b) + b$</p> <p>3) $-7 n + 6 n$</p> <p>4) $9 w - 4 - 10 w$</p> <p>5) $8 w + 5 w$</p> <p>6) $- m + 9 - 5 m$</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>					
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Substitute a value for an unknown into an expression and correctly calculate the answer. E.g. Find the values of these algebraic expressions using the values given in the following:</p> <p>1) $z + 7d$ use $z = 7$ and $d = 4$</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>					

		<p>2) $4 - 5s + 3b$ use $s = 6$ and $b = 2$</p> <p>3) $8k + d$ use $k = 2$ and $d = 3$</p> <p>4) $-7 - 2b + 6 - 3r$ use $b = 3$ and $r = 4$</p> <p>5) $7(5f - 3n) - 8$ use $n = 3$ and $f = 7$</p> <p>6) $-5d - k$ use $k = 14$ and $d = 5$</p>	
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Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B1.4.1.2.2		
Performance Indicator	Learners can measure and record temperature using thermometer		
Strand	FORCES AND ENERGY		
Sub strand	SOURCES AND FORMS OF ENERGY		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	2.2 Measure and record temperature using thermometer • Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water. • If available, bring clinical and laboratory thermometers to class. • Learners recall their previous knowledge on the concept, “temperature”. • Learners discuss the relationship between hotness and coldness in terms of heat transfer, (when an object loses heat, it cools and when it gains heat, it becomes warm or hot).	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> • Learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used. <p>Assessment: let learners give examples of places where the thermometer is used</p>	
Thursday		<ul style="list-style-type: none"> • Learners identify the instrument used for measuring the amount of heat in a body and give examples of places where the thermometer is used. <p>Learners are assisted to use the clinical thermometer to measure and record their body temperatures, and the laboratory thermometer to measure the temperature of warm water.</p> <p>Assessment: let learners measure and record temperature using thermometer</p>	Ask learners to summarize the important points of the lesson

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.5.1.1.2		
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897		
Strand	5: Journey to Independence		
Sub strand	1: Early Protest Movements		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Identify the key leaders of the ARPS by pictures/documentary. Find out from the internet how the ARPS got the land bill withdrawn. Assessment: let learners describe sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897	
Thursday	Engage learners to sing songs and recite familiar rhymes	Find out from the internet how the ARPS got the land bill withdrawn. Present report as a poster Assessment: let learners describe sources of	What have we learnt today? Ask learners to summarize the main points in the lesson

		evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS-1897	
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Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5 1.4.7.2 B5 2.4.7.2		
Performance Indicator	Learners can analyse and appreciate own or others' visual artworks and present reports as feedback on artworks that reflect the physical and social environments of some communities in Africa. Learners can analyse and appreciate own or others' performing artworks and present reports as feedback on compositions that reflect the physical and social environments of some communities in Africa		
Strand	1: Visual Arts 2: Performing Arts		
Sub strand	4: Appreciating and Appraising 4: Appreciating and Appraising		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ display (real/photographs/video) selected works (own or that of others) that reflect the physical and social environments of some communities in Africa; ☐ 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.6.3.1.3 B5.6.3.1.4.		
Performance Indicator	Learners can create favourite folder Learners can use the links toolbar		
Strand	Internet and social media		
Sub strand	SURFING THE WORLD WIDE WEB		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to create a favourite folder. Guide learners to use the links toolbar. NB: This is to help the learner with the fundamental skills of surfing and navigating the internet. Assessment: let learners create favourite folder	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.3.1.3.1		
Performance Indicator	Learners can perform 10 minutes jogging with music		
Strand	PHYSICAL FITNESS		
Sub strand	STRENGTH		
Teaching/ Learning Resources	drums		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Choose music that can aid learners to jog. Learners jog at their own pace for 10 minutes. Learners communicate with their teachers and peers signs and symptoms as they progress in the activity.	End the lesson with cool down activities and use questions to summarise the lesson

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Week Ending			
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 3.1.1.2:		
Performance Indicator	Learners can outline the moral lessons from the ministry of the various leaders		
Strand	3: Religious Leaders		
Sub strand	1: Ministry of the Leaders of the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc. Assessment: let learners outline the moral lessons from the ministry of the various leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.4.1.2.1.		
Performance Indicator	Learners can discuss the importance of being a responsible citizen in the nation		
Strand	4: OUR NATION GHANA		
Sub strand	1: Being a Citizen		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe attitudes and behaviours that show that a person is responsible e.g. obedience to rules and regulations, respect others, accepting responsibility (performing assigned duties), taking initiatives, helping needy people. Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners explain the importance of being a responsible citizen in the nation	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.</p> <p>Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop.</p> <p>Assessment: let learners explain the importance of being a responsible citizen in the nation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Learning Indicator (s) (Ref. No.)	B5.6.3.1.3 Retell the short stories or narratives read		
Performance Indicators	The learner should retell the short stories or narratives read		
Week Ending	`		
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	Read a passage to the hearing of learners. • Guide learners to re-tell the short stories or narratives read. Assessment: let learners retell the short stories or narratives read	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	Read a passage to the hearing of learners. • Guide learners to re-tell the short stories or narratives read. Assessment: let learners retell the short stories or narratives read	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	Read a passage to the hearing of learners. <ul style="list-style-type: none">• Guide learners to re-tell the short stories or narratives read.	What have we learnt today? Review the lesson with learners
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