

**TERM TWO**  
**BASIC SIX**  
**WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.6.2.2. . B6.2.6.2.1 B6.3.3.1.1. B6.4.9.3.1 B6.5.4.1.1. B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can listen duration of text/speech/presentation/video etc</p> <p>B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns verbs and adjectives in a text with synonyms /near synonyms</p> <p>C. Learners can Identify and use: reflexive pronouns, relative pronouns reciprocal pronouns</p> <p>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary 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 and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>

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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> <li>• Together with learners choose a text from their readers which has already been read.</li> <li>• Discuss the text e.g. title, characters, simple literary terms.</li> <li>• Guide learners to discuss the character traits of some characters and role-play them. Pause to ask learners questions in the process, e. g. Why do you think the characters said that?</li> </ul> <p>B .READING</p> <p>Have learners regularly play several vocabulary games such as “Word hunt”, “Lucky Dip”, “I know it”, etc.</p> <p>Let them build a portfolio on vocabulary and use them in meaningful sentences.</p> <p>Assessment: let learners Use selected words to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Use a text to revise the different pronouns learnt in B1-B5.</p> <ul style="list-style-type: none"> <li>• Introduce reflexive pronouns with examples in sentences.</li> </ul> <p>Discuss the reflexive pronouns with learners.</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"> <li>• Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences.</li> <li>• Repeat the procedure to teach relative and reciprocal pronouns.</li> </ul> <p>Assessment: let learners mention examples of Identify and use: reflexive pronouns, relative pronouns reciprocal pronouns and use it to form sentences</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"> <li>• Guide learners with the questions below: <ul style="list-style-type: none"> <li>i. Are your ideas in order and easy to understand?</li> <li>ii. Are all the sentences talking about the main idea of the paragraph?</li> <li>iii. Are all the paragraphs talking about the topic?</li> </ul> </li> <li>• Have learners read their partners' draft and offer suggestions.</li> <li>• Encourage learners to make as many changes as are necessary to improve their drafts.</li> <li>• Have learners make a clean draft for publishing</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners review their partner's draft review to produce a coherent piece</p> <p>.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise the simple present and present perfect tenses by using examples and situations.</p> <ul style="list-style-type: none"> <li>• Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used.</li> </ul> <p>Use this as a guide to let learners write a story using the simple past.</p> <ul style="list-style-type: none"> <li>• Learners in pairs write their own stories making sure they use both tense forms.</li> <li>• Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense.</li> </ul> <p>Assessment: let learners write a story using the simple past</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>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p>	Have learners to tell what they read to the whole class

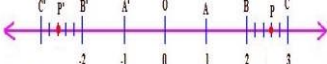
		<ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.1		
Performance Indicator	Learners can explain post World War II developments in the Gold Coast		
Strand	Journey to Independence		
Sub strand	Ghana Gains Independence		
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  Why was the Watson Commission formed? Who were its members?	Discuss the establishment of the Watson Commission.  Assessment: let learners explain why Watson commission was established	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 establishment of the Watson Commission.  Assessment: let learners explain post World War II developments in the Gold Coast	What have we learnt today?  Ask learners to summarize the main points in the lesson

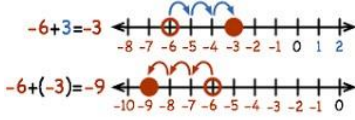
<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.1.1.1		
<b>Performance Indicator</b>	Learners can explain the functions of organs in the excretory system of humans		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE HUMAN BODY SYSTEMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners to review the functions of some human organs. <ul style="list-style-type: none"> <li>Learners explain the need for activities such as breathing, urinating and sweating.</li> <li>With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans (kidneys, lungs, skin, liver).</li> </ul> Learners, in an activity, match the parts of the excretory system with their excretory products. <ul style="list-style-type: none"> <li>Build vocabulary of learners by explaining key</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>biological terms such as urea, kidney, lungs and excretion.</p> <ul style="list-style-type: none"><li>• Learners are provided with materials such as blu tack or clay to mould the kidney of humans. NB: The lesson should mainly focus on the kidneys, lungs, skin, and their excretory products.</li></ul> <p>Assessment: let learners explain the functions of organs in the excretory system of humans</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.1.6.1 B6.1.2.6.2		
<b>Performance Indicator</b>	<p>A. Learners can Locate, compare and order sets of integers using the number line and symbols "&lt;" or "&gt;".</p> <p>B. Learners can Solve simple addition and subtraction problems involving integers (excluding subtraction of negative numbers)</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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>Use number line to help learners to identify integers as opposites of whole numbers by answering the following questions:</p> <p>i. Which integer is at the point marked B1?  ii. Which integer is larger than B1 and which is smaller?  iii. How many steps away from B is B1?</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>Use number line to help learners to do the following types (addition)</p>	<p>Review the lesson with Learners</p>

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	<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>(1) <math>9 + -4 = \underline{\quad}</math></p> <p>(2) <math>-8 + 4 = \underline{\quad}</math></p> <p>(3) <math>-3 + -5 = \underline{\quad}</math></p> <p>(4) <math>1 + -3 = \underline{\quad}</math></p> <p>(5) <math>-6 + 5 = \underline{\quad}</math></p> <p>(6) <math>6 + -2 = \underline{\quad}</math></p> <p>(7) <math>-6 + 8 = \underline{\quad}</math></p> <p>(8) <math>-2 + 9 = \underline{\quad}</math></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>Learners do the following types (subtraction)</p> <p>(9) <math>-5 - 1 = \underline{\quad}</math></p> <p>(10) <math>-2 - 1 = \underline{\quad}</math></p> <p>(11) <math>8 - 7 = \underline{\quad}</math></p> <p>(12) <math>2 - 6 = \underline{\quad}</math></p> <p>(13) <math>-1 - 7 = \underline{\quad}</math></p> <p>(14) <math>-5 - 7 = \underline{\quad}</math></p> <p>(15) <math>-8 - 8 = \underline{\quad}</math></p> <p>(16) <math>4 - 6 = \underline{\quad}</math></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>Learners do the following types (subtraction)</p> <p>(9) <math>-5 - 1 = \underline{\quad}</math></p> <p>(10) <math>-2 - 1 = \underline{\quad}</math></p> <p>(11) <math>8 - 7 = \underline{\quad}</math></p> <p>(12) <math>2 - 6 = \underline{\quad}</math></p> <p>(13) <math>-1 - 7 = \underline{\quad}</math></p> <p>(14) <math>-5 - 7 = \underline{\quad}</math></p> <p>(15) <math>-8 - 8 = \underline{\quad}</math></p> <p>(16) <math>4 - 6 = \underline{\quad}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B6. 1.1.1.3.
<b>Performance Indicator</b>	Learners can Study some artworks created by international visual artists that reflect the physical and social environments of some communities in the world
<b>Strand</b>	Visual Arts
<b>Sub strand</b>	Thinking and Exploring Ideas
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>						
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: 2 select the designs and works of any international visual artist that reflect ideas from the physical and social environments of any community in the world;</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>A bed designed from the concept of a vehicle</td> <td>A building structure based on the concept of a canoe and sail</td> <td>The seat of the government of Ghana developed from the concept of a stool</td> </tr> </table>				A bed designed from the concept of a vehicle	A building structure based on the concept of a canoe and sail	The seat of the government of Ghana developed from the concept of a stool	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
									
A bed designed from the concept of a vehicle	A building structure based on the concept of a canoe and sail	The seat of the government of Ghana developed from the concept of a stool							

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		<p>appreciate: discuss the selected artworks in groups and share findings with the rest of the class while focusing on the type of artwork, theme/purpose, the idea from the physical and social environment that it reflects, materials and methods/approaches used, etc</p> <p>Assessment Learners are to: select and compare any two of the artworks in terms type, material, method, finishing, function and suitability, etc.</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.1.11		
<b>Performance Indicator</b>	Learners can Dribble a ball and kick (shoot) it towards a goal while being guarded		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Arrange 5 cones in front of a goal post. The last cone should be about 5-10m away from the target or the goal post. Learners in front with the ball dribbles through the cones based on their capabilities and after the last cone kicks it into the goal post. Learners progress at their own pace. Learners play mini football game in groups. Learners cool-down to end the lesson.	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.1.1.1 B6.3.1.1.2 B6.3.1.1.3		
<b>Performance Indicator</b>	<p>Learners can Demonstrate how to use the File menu and Insert, Design, and Layout Ribbons from B5.</p> <p>Learners can Demonstrate how to use icons in the Text group in the Insert Ribbon.</p> <p>Learners can Be able to use the attributes of the ribbons studied in a paragraph.</p>		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-POWERPOINT		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to use File menu, Insert, Design and Layout Ribbon.</p> <p>Guide learners to properly use the icons in the Insert Ribbon.</p> <p>Guide the learners to create and format text in a document</p> <p>Assessment: let learners format text in a document</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.1.1		
<b>Performance Indicator</b>	Learners can explain the importance of animal waste to plants		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Plants and Animals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility  Assessment: let learners explain the importance of animal waste to plants	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	Obtain different plant and animal waste from the community and use such materials to prepare manure.  Assessment: let learners describe how to prepare manure.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.1.2:		
<b>Performance Indicator</b>	Learners can explain the need for celebrating various festivals		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the festivals celebrated in Ghana. <ul style="list-style-type: none"> <li>• Lead learners to talk about why festivals are celebrated: teach about love and sacrifice, promote unity and brotherliness, etc.</li> <li>• In groups, let learners dramatise a festival of their choice, showing important activities like sharing, reconciliation, unity and brotherliness, etc.</li> </ul> <p>Assessment: let learners describe how to prepare manure</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B6.1.6.1.1 Explore and say the names of cities in Ghana B6.1.6.1.2 Explore or say some towns and villages in Ghana B6.1.6.1.3 Discuss the major rivers in Ghana and those close to the area.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should explore and say the names of cities in Ghana</li> <li>• The learner should explore or say some towns and villages in Ghana</li> <li>• The learner should discuss the major rivers in Ghana and those close to the area.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show learners a current map of Ghana and mention some of the capital towns.</li> <li>• Let learners point to the cities on the map.</li> <li>• Let learners mention the names of cities in Ghana.</li> <li>• Discuss some of the locations of the cities.</li> </ul> <p>Assessment: let learner mention the names of cities in Ghana</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"> <li>• Ask learners to mention names of towns and villages they know.</li> <li>• Show learners a current map of Ghana and mention some of the capital towns.</li> <li>• Assist learners to mention the names of some towns and villages in Ghana.</li> <li>• Let learners discuss the locations of these towns and villages.</li> <li>• Ask learners to tell which villages they come from.</li> </ul> <p>Assessment: let learners mention some towns and villages in Ghana</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"> <li>• Ask learners to mention the sources of the water that flow in the taps or boreholes in community.</li> <li>• Write out some of the rivers mentioned by learners.</li> <li>• Show learners a current map of Ghana.</li> <li>• Let learners point to the rivers indicated on the map.</li> <li>• Lead learners to mention the major rivers in Ghana after looking at the map.</li> <li>• Talk about the locations of these rivers.</li> </ul>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"><li>• Let learners look closely at the current map of Ghana.</li><li>• Help learners to recognise the names of rivers in or close to their area and mention and write the names on the board.</li><li>• Discuss whether these rivers serve as a source of water to the community</li></ul> <p>Assessment: let learners mention the major rivers in Ghana and those close to the area.</p>	<p>Review the lesson with learners</p>
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**TERM TWO**  
**BASIC SIX**  
**WEEK TWO**

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.6.3.1. B6.2.6.3.1 B6.3.4.1.1 B6.4.9.3.2. B6.5.4.1.1. B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can engage in collaborative conversation with unfamiliar audience</p> <p>B. Learners can deduce meaning of words from how they relate to one another</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons</p> <p>D. Learners can edit/proofread draft, checking capitalisation, usage, pun</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 and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Sample topics: social issues, social values and manners</p> <ul style="list-style-type: none"> <li>Show a video of a talk show or introduce a talk show by drawing on learners'</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>background knowledge of such activities on TV.</p> <ul style="list-style-type: none"> <li>• Identify an interesting topic e.g. “Children should not do WhatsApp”. Initiate a conversation using questions. Learners take turns to contribute to the conversation.</li> <li>• Put learners in groups and let them choose topics for conversation.</li> </ul> <p>Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation.</p> <p>Assessment: let learners engage in collaborative conversation in groups on the school rules</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p><b><u>Meaning from context</u></b></p> <ul style="list-style-type: none"> <li>• Explain and demonstrate that the meaning of a word can be deduced from other words in its environment. E.g. Philip is glad. He is really happy. Aku is tall but her brother is short.</li> <li>• Put learners in groups. Let them read a text and I give the contextual meaning of selected words from the text.</li> <li>• Engage learners in activities such as: – Matching words with their meanings/synonyms/antonyms. – Reading a text and finding</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>replacements for certain words in the text.</p> <ul style="list-style-type: none"> <li>Using other strategies such as the synonym or antonym tree or synonym or antonym 'bingo', have learners build a portfolio of antonyms and synonyms.</li> </ul> <p><b><u>Meaning from word</u></b> relationships hyponyms: fruit – apple meronyms: hand – finger</p> <p>Have learners use the vocabulary tree and mother to child to build words using hyponyms and meronyms</p> <p>Assessment: let learners use the vocabulary tree and mother to child to build words using hyponyms and meronyms</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the comparatives with learners.</p> <ul style="list-style-type: none"> <li>Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding -er. E.g. Compare the heights of two learners: i. Musah is tall. Safianu is short. ii. Musah is taller than Safianu.</li> <li>Guide learners to form the superlative forms of regular adjectives by adding -est. E.g. Ali is the tallest.</li> </ul>	<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"> <li>• Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative. e.g. good better best</li> <li>• Provide a text for learners to identify the examples. Learners use the irregular forms of adjectives in sentences</li> <li>• Assist learners to use the adjectival forms position, more – and most – much more most intelligent more intelligent most intelligent</li> <li>• For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the school and beyond.</li> </ul> <p>Creativity</p> <p>Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons of classroom objects and things within the vicinity of the school,</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 4.3.1) and check for conventions. E.g. errors in capitalisation, punctuation and spelling</p> <p>Tips for learners:</p> <p>i. Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark.</p> <p>ii. Have I used commas correctly?</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>iii. Do my sentences start with capital letters?</p> <p>iv. Have I capitalised proper nouns?</p> <ul style="list-style-type: none"> <li>• Have learners do peer editing.</li> <li>• Have them prepare neat final copies.</li> <li>• Guide them to proofread the final copies before publishing.</li> </ul> <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage, punctuation and spelling of their own written story.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise the simple present and present perfect tenses by using examples and situations.</p> <ul style="list-style-type: none"> <li>• Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used.</li> </ul> <p>Use this as a guide to let learners write a story using the simple past.</p> <ul style="list-style-type: none"> <li>• Learners in pairs write their own stories making sure they use both tense forms.</li> <li>• Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense.</li> </ul> <p>Assessment: let learners underline simple past and the</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		present perfect tense forms in sentences	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>	Have learners to tell what they read to the whole class

Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.1		
Performance Indicator	Learners can explain post World War II developments in the Gold Coast		
Strand	Journey to Independence		
Sub strand	Ghana Gains Independence		
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  Why was the Watson Commission formed? Who were its members?	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc.  Assessment: let learners write the report on the findings of the Commission as a post World War II developments in the Gold Coast	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	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc.  Assessment: let learners role play the report on the findings of the Commission as a post-	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		World War II development in the Gold Coast	
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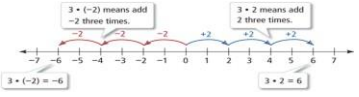
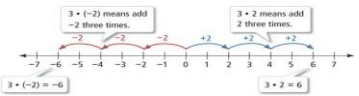
<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.2.1.1		
<b>Performance Indicator</b>	Learners can explain the difference between a star, a planet and a satellite		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	The Solar System		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Show videos, models or pictures of the solar system and engage learners to identify the planets in the system. <ul style="list-style-type: none"> <li>• Draw the solar system on the board, using different colours to illustrate the different bodies.</li> <li>• Learners tell what they see when they view the sky during the night and during day time.</li> <li>• Based on their answers, use the chart to explain that a star is a heavenly body that produces its own light and is stationary (does not move)</li> </ul> Assessment: let learners explain the difference	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		between a star and a planet	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Using the solar system as an example, guide learners to understand that a planet is a body that moves around a star (e.g. the earth and the other planets move around the sun).</p> <ul style="list-style-type: none"> <li>• Similarly, explain to learners that a satellite is a smaller body that moves around a bigger one, e.g. the moon is a satellite of the earth.</li> <li>• Engage learners in a game that mimics the solar system (e.g. place a chair at the centre of the football field with one learner to represent the sun. Now ask 8 learners to go around the chair in circles to represent the planets).</li> </ul> <p>Assessment: let learners explain the difference between a star, a planet and a satellite</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.6.2 B6.1.1.4.3 B6.1.3.1		
<b>Performance Indicator</b>	<p>A. Learners can solve simple addition and subtraction problems involving integers (exc</p> <p>B. Learners can perform simple multiplication with integers</p> <p>C. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<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>Solve word problems; e.g.</p> <p>(i) Some number added to 5 is equal to -11. Find the number.</p> <p>(ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben.</p> <p>What is Cam's position relative to the surface of the water?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p>	<p>Solve word problems; e.g.</p> <p>(i) Some number added to</p>	<p>Review the lesson with Learners</p>

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	<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>5 is equal to -11. Find the number.</p> <p>(ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben.</p> <p>What is Cam's position relative to the surface of the water?</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>Use number line to help learners to multiply integers; learners should always start from zero and skip/hop to the left or write on the number line. For instance, to multiply 3 by (-2), have learners start from zero and hop to the left 3 times in an interval of 2.</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>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 number line to help learners to multiply integers; learners should always start from zero and skip/hop to the left or write on the number line. For instance, to multiply 3 by (-2), have learners start from zero and hop to the left 3 times in an interval of 2.</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 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, <math>\frac{5}{8}</math> and 73%; we have <math>\rightarrow</math></p> $= \frac{625}{1000} = 62.5\%, 0.758 = \frac{758}{1000}$ $= 75.8\%, \text{ and } 73\% = \frac{73}{100} = 73\%$ <p>Hence the order from least to the largest is <math>\frac{5}{8}</math>, 73% and 0.758</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
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<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B6. 2.1.1.3
<b>Performance Indicator</b>	Learners can study how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world
<b>Strand</b>	Performing Arts
<b>Sub strand</b>	Thinking and Exploring Ideas
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ select the compositions and performances of any international performing artist that reflect ideas from the physical and social environments of any community in the world;</li> <li>☑ appreciate: discuss the selected artworks in groups and share findings with the rest of the class focusing on the type of composition or</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>performance, theme/purpose, the idea from the physical and social environment that it reflects, vocabulary used, rhythm, etc.;</p> <p>Assessment: let learners describe how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to select and compare any two of the compositions and performances in terms of type, material, method, finishing, function and suitability, etc.</p> <p>Assessment: let learners compare any two of the international compositions and performances in terms of type, material, method, finishing, function and suitability.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.1.12		
<b>Performance Indicator</b>	Learners can Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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 participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the facilities and materials available. Learners use strategies and tactics in playing the game as a team. Learners play various roles in a team and cooperate with one another in achieving the teams' objectives. Learners cool down to end the lesson	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.1.1.1 B6.5.1.1.2 B6.5.1.1.3		
<b>Performance Indicator</b>	Learners can describe Databases. Learners can identify databases and data structures. Learners can explain Fundamental Database concepts.		
<b>Strand</b>	Programming and Databases		
<b>Sub strand</b>	Introduction to Databases, Algorithm And Programming. Languages		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide learners through discussion in groups, to list and describe databases.  Guide learners to identify databases structures. ie. database structure is the collection of record type and field type definitions that comprises the database.  Guide learners to apply the fundamental database concepts to a sample database in a class discussion  Assessment: let learners explain Fundamental Database concepts	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.3.1.1		
<b>Performance Indicator</b>	Learners can identify the political regions on a sketch map of Ghana		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Map Making and Land Marks Content		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals.  Learners show the locations of the political regions on a sketch map of Ghana.  Observe a map of Africa and write out the countries, which border Ghana to the North, East and West.  Assessment: let learners identify the political regions on a sketch map of Ghana	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	<p>Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. "From Senegal to Gambia...Benin to Nigeria".</p> <p>Assessment: let learners write and sing a song that locates the position of Ghana in relation to other countries along the Coast of West Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.1.2		
<b>Performance Indicator</b>	Learners can explain the need for celebrating various festivals		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write essays on the need for celebrating festivals. <ul style="list-style-type: none"> <li>• Lead learners to discuss their essays for suggestions and corrections.</li> </ul> <p>Assessment: let learners explain the need for celebrating various festivals.</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson



<p>learners.</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Display a picture or watch a clip of an extended family in class.</li> <li>• Discuss the members of the family seen in the video.</li> <li>• Explain the concept of the extended family to</li> <li>• Aid learners to recognise the extended family and mention some members in it.</li> </ul> <p>B6.1.7.1.3 Use the appropriate terms to describe families</p> <p>Assessment: let learners identify the extended family and mention some members in it.</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"> <li>• With flashcards, write terms used in describing members of the family.</li> <li>• Discuss the terms used to describe members with learners.</li> <li>• Ask the learners to talk about their family using the appropriate terms.</li> <li>• In groups, ask learners to act like a family and let learners use the appropriate terms to describe the families</li> </ul> <p>Assessment: let learners use the appropriate terms to describe families.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK THREE**

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.6.3.2 B6.2.6.4.1 B6.3.5.1.1 B6.4.9.3.3 B6.5.4.1.2 B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate turn taking in conversation on different topics and follow agreed-upon rules for conversation and express thoughts</p> <p>B. Learners can recognise how words are formed through compounding</p> <p>C. Learners can use different types of verbs – Main verb and Helping verb</p> <p>D. Learners can publish writing piece for other peers to read and in the school magazine.</p> <p>E. Learners can explore the use of the simple past verb form and participle form</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<b>(Preparing The Brain For Learning)</b>		
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Through discussion, guide learners to identify	What have we learnt today?

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		<p>some current or recent events.</p> <ul style="list-style-type: none"> <li>• Choose one such event and engage in a model conversation with a learner earlier prepared.</li> <li>• Converse on a given topic with a learner as others watch.</li> <li>• Let learners, converse in pairs on different topics after the example.</li> </ul> <p>Encourage them to follow the rules of conversation. Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word.</p> <p>Assessment: let learners turn taking in conversation on different topics</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>Have learners refresh their knowledge on affixes – prefixes and suffixes – , acronyms and blending using examples.</p> <ul style="list-style-type: none"> <li>• Learners choose words with given affixes and use them appropriately in sentences.</li> <li>• Introduce compound words in context and have learners identify their components. E.g. breakfast = break, fast; classroom = class, room.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: Put learners into groups to build more compound words	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise verbs generally. Have learners identify verbs in sentences and use them in their own sentences. – Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).</p> <ul style="list-style-type: none"> <li>• Choose a text (story) and have the learners work in groups to identify the main verbs. Let each group select five of the verbs and use them in sentences.</li> <li>• Introduce auxiliaries (primary and modal) in context one at a time. Learners listen to/read a text having several of them.</li> <li>• Guide learners with examples to identify and distinguish them from the main verbs and use them in sentences.</li> </ul> <p>Assessment: let learners use different types of verbs – Main verb and Helping verb 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 writing as a process.</p> <ul style="list-style-type: none"> <li>• Have learners share their writing with their</li> </ul>	<p>What have we learnt today?</p>

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		<p>peers classmates and families.</p> <p>Encourage learners to type/copy neatly their writing and submit them for publication in the class magazine, school magazine/notice board.</p> <p>Other places to publish include The Junior Graphic or The Daily Graphic and other print media.</p> <p>Assessment: let learners publish writing piece for other peers to read and in the school magazine</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>Let learners write a story. E.g. about what happened after school on Monday.</p> <ul style="list-style-type: none"> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form.</li> <li>• Assist those whose essays are only in the simple past to some in the past participle tense.</li> <li>• Learners rewrite their essays incorporating the corrections.</li> </ul> <p>Assessment: Have learners write on another</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		topic individually using the simple past verb form as well as the past participle form	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	Have learners to tell what they read to the whole class

Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.1		
Performance Indicator	Learners can explain post World War II developments in the Gold Coast		
Strand	Journey to Independence		
Sub strand	Ghana Gains Independence		
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	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc.  Assessment: let learners write the Report on the findings of the Commission	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	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc.  Assessment: let learners role-play Report on the findings of the Commission	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.3.1.1		
<b>Performance Indicator</b>	Learners can investigate various interactions in an ecosystem and the effect on humans		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	ECOSYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Show learners pictures of different ecosystems. <ul style="list-style-type: none"> <li>Learners observe different ecosystems in the field such as a small bush or pond.</li> <li>Engage learners to brainstorm to come out with possible interactions that occur in the given ecosystem.</li> </ul> Assessment: let learners write interactions that occur in a given ecosystem.	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	Learners work in groups to draw or design different ecosystems in the classroom.	What have we learnt today?

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		<ul style="list-style-type: none"><li>• Learners observe each of the ecosystems and identify some possible interactions that can take place within each ecosystem they have designed.</li><li>• Guide learners to discuss the effects of interactions (hunting, farming and predation) on humans and other living things within a given ecosystem.</li></ul> <p>Assessment: let learners write the effects of interactions (hunting, farming and predation) on humans and other living things within a given ecosystem.</p>	Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.1 B6.1.3.1.2		
<b>Performance Indicator</b>	<p>A. Learners can Compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths</p> <p>B. Learners can Add and subtract unlike and mixed fractions</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<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>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them</p>	<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</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 compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them</p>	<p>Review the lesson with Learners</p>
Wednesday	<p>Sing songs like:</p>	<p>To add like mixed fractions that are larger than 1, i.e. <math>2 \frac{1}{3}</math> and <math>32/3</math></p>	

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	<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>we write down the sum of the whole numbers and add the fractions; i.e. <math>2\frac{1}{3} + 2\frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3} = 5\frac{(1+2)}{3} = 5\frac{3}{3} = 6</math></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>To add like mixed fractions that are larger than 1, i.e. <math>2\frac{1}{3}</math> and <math>2\frac{2}{3}</math> we write down the sum of the whole numbers and add the fractions; i.e. <math>2\frac{1}{3} + 2\frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3} = 5\frac{(1+2)}{3} = 5\frac{3}{3} = 6</math></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>To subtract like-fractions that are larger than 1, i.e. <math>2\frac{1}{3}</math> and <math>2\frac{2}{3}</math>, we change the mixed fractions into improper fractions and subtract; i.e. <math>2\frac{1}{3} - 2\frac{2}{3} = \frac{11}{3} - \frac{7}{3} = \frac{(11-7)}{3} = \frac{4}{3} = 1\frac{1}{3}</math></p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 1.2.2.2		
<b>Performance Indicator</b>	Learners can brainstorm and generate designs for creating own visual artworks that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ study the ideas, forms and structures that constitute the physical and social environments of some communities in the world;</li> <li>☐ make analytical study (sketches) of the ideas, forms or structures that interest them;</li> <li>☐ develop images from the ideas, forms and structures studied;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>☑ make comprehensive (comp) sketches or final designs for reproduction in artworks;</p> <p>☑ present designs for peer review</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>use the ideas or feedback from the peer review to improve upon the designs for reproduction;</p> <p>☑ experiment with available materials and tools to reproduce the comp (e.g. - clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting; - straw, yarn, paper etc. for weaving;</p> <p>Assessment: let learners create own visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.1		
<b>Performance Indicator</b>	Learners can organize aerobic dance		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Organise aerobic dance with local or foreign music. Learners perform rhythmic exercises to develop and refine basic movements skills such as coordination, flexibility, muscular endurance, cardio-vascular endurance, etc. Learners perform and progress at their own pace. Learners use feedback from peers and teacher to improve their fitness skills.	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.1.1.5 B6.5.1.1.6. B6.5.1.1.7.		
<b>Performance Indicator</b>	<p>Learners can Lead learners to describe the basics of Relational Data model. ie. rows and columns.</p> <p>Guide learners to list the basics of logical database design and develop sample database design.</p> <p>Learners can guide learners to apply the basics of relational algebra in a sample database.</p>		
<b>Strand</b>	PROGRAMMING AND DATABASES		
<b>Sub strand</b>	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	<p>Lead learners to describe the basics of Relational Data model. ie. rows and columns.</p> <p>Guide learners to list the basics of logical database design and develop sample database design.</p> <p>Guide learners to apply the basics of relational algebra in a sample database</p> <p>Assessment: let learners apply the basics of relational algebra in a sample database</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.4.1.1.		
<b>Performance Indicator</b>	Learners can describe internal migration in Ghana		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Population and Settlement		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners explain migration as the movement of people from one place to another with the intention of settling there. Migration may be individual, family units or large groups.  Learners in groups discuss the patterns of internal migration in Ghana e. g. movement from the north to the south, movement from the south to the north, movement to commercial and industrial towns, movement to cash crop farming areas.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe internal migration in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners brainstorm the reasons for migration Ghana e.g. better living conditions, to find work, for marriage, Inadequate road networks, lack or inadequate social amenities (hospital, portable drinking water, schools and electricity).</p> <p>Assessment: Let learners show the migration pattern on a sketch map of Ghana.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.1.3:		
<b>Performance Indicator</b>	Learners can discuss moral lessons from the festivals.		
<b>Strand</b>	God, His Creation and Attributes		
<b>Sub strand</b>	The Environment		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Help learners recall the importance of festivals.</p> <ul style="list-style-type: none"> <li>• Guide learners to discuss the moral lessons from festivals: - generosity, -</li> <li>• let learners dramatise activities within festivals to show how the moral lessons in festivals reflect in their lives.</li> </ul> <p>Assessment: let learners mention moral lessons from the festivals</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Learning Indicator (s) (Ref. No.)</b>		B6.2.6.1.1. Explain the meaning of unfamiliar words within their context. B6.2.6.1.2 Answer factual and inferential questions	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should explain the meaning of unfamiliar words within their context</li> <li>The learner should answer factual and inferential questions</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Give learners text to read.</li> <li>Call learners in turns to read a paragraph each.</li> <li>Let learners recognise unfamiliar words from the passage.</li> <li>Write the words on the board and read out the words aloud.</li> <li>Let learners explain the meaning of unfamiliar words from their context.</li> <li>Call learners in turns to use the unfamiliar words to form sentences</li> </ul> <p>Assessment: let learners use the unfamiliar words to form sentences</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>	<p>Give learners text to read.</p> <ul style="list-style-type: none"> <li>• Ask learners some factual questions and call learners to answer orally.</li> </ul> <p>Assessment: Let learners answer factual and inferential questions from a given text.</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>	<p>Give learners text to read.</p> <ul style="list-style-type: none"> <li>• Ask learners some factual questions and call learners to answer orally.</li> </ul> <p>Assessment: Let learners answer factual and inferential questions from a given text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.6.3.3. B6.2.6.4.2. B6.3.5.1.2 B6.4.9.3.1 . B6.5.4.1.2 B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can ask and answer questions about key details on topics under discussion.</p> <p>B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns)</p> <p>C. Learners can use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and</p> <p>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</p> <p>E. Learners can explore the use of the simple past verb form and participle form</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>

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Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <p>Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.</p> <ul style="list-style-type: none"> <li>• Encourage learners to ask and answer questions for clarification about key details. Ensure appropriate vocabulary use by dropping hints and showing word cards</li> </ul> <p>Assessment: let learners ask and answer questions about key details on topics under discussion</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>Introduce these one at a time.</p> <ul style="list-style-type: none"> <li>• Provide and discuss examples.</li> <li>• Learners play games with the activity in pairs/groups</li> </ul> <p>Assessment: let learners use playful words in spoken and written language (jokes, riddles, puns)</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>Revise subject-verb agreement concept learners have learnt in B4 and B5 by writing examples of sentences on the board and discussing them with learners.</p> <ul style="list-style-type: none"> <li>• Have groups of learners discuss and exemplify the following: – A singular</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>subject goes with a singular verb. – A plural subject goes with a plural verb. – A collective subject goes with singular or plural verb.</p> <ul style="list-style-type: none"> <li>• Present a text. Put the class into groups to identify sentences showing subject –verb agreement involving Indefinite pronouns as subjects. Each group presents its work.</li> <li>• Conduct suitable drills for learners to have practice. Learners sit in groups to converse on a topic. E.g. “What the people in my family do daily”.</li> </ul> <p>Assessment: let learners use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns in sentences</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"> <li>• Guide learners with the questions below:</li> </ul> <p>iv. Are your ideas in order and easy to understand?</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>v. Are all the sentences talking about the main idea of the paragraph?</p> <p>vi. Are all the paragraphs talking about the topic?</p> <ul style="list-style-type: none"> <li>• Have learners read their partners' draft and offer suggestions.</li> <li>• Encourage learners to make as many changes as are necessary to improve their drafts.</li> <li>• Have learners make a clean draft for publishing</li> </ul> <p>Assessment: let learners review, and revise a draft to produce a coherent piece</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write a story. E.g. about what happened after school on Monday.</p> <ul style="list-style-type: none"> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form.</li> <li>• Assist those whose essays are only in the simple past to some in the past participle tense.</li> </ul>	<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"> <li>• Learners rewrite their essays incorporating the corrections.</li> </ul> <p>Assessment: let learners write on another topic individually using the simple past verb form as well as the past participle form</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books. <ul style="list-style-type: none"> <li>• Encourage them to share whatever they read with their mates.</li> </ul> </li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and</p>	Have learners to tell what they read to the whole class

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		present a one-page critical commentary based on a set of criteria, on each book read	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.1		
Performance Indicator	Learners can explain post World War II developments in the Gold Coast		
Strand	Journey to Independence		
Sub strand	Ghana Gains Independence		
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  Why was the Coussey Committee established?	Discuss the main recommendation in the Coussey committee report.  Assessment: let learners identify the main recommendation in the Coussey committee report.	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 main recommendation in the Coussey committee report.  Assessment: let learners identify the main recommendation in the Coussey committee report.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1		
<b>Performance Indicator</b>	Learners can compare renewable and non-renewable sources of energy		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Begin by asking the following questions: (1) what is energy? (2) Where does energy come from? (answers to this question may include the sun, batteries, food, firewood and hydroelectric power and thermal plants) • Show pictures and videos of different sources of energy such as the sun, batteries, food and water.  Assessment: let learners work in groups to identify sources of energy and sort them into sources that are not depleted when used (solar, wind and hydro sources) and those that are depleted after use (firewood, batteries, food,	What have we learnt today?  Ask learners to summarize the important points of the lesson

		gasoline, diesel, kerosene, etc.).	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners work in groups to identify sources of energy and sort them into sources that are not depleted when used (solar, wind and hydro sources) and those that are depleted after use (firewood, batteries, food, gasoline, diesel, kerosene, etc.).</p> <ul style="list-style-type: none"> <li>• Learners present their responses on flashcards for a general discussion in class.</li> <li>• Assist learners to build their vocabulary by introducing and explaining the terms, “renewable” and “non-renewable” sources of energy and give examples of such sources.</li> </ul> <p>Assessment: let learners compare renewable and non-renewable sources of energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.4.1.1.		
<b>Performance Indicator</b>	Learners can describe internal migration in Ghana		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Population and Settlement		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners brainstorm and come out with challenges associated with urban settlements: a) poor sanitation b) environmental pollution c) traffic congestion  Assessment: let learners identify challenges associated with urban settlements	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	In groups discuss measures that can be taken to solve challenges associated with rural and urban settlements. E.g. provision of social amenities in the rural areas, creation of job opportunities for both rural and urban areas.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners identify measures that can be taken to solve challenges associated with rural and urban settlements	
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<b>Week Ending</b>			
<b>Class</b>		six	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.3.1.2 B6.1.3.1.3	
<b>Performance Indicator</b>		<p>A. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)</p> <p>B. Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction</p>	
<b>Strand</b>		Number	
<b>Sub strand</b>		Fractions	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<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 add or subtract improper fractions with different denominators, (<math>2\frac{1}{3}</math> and <math>3\frac{2}{5}</math>) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are <math>2\frac{5}{15}</math> and <math>3\frac{6}{15}</math>; their sum is <math>2\frac{1}{3} + 3\frac{2}{5} = 2\frac{5}{15} + 3\frac{6}{15} = 5\frac{11}{15}</math>; and difference <math>3\frac{2}{5} - 2\frac{1}{3} = 1\frac{1}{15}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p>	<p>To add or subtract improper fractions with different denominators, (<math>2</math></p>	<p>Review the lesson with Learners</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><math>1/3</math> and <math>32/5</math> ) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are <math>2 \frac{5}{15}</math> and <math>3 \frac{6}{15}</math>; their sum is <math>2 \frac{1}{3} + 3 \frac{2}{5} = 2 \frac{5}{15} + 3 \frac{6}{15} = 5 \frac{(5+6)}{15}</math> which is <math>5 \frac{11}{15}</math>; and difference <math>3 \frac{2}{5} - 2 \frac{1}{3} = 1 \frac{(65)}{15} = 1 \frac{1}{15}</math></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>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 whole number by a mixed fraction (e.g. <math>3 \times 2 \frac{2}{3}</math>) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply;</p> <p>i.e. <math>3 \times 2 \frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8</math> or <math>3 \times 2 \frac{2}{3} = 2 \frac{2}{3} + 2 \frac{2}{3} + 2 \frac{2}{3} = 6 \frac{(2+2+2)}{3} = \frac{66}{3} = 8</math></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>To multiply a whole number by a mixed fraction (e.g. <math>3 \times 2 \frac{2}{3}</math>) one can multiply the whole number by the whole number and then whole number by the</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>	<p>fraction and add the products or change the mixed fraction to improper fraction and multiply;</p> <p>i.e. <math>3 \times 2 \frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8</math> or <math>3 \times 2 \frac{2}{3} = 2 \frac{2}{3} + 2 \frac{2}{3} + 2 \frac{2}{3} = 6</math> <math>(2+2+2)/3 = \frac{66}{3} = 8</math></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 fraction by a whole number the multiplication is interpreted as "of"; e.g. <math>\frac{2}{3} \times 5</math> means shade <math>\frac{2}{3}</math> of 5 ; i.e. finding two- thirds of each of five objects; i.e. <math>\frac{2}{3} \times 5</math> is <math>\frac{2}{3}</math> of 5 quantities, which leads 10 thirds, i.e. <math>\frac{2}{3} \times 5 = 10(\frac{1}{3}) = \frac{10}{3} = 3\frac{1}{3}</math></p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B6 2.2.2.2
<b>Performance Indicator</b>	Learners can brainstorm and generate ideas for creating own performing artworks that reflect the physical and social environments of some communities in the world
<b>Strand</b>	Performing Arts
<b>Sub strand</b>	Planning, Making and Composing
<b>Teaching/ Learning Resources</b>	Pictures
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ study the ideas, forms and structures that constitute the physical and social environments of some communities in the world;</li> <li>☐ make analytical study of the ideas, forms, movement patterns, rhythms, sounds etc. that interest them;</li> <li>☐ develop, arrange and compose own movement patterns, lyrics, sounds, rhythms, melodies from the ideas studied in the physical and social environments. ☐ present concepts for peer review</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners write ideas for creating own performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>develop, arrange and compose own movement patterns, lyrics, sounds, rhythms, melodies from the ideas studied in the physical and social environments.</li> <li>☑ present concepts for peer review;</li> <li>☑ use the ideas or feedback from the peer review to improve upon the arrangements for own compositions.</li> </ul> <p>Assessment: let learners write ideas for creating own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.2		
<b>Performance Indicator</b>	Learners can Roll (body) smoothly forward and backward (combination of forward and backward roll)		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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 a warm up, learners curve their bodies adequately, tuck their head, push off evenly with both feet, take the body weight on the hands and arms. The head and body stay tucked in throughout the roll. Learners keep the front and top of the head from touching the mat. Learners roll back to their feet unaided at their own pace. Learners adapt forward roll technique based on their capabilities	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.1.1.8 B6.5.1.1.9. B6.5.3.1.1		
<b>Performance Indicator</b>	Learners can operate basics SQL: querying and manipulating data Learners can operate basics SQL: querying and manipulating data. Learners can demonstrate how to use the ribbons under the home ribbons. (i.e. clip board, styles, fonts, paragraph and editing)		
<b>Strand</b>	PROGRAMMING AND DATABASES		
<b>Sub strand</b>	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES. INTRODUCTION TO ELECTRONIC SPREADSHEET		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide learners to write simple queries to retrieve specific names of students from a database of the names of all students in class database design. eg. CREATE DATABASE , SELECT and UPDATE Guide learners to write simple queries to retrieve specific names of students from a database of the names of all students in class. e.g CREATE TABLE, DELETE and INSERT INTO  Guide learners to do a presentation on the use of	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>the ribbons under the home button.</p> <p>Assessment: let learners explain the use of the ribbons under the home button.</p>	
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<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B6.2.2.1.3:
<b>Performance Indicator</b>	Learners can discuss moral lessons from the festivals.
<b>Strand</b>	God, His Creation and Attributes
<b>Sub strand</b>	The Environment
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners write essays on moral lessons in festivals and present their works for suggestions and corrections. Communication  Assessment: let learners write the moral lessons from the festivals	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B6.2.6.1.3 Make predictions of a given text. B6.2.7.1.1. Summarise a given story/text.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should make predictions of a given text.</li> <li>The learner should summarise a given story/text.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Give learners the text to read again.</li> <li>Discuss how to make predictions from a passage.</li> <li>Assist learners to make predictions from the given text.</li> </ul> <p>Assessment: let learners make predictions of a given text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Give learners a text to read.</li> <li>Let learners read a paragraph silently.</li> <li>Discuss how to do summary with the learners.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Ask a learner to summarise the paragraph read to the class.</li> <li>• Make learners summarise a given short text and discuss the summary made from groups</li> </ul> <p>Assessment: let learners summarise a given story/text.</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"> <li>• Give learners a text to read.</li> <li>• Let learners read a paragraph silently.</li> <li>• Discuss how to do summary with the learners.</li> <li>• Ask a learner to summarise the paragraph read to the class.</li> <li>• Make learners summarise a given short text and discuss the summary made from groups</li> </ul> <p>Assessment: let learners summarise a given story/text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.7.1.1. B6.2. 6.4.3. B6.3.5.1.3. B6.4.9.3.2 B6.5.4.1.3 B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to: type of texts</p> <p>C. Learners can use different forms of verbs, the Irregular and infinitive to talk about personal activities</p> <p>D. Learners can edit/proofread draft, checking capitalisation, usage, punctuation and spelling</p> <p>E. Learners can use a range of verb forms in speech and in writing.</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Have learners listen to teacher-read texts or	What have we learnt today?

		<p>video/audio recording on familiar topics.</p> <ul style="list-style-type: none"> <li>• Model the visualisation strategy to make meaning from texts heard.</li> <li>• Encourage learners to practise constructing meaning from the texts or play.</li> </ul> <p>Assessment: let learners employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts</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>Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc.</p> <p>Have them role play a simple story to bring out the importance of these elements and their usage</p> <p>Assessment: let learners use words suitable for purpose, audience, context and culture in relation to: type of texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>E.g.: I asked my friend to read the story</p>	<p>What have we learnt today?</p>

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		<p>Assessment: let learners use different forms of verbs, the Irregular and infinitive to talk about personal activities</p>	<p>Ask learners to summarize the main points in the lesson</p>												
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D. WRITING          Have learners pick up their clean draft (Refer to B5 4.3.1) and check for conventions. E.g. errors in capitalisation, punctuation and spelling</p> <p><u>Reflective Writing</u>          A reflective writing explores who you are now and who you were before now. It focuses on a change you have experienced and reflects on how that change makes you unique.</p> <ul style="list-style-type: none"> <li>• Take learners through the writing process</li> </ul> <table border="1" data-bbox="625 1213 976 1518"> <thead> <tr> <th colspan="2">Then</th> <th>Now chart</th> </tr> </thead> <tbody> <tr> <td>Then</td> <td>Now</td> <td>Reasons for change</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use questions to revise:          Prewriting – strategy</p> <p>Make a list of how things used to be and how they are now. Tell why they changed. Continue with the rest of the process:</p>	Then		Now chart	Then	Now	Reasons for change							<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Then		Now chart													
Then	Now	Reasons for change													

		<p>Writing, Revising, Editing and Publishing.</p> <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage, punctuation and spelling</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <ul style="list-style-type: none"> <li>• Guide learners with examples to construct sentences using the past perfect form of verbs. E.g. When you came I had already finished the work. Let learners narrate short events using both tenses.</li> <li>• Let learners write a letter to an elderly relative on something that happened in the past.</li> <li>• Learners in their groups (mixed ability), choose a topic or event they will want to write on using the past perfect and simple past tenses.</li> <li>• Have learners write a mind map to guide their writing. Learners edit their writing at every stage</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>e.g. introduction, body and conclusion. Encourage them to share their work with other groups</p> <p>Assessment: let learners use a range of verb forms in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	Have learners to tell what they read to the whole class

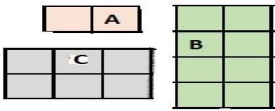
Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.2		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
Strand	Journey to Independence		
Sub strand	Ghana Gains Independence		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER <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)
Tuesday	Engage learners to sing songs and recite familiar rhymes  Which political parties took part in the 1951 general elections? What was the outcome of that election?	Discuss the first general elections held in 1951.  Assessment: let learners narrate the first general elections held in 1951	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 first general elections held in 1951.  Assessment: let learners narrate the first general elections held in 1951	What have we learnt today?  Ask learners to summarize the main points in the lesson

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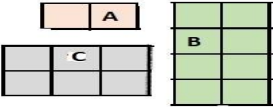
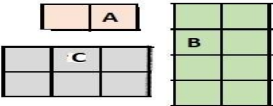
<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.2.1		
<b>Performance Indicator</b>	Learners can measure the temperature of a body using a thermometer		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Assist learners to reflect on their previous knowledge on heat and temperature (temperature refers to the degree of hotness of a body). • Provide clinical and laboratory thermometers or show pictures of different types of thermometers. • Learners identify the equipment and where and when it is used. • Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water.  Assessment: let learners measure the temperature	What have we learnt today?  Ask learners to summarize the important points of the lesson

		of a body using a thermometer	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water.</p> <ul style="list-style-type: none"> <li>• Some learners share experiences of how their body temperatures were measured on a visit to a health centre.</li> </ul> <p>Learners demonstrate the use of thermometers to measure temperature of their bodies and that of warm water.</p> <p>Assessment: let learners measure the temperature of a body using a thermometer</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.3 B6.1.4.1.1		
<b>Performance Indicator</b>	<p>A. Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction</p> <p>B. Learners can use concrete models and pictorial representations to explain a ratio as a concept that shows the number of times one quantity can be obtained in another and write this symbolically and in its simplest form</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<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 fraction (i.e. common or mixed) by a whole number (e.g. <math>4 \frac{2}{5} \times 5</math>) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. <math>4 \frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{(24 \times 5)}{5} = \frac{120}{5} = 24/1 = 24</math>. [Note, the product can be simplified before multiplying the numerators separately</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

		and multiplying the denominators separately].	
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>To multiply a fraction (i.e. common or mixed) by a whole number (e.g. <math>4 \frac{2}{5} \times 5</math>) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. <math>4 \frac{2}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5} = \frac{120}{5} = 24/1 = 24</math>. [Note, the product can be simplified before multiplying the numerators separately and multiplying the denominators separately].</p>	Review the lesson with Learners
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 concrete objects and/or pictorial representations to explain ratio as a number which tells the number of times a quantity can be obtained in another. In the figures, the area of the shape A is <math>\frac{1}{4}</math> of the area of the shape B; so they are in the ratio 1:4. Shape C is three times the size of A so the ratio of C to A is 3:1.</p> 	Assessment: have learners to practice with more examples
Thursday	<p>Sing songs like:</p>	Use concrete objects and/or pictorial representations to explain	Review the lesson with Learners

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	<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>ratio as a number which tells the number of times a quantity can be obtained in another. In the figures, the area of the shape A is 1/4 of the area of the shape B; so they are in the ratio 1:4. Shape C is three times the size of A so the ratio of C to A is 3:1.</p> 	<p>Assessment: have learners to practice with more examples</p>
<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>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 concrete objects and/or pictorial representations to explain simplest form of a ratio. Shape C is made up of 6 squares and shape A is made up of 2 squares, the areas of the shapes C and A are in the ratio 6:2; and since C is three times A, the ratio 3:1 is the simplest form of 6:2. The simplest form of a ratio is obtained by dividing through by the highest common factor. The ratio of C to B is 6:8 and its simplest form is 3:4. E.g. Simplify (i) 10m : 1000km (ii) Write 4 : 12 in the form 1 : n (iii) Express 15 : 20 in the form n : 1.</p> 	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 1.3.4.2		
<b>Performance Indicator</b>	Learners can plan an exhibition of own functional and decorative visual artworks that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service);  Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: discuss the need for displaying portfolio of own visual artworks  Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.1.2.1		
<b>Performance Indicator</b>	Learners can Explain the importance of open space in playing team games.		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness,		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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 importance of open space in playing team games as; it allows room for the beauty of the game, learners are able to operate in a conducive atmosphere. Self-space and general space are very important when working in groups. Selfspace is the amount of space one occupies when not travelling	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.3.1.2 B6.5.3.1.3. B6.5.3.1.4.		
<b>Performance Indicator</b>	Learners can create basic worksheets using Microsoft Excel 2016. Learners can perform calculations in an MS-Excel worksheet. Modify an MS-Excel worksheet.		
<b>Strand</b>	PROGRAMMING AND DATABASES		
<b>Sub strand</b>	: INTRODUCTION TO ELECTRONIC SPREADSHEET		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide learners to develop worksheet consisting of list of names ie. teachers, students, friends, families, etc  Guide learners to develop worksheet that will help in calculating multiplication, addition and subtraction.  Guide learners to modify worksheet by adding the age of learners in the class to the list of learners created in an earlier class  Assessment: let learners perform calculations in an MS-Excel worksheet.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.1.1.1.		
<b>Performance Indicator</b>	Learners can describe the importance of prayer in our lives		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Worship		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the meaning of prayer: a communication between the worshipper and the object of worship.  Learners talk about the types of prayer: Christianity– thanksgiving, intercession, supplication, confession, etc. Islam– Salat (five daily compulsory prayers), congregational (Ju`mah), etc. Traditional– thanksgiving, intercession, supplication, confession, etc.  Assessment: let learners describe the types of prayer	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 prayer:</p> <ul style="list-style-type: none"><li>• brings us closer to God</li><li>• It shows our dependence on God, etc.</li></ul> <p>Learners demonstrate how prayer is done in the three major religions.</p> <p>Assessment: let learners describe the importance of prayer in our lives</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B6. 3.1.1.1.
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions
<b>Strand</b>	Religious Leaders
<b>Sub strand</b>	The Latter Lives of Leaders of the Three Major Religions in Ghana
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to talk about the latter lives of the religious leaders:               <ul style="list-style-type: none"> <li>- Jesus Christ-triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection.</li> <li>- The Holy Prophet Muhammad (S.A.W.) - triumphant entry into Makkah, farewell message, sickness and death.</li> <li>- Traditional leader (e.g. OkomfoAnokye)- priesthood, miracles and other activities and death.</li> </ul> </li> </ul>	<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 narrate the story of the latter lives of the leaders of the major religions	
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<b>Learning Indicator (s) (Ref. No.)</b>		B6.3.1.1.2 Write sentences using joint scripts	
<b>Performance Indicators</b>		The learner should write sentences using joint scripts	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give learners longer sentences on flashcards to read.</li> <li>• Discuss joint scripts with learners.</li> <li>• Use some joint scripts to write some sentences on the board.</li> <li>• Show the flashcards to the learners.</li> <li>• Help learners write sentences using joint scripts from the sentences on the flashcard</li> </ul> <p>Assessment: let learners write sentences using joint scripts</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"> <li>• Use some joint scripts to write some sentences on the board.</li> <li>• Show the flashcards to the learners.</li> <li>• Help learners write sentences using joint</li> </ul>	<p>What have we learnt today?</p>

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		<p>scripts from the sentences on the flashcard.</p> <p>Assessment: let learners write sentences using joint scripts</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"> <li>• Use some joint scripts to write some sentences on the board.</li> <li>• Show the flashcards to the learners.</li> <li>• Help learners write sentences using joint scripts from the sentences on the flashcard.</li> </ul> <p>Assessment: let learners write sentences using joint scripts</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK SIX**

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WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.7.1.2 B6.2.7.1.1 B6.3.5.1.4 B6.4.11.1.1. B6.5.4.1.3 B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts)</p> <p>B. Learners can construct meanin</p> <p>C. Learners can use the simple present form of verbs in sentences:</p> <p>D. Learners can write freely about topics of choice on national issues and issues from different learning areas</p> <p>E. Learners can use a range of verb forms in speech and in writing</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Referring to a recently read story, assist learners to identify the sequence of events in the story.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>e.g. The beginning, middle, and ending.</p> <ul style="list-style-type: none"> <li>• Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end</li> </ul> <p>Assessment: let learners relate the sequence of events</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Select level-appropriate texts for learners.</p> <ul style="list-style-type: none"> <li>• Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening.</li> <li>• Learners connect their background knowledge to help them make meaning of the text as they read.</li> <li>• Assist learners with a variety of questions to make meaning during and after reading the text.</li> <li>• Lay emphasis on the need to use the environment of a word to get its meaning.</li> </ul> <p>Assessment: let learners construct meaning from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the simple present in context.</p> <ul style="list-style-type: none"> <li>• Present an on-going situation to learners for them to report on it. E.g. A football game/match.</li> <li>• Present similar situations for learners to describe using the simple present, in groups. <ul style="list-style-type: none"> <li>• Groups may write and present their work to the class.</li> <li>• Use texts/sentences to introduce the use of the simple present for: <ul style="list-style-type: none"> <li>– scheduled future actions E.g. The bus leaves early tomorrow.</li> <li>– future possibilities or plans e.g. If he doesn't come early, we shall go without him.</li> </ul> </li> </ul> </li> </ul> <p>Assessment: let learners use the simple present form 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 select a topic of their choice on national issues and issues from different learning areas.</p> <ul style="list-style-type: none"> <li>• Guide learners to brainstorm and generate ideas.</li> </ul>	<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"> <li>• Have learners organise their ideas to write their first draft.</li> <li>• They revise their first draft.</li> <li>• Learners then, peer edit their work.</li> <li>• Have them present their work for class discussion and correction.</li> <li>• They then write the final draft and display their work for their peers to read.</li> </ul> <p>Assessment: let learners write freely about topics of choice on national issues and issues from different learning areas</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <ul style="list-style-type: none"> <li>• Guide learners with examples to construct sentences using the past perfect form of verbs.</li> </ul> <p>E.g. When you came I had already finished the work. Let learners narrate short events using both tenses.</p> <ul style="list-style-type: none"> <li>• Let learners write a letter to an elderly</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>relative on something that happened in the past.</p> <ul style="list-style-type: none"> <li>• Learners in their groups (mixed ability), choose a topic or event they will want to write on using the past perfect and simple past tenses.</li> <li>• Have learners write a mind map to guide their writing.</li> </ul> <p>Learners edit their writing at every stage e.g. introduction, body and conclusion. Encourage them to share their work with other groups</p> <p>Assessment: let learners use a range of verb forms in speech and in writing</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul>	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"><li>• Encourage them to visit the local library to read and borrow books.</li><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.2		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
Strand	Journey to Independence		
Sub strand	Ghana Gains Independence		
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  Which political parties took part in the 1951 general elections? What was the outcome of that election?	Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections  Assessment: let learners explain how Ghana gained independence through constitutional means	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	Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections  Assessment: let learners explain how Ghana gained	What have we learnt today?  Ask learners to summarize the main points in the lesson

		independence through constitutional means	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.2.1.1		
<b>Performance Indicator</b>	Learners can construct an electric circuit and know the functions of its components		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Engage learners to discuss the basic components of an electric circuit (use video demonstrations where available). • Note that the basic components are the battery (dry cell), bulb, connecting wire, switch/key, etc. • Learners mention the roles of the components of the electric circuit.  Assessment: let learners construct an electric circuit and know the functions of its components	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	Learners, in groups, provide them with the electrical components and assist them to construct a functional simple electric circuit. • Learners draw the circuits they have constructed	What have we learnt today?  Ask learners to summarize the important points of the lesson

		Assessment: let learners construct an electric circuit and know the functions of its components	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.4.1.1                      B6.1.4.1.2		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>· Learners can use concrete models and pictorial representations to explain a ratio as a concept that shows the number of times one quantity can be obtained in another and write this symbolically and in its simplest form</li> <li>· Learners can Express ratios in equivalent forms, compare and order ratios</li> </ul>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Ratios and Proportion		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<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>Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate</p>	<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</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>Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate</p>	<p>Review the lesson with Learners</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>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 the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The ratio 2:3 can be expressed as <math>\frac{2}{3}</math> ; to determine which ratio is larger/largest change to equivalent ratios with same denominator and compare or order. E.g. Afia, Bedu and Caro each mix orange squash (S) and water (W) in the ratio 3:14, 2:7 and 1:4 respectively. Whose drink tastes strongest of squash? To determine the one Whose drink tastes strongest of squash we need to have the same unit of water, hence Bedu's</p>	<p>Assessment: have learners to practice with more examples</p>

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<p>Thursday</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>Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The ratio 2:3 can be expressed as <math>\frac{2}{3}</math> ; to determine which ratio is larger/largest change to equivalent ratios with same denominator and compare or order. E.g. Afia, Bedu and Caro each mix orange squash (S) and water (W) in the ratio 3:14, 2:7 and 1:4 respectively. Whose drink tastes strongest of squash? To determine the one Whose drink tastes strongest of squash we need to have the same unit of water, hence Bedu's</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
<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>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>Solve simple problems that involve simplifying, comparing, finding missing and total ratios. E.g. (i) Given that 10: q = 2 : 3, find q. (ii) The ratio of boys to girls in a class room is 7 to 11. If there are a total of 49 boys in the classroom, then how many boys and girls are there altogether?</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B6 2.3.4.2
<b>Performance Indicator</b>	Learners can plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied
<b>Strand</b>	Performing Arts
<b>Sub strand</b>	Displaying and Sharing
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect emerging topical issues in Ghana;</li> <li>☐ discuss the need for performing compositions of own music, dance, drama, poetry etc.;</li> <li>☐ develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> <li>☑ brainstorm to agree on a theme for the performance;</li> <li>☑ send manual and/or electronic invitations to target audience</li> </ul> <p>Assessment: let learners write a plan a display of own performing artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to select compositions by considering e.g. creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance;</p> <ul style="list-style-type: none"> <li>☑ decide on mode and arrangement of performances</li> <li>☑ 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);</li> <li>☑ clean and prepare the venue and its environment and make it ready for the performance;</li> <li>☑ Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners write a plan a display of own performing artworks	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.2.1		
<b>Performance Indicator</b>	Learners can Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Dynamics		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	To get started, one needs to learn four basic strokes: the forehand drive, the forehand push, the backhand drive and the backhand push. Once the learners master these strokes, the teacher can go on to more complex techniques that will raise the level of their game	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.3.1.5 B6.5.3.1.6 B6.5.3.1.7.		
<b>Performance Indicator</b>	Learners can modify the appearance of data within a worksheet. Learners can manage Excel workbooks. Learners can print the content of an MS-Excel worksheet.		
<b>Strand</b>	PROGRAMMING AND DATABASES		
<b>Sub strand</b>	: INTRODUCTION TO ELECTRONIC SPREADSHEET		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Show examples of modified data in (a) worksheet(s), either on projected screens or pictures. Guide learners to modify the appearance of data within a worksheet  Guide learners to properly name MS-Excel workbooks and store them in folders for retrieval later.  Guide learners to adjust margins to suit the A4 paper size for printing in landscape and portrait.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners print the content of an MS-Excel worksheet.	
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<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	OUR WORLD OUR PEOPLE
<b>Reference</b>	Our World Our People curriculum Page
<b>Learning Indicator(s)</b>	B6.3.2.1.1.
<b>Performance Indicator</b>	Learners can identify two ways of making festivals beneficial to the communities
<b>Strand</b>	OUR BELIEFS AND VALUES
<b>Sub strand</b>	Festivals
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about ways of making celebrations of festivals beneficial to the communities e.g. use festival occasions to plan for development, encourage youth participation, gender and inclusivity, settle disputes, honour hardworking people, showcasing the culture of the people  Assessment: let learners identify two ways of making festivals beneficial to the communities	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 draw a durbar of chiefs during festival celebrations	What have we learnt today?

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		Assessment: let learners identify two ways of making festivals beneficial to the communities	Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6. 3.1.1.1.		
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Latter Lives of Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners.</li> <li>• Let learners dramatise the latter lives of the religious leaders</li> </ul> <p>Assessment: let learners narrate the story of the latter lives of the leaders of the major 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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<b>Learning Indicator (s) (Ref. No.)</b>		B6.4.3.1.1 Write a descriptive composition on a given object B6.4.3.1.2 Write a descriptive essay about a situation B6.4.3.1.3 Write a descriptive composition on a certain process.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should write a descriptive composition on a given object</li> <li>• The learner should Write a descriptive essay about a situation</li> <li>• The learner should write a descriptive composition on a certain process.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show an object to learners.</li> <li>• Pass the object round for learners to touch it.</li> <li>• Call learners in turns to describe the object.</li> <li>• Discuss with learners how to write descriptive composition.</li> <li>• Let learners write a descriptive composition on a given object</li> </ul> <p>Assessment: let learners write a descriptive composition on a given object</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Discuss with learners situations that can occur</li> </ul>	<p>What have we learnt today?</p>

		<p>in the home or school or community.</p> <ul style="list-style-type: none"> <li>• Let learners describe any of the situations in groups and say to the class.</li> <li>• Discuss with learners how to write descriptive composition.</li> <li>• Lead learners to compose a descriptive essay about a situation.</li> </ul> <p>Assessment: let learners write a descriptive essay about a situation</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"> <li>• Discuss with learners processes in doing things like cooking, installing a chief, etc.</li> <li>• Ask a learner the process and describe it to the class.</li> <li>• Assist learners to write a descriptive composition on a certain process.</li> </ul> <p>Assessment: let learners write a descriptive composition on a certain process</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.7.1.3. B6.2.7.1.2. B6.3.5.1.4 B6.4.11.1.2 B6.5.4.1.4. B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can ask r on understanding</p> <p>B. Learners can note and recall main ideas in sequence</p> <p>C. Learners can use the simple present form of verbs in sentences:</p> <p>D. Learners can write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed</p> <p>E. Learners can apply the use of the singular and plural subject and the verb forms that go with them</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one- page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Revise the sequence of events in a familiar story/drama/text with learners.	What have we learnt today?

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		<ul style="list-style-type: none"> <li>• Together with learners, identify the characters/the settings and moral lessons in the story/drama/text read.</li> <li>• Discuss the roles of characters, setting and the moral values in the text.</li> <li>• Ask relevant questions to improve understanding of elements in the texts.</li> <li>• Encourage learners to also ask question</li> </ul> <p>Assessment: let learners answer questions on moral lesson</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>B .READING SQ3R strategy Have learners: S – Survey the text – (learners skim by going through the chapter, note heading/sub-heading and other features. Q – Question – generate questions about the content of the text.</p> <p>3R Read – read for more information . Recite – retrieve information from text. Review – go over the main ideas in the text to consolidate understanding</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners write main ideas in sequence from the text	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the simple present in context.</p> <ul style="list-style-type: none"> <li>• Present an on-going situation to learners for them to report on it. E.g. A football game/match.</li> <li>• Present similar situations for learners to describe using the simple present, in groups.</li> <li>• Groups may write and present their work to the class</li> </ul> <p>Use texts/sentences to introduce the use of the simple present for: – scheduled future actions E.g. The bus leaves early tomorrow. – future possibilities or plans e.g. If he doesn't come early, we shall go without him</p> <p>Assessment: let learners use the simple present form 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>Select a narrative text or story to revise the elements of narrative:</p> <ul style="list-style-type: none"> <li>– Title</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"><li>- Characters</li><li>- Setting</li><li>- Plot/storyline</li><li>- Conflict, dialogue</li></ul> <p>Note: Through discussion and reference to familiar stories, show that:</p> <ul style="list-style-type: none"><li>• Stories have people (characters) who face a problem (conflict) in a particular place and time (setting). They also show what people do (action) and say (dialogue) to resolve the problem.</li><li>• Discuss a short text to guide learners to go through the writing process to write their stories.</li><li>• Put pupils into small groups to plan their writing.<ul style="list-style-type: none"><li>- Create characters</li><li>- Create conflict</li><li>- Establish a setting</li><li>- Plan action and dialogue</li></ul></li><li>• They write the first draft, revise, edit and publish their writing by following the stages of the writing process</li></ul> <p>Poems and Plays: Discuss sentences of poems and plays to guide learners through the writing process to define their own poems and plays</p>	Ask learners to summarize the main points in the lesson
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		<p>Assessment: let learners write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Learners write on a topic using the simple present, present perfect and past perfect tenses.</p> <ul style="list-style-type: none"> <li>• Discuss the topic with learners contributing with sentences containing the present perfect and past perfect.</li> <li>• Let learners write in bits e.g. First start with introduction and guide them to edit. Learners then write a whole essay on a chosen topic individually</li> </ul> <p>Assessment: let learners the use of the singular and plural subject 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>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice</li> </ul>	Have learners to tell what they read to the whole class

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		<p>independently during the library period.</p> <ul style="list-style-type: none"><li>• Learners think-pair-share their stories with peers.</li><li>• Ask each learner to write a two-paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback.</li><li>• Encourage them to visit the local library to read and borrow books.<ul style="list-style-type: none"><li>• Encourage them to share whatever they read with their mates.</li></ul></li></ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.2		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
Strand	Journey to Independence		
Sub strand	Ghana Gains Independence		
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  Which political parties took part in the 1951 general elections? What was the outcome of that election?	Discuss the outcome of the 1956 elections.  Assessment: let learners narrate outcome of the 1956 elections	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 outcome of the 1956 elections.  Assessment: let learners narrate outcome of the 1956 elections	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.2.1.2		
<b>Performance Indicator</b>	Learners can identify the symbols used in representing various components in a given circuit diagram		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Identify and match basic components of an electric circuit with their symbols  Assessment: let learners identify and match basic components of an electric circuit with their symbols	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	Learners, in groups, draw simple circuit diagrams using symbols of the components (switch, connecting wires, battery, electrical bulb).  Assessment: let learners draw simple circuit diagrams using symbols of the components	What have we learnt today?  Ask learners to summarize the important points of the lesson

<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B6.1.4.1.2                      B6.1.4.2.1
<b>Performance Indicator</b>	A. Learners can Express ratios in equivalent forms, compare and order ratios B. Learners can Use models to explain proportion as a comparison between quantities with equal ratios
<b>Strand</b>	Number
<b>Sub strand</b>	Ratios and Proportion
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate?	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a	Review the lesson with Learners

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	<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>class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate?</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>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 mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios. The mapping diagram shows that the ratio of number of goats to number of legs are equal, hence the number of goats is proportional to the number of legs. The proportion can be written as equal fractions or ratios, i.e. <math>\frac{3}{12} = \frac{4}{16}</math> or <math>3:12 = 4:16</math></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 mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios. The mapping diagram shows that the ratio of number of goats to number of legs are equal, hence the number of goats is proportional to the number of legs. The proportion can be written as equal fractions or</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

		ratios, i.e. $\frac{3}{12} = \frac{4}{16}$ or $3:12 = 4:16$	
Friday	Sing songs like:  I'm counting one, what is one 1 - One is one alone,	Give learners mappings to identify those that are proportional and those that are not	Review the lesson with Learners  <b>Assessment:</b> have learners to practice with more examples

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 1.4.6.2		
<b>Performance Indicator</b>	Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below; <b>Suggested Guidelines</b> <input type="checkbox"/> Description of the work:  The elements in the work, materials size of the work, number of objects/items in <input type="checkbox"/> Subject matter: Meaning, the work.  message, topic, mood, feelings, history, religion, environment, global <input type="checkbox"/> Appraisal: What the work warms.  can be used for, likes, good things in the work, beauty, social and cultural value,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>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>Learners are to:</p> <p>identify the correct vocabulary to use for appreciating and appraising artworks;</p> <p>☑ agree on what to use the appraisal report for and how to share it</p> <p>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☑ fix a day/date for the appreciation/appraisal/jury.</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>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.3.2.1		
<b>Performance Indicator</b>	Learners can illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Relations		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	Let learners toss and catch for accuracy. Let them high and low level. Let learners catch from different positions	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	COMPUTING
<b>Reference</b>	Computing curriculum Page
<b>Learning Indicator(s)</b>	B6.6.1.1.1. B6.6.1.1.2. B6.6.1.1.3.
<b>Performance Indicator</b>	Learners can give examples of facilities the internet offers. Learners can describe the types of information available on the Internet. Learners can identify data duplication
<b>Strand</b>	INTERNET AND SOCIAL MEDIA
<b>Sub strand</b>	NETWORK OVERVIEW
<b>Teaching/ Learning Resources</b>	Laptop

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide learners to give examples of internet facilities ie. e-mail, FTP's, www, etc. for presentation Guide learners to identify and describe the types of information available on the Internet. eg. Educational, Financial, Entertainment, etc. Select learners into groups to do this task.  Display list of names of learners on the board and ask them to identify the duplicated data.  Assessment: let learners describe the types of	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		information available on the Internet.	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.3.1.1.		
<b>Performance Indicator</b>	Learners can identify sources of help		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss human rights abuses against children e.g. neglect, emotional abuse, physical and sexual abuse, child labour  Learners discuss how to get help in case of abuse e.g. responsible adults, police (DOVVSU), Social Welfare, CHRAJ  Learners discuss how to speak e.g. speak out and not keep quiet over an abuse  Assessment: let learners identify sources of help	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 create posters speaking against child abuse and also show	What have we learnt today?

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		where to go for help in case of abuse  Assessment: let learners identify sources of help	Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6. 3.1.1.2		
<b>Performance Indicator</b>	Learners can identify the moral lessons from the latter lives of the religious leaders		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Latter Lives of Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to discuss the moral lessons from the latter lives of the religious leaders.</li> <li>• Put learners into groups to explore virtues they have learnt from the latter lives of the religious leaders and present to class.</li> <li>• Let each group list the virtues they have explored about the latter lives of the religious leaders: <ul style="list-style-type: none"> <li>- humility, forgiveness, faithfulness, obedience, perseverance, patriotism, etc.</li> </ul> </li> </ul> <p>Assessment: let learners identify the moral lessons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		from the latter lives of the religious leaders	
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<b>Learning Indicator (s) (Ref. No.)</b>		B6.4.4.1.1 Write a persuasive essay on a given topic. B6.4.4.1.2 Write a persuasive essay about education B6.4.4.1.3 Write a persuasive essay on a national issue.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should write a persuasive essay on a given topic.</li> <li>The learner should write a persuasive essay about education</li> <li>The learner should write a persuasive essay on a national issue.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss ways that persuasion can be achieved.</li> <li>Discuss some vocabularies that are used in persuasion and write some on the board.</li> <li>Discuss with learners how to write persuasive essays by looking at structure and content.</li> <li>Let learners write a persuasive essay on a given topics.</li> </ul> <p>Assessment: let learners write a persuasive essay on a given topic.</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"> <li>• Discuss with learners situations that can occur in the home or school or community.</li> <li>• Let learners describe any of the situations in groups and say to the class.</li> <li>• Discuss with learners how to write descriptive composition.</li> <li>• Lead learners to compose a descriptive essay about a situation.</li> </ul> <p>Assessment: let learners write a persuasive essay about education</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"> <li>• Discuss with learners processes in doing things like cooking, installing a chief, etc.</li> <li>• Ask a learner the process and describe it to the class.</li> <li>• Assist learners to write a persuasive composition on a certain process</li> </ul> <p>Assessment: let learners write a persuasive essay on a national issue.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK EIGHT**

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.7.1.4. B6.2.7.1.3 B6.3.5.1.6 B6.4.12.1.1 B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can use background knowledge to understand and build new knowledge while listening to informational text</p> <p>B. Learners can scan/skim for details</p> <p>C. Learners can use the past continuous form of verbs to talk about actions/events which were going on when a second one took place</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events</p> <p>E. Learners can apply t plural subject and the verb forms that go with them</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Present an informational text on a given topic.	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Use the K and W of KWL strategy to activate learners' background knowledge.</li> <li>• Have learners listen to the text.</li> <li>• In groups, they identify and discuss the main ideas of the text.</li> <li>• Have learners listen to the text a second time.</li> </ul> <p>ASSESSMENT: let learners share what they have learnt in the text.</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>Use texts to guide learners to grasp the main ideas as they skim/scan in 3-4 minutes and have them present their points for class discussion</p> <p>ASSESSMENT: let learners scan/skim for details from a passage</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>e.g. We were playing football when the fire broke out</p> <p>ASSESSMENT: let learners use the past continuous form of verbs to talk about actions/events which were going on when a second one took place</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</p> <p>Briefly revise the writing process by having learners name the stages and say what happens at each stage.</p> <ul style="list-style-type: none"> <li>• Revise descriptive writing with learners</li> <li>• Have learners select a topic e.g. “A Day I will never forget”.</li> <li>• Provide a sample text. Guide learners to identify the descriptive words and expressions: <ul style="list-style-type: none"> <li>• Discuss the descriptive words and expressions with learners.</li> <li>• Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: <ul style="list-style-type: none"> <li>– Descriptive (adjectives) words.</li> <li>– Figurative language e.g. simile</li> <li>– metaphor, personification, sound devices</li> </ul> </li> </ul> </li> </ul> <p>Note: Sensory details are experiences through the senses: sight, smell, touch, taste.</p> <ul style="list-style-type: none"> <li>– Sensory details (Allow a reader to visualize a person, a place, a thing or an idea).</li> </ul>	<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 use descriptive words/ sound devices/ figurative language to describe events/situations/ places/personal experiences and events</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Learners write on a topic using the simple present, present perfect and past perfect tenses.</p> <ul style="list-style-type: none"> <li>• Discuss the topic with learners contributing with sentences containing the present perfect and past perfect.</li> <li>• Let learners write in bits e.g. First start with introduction and guide them to edit. Learners then write a whole essay on a chosen topic Individually</li> </ul> <p>ASSESSMENT: let learners apply the use of the singular and plural subject 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>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> </ul>	Have learners to tell what they read to the whole class

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		<ul style="list-style-type: none"><li>• Learners think-pair-share their stories with peers.</li><li>• Ask each learner to write a two-paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback.</li><li>• Encourage them to visit the local library to read and borrow books.</li><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>ASSESSMENT: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.2		
Performance Indicator	Learners can enact a scene of an election at a polling station		
Strand	Journey to Independence		
Sub strand	Ghana Gains Independence		
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  Which political parties took part in the 1951 general elections? What was the outcome of that election?	Enact a scene of an election at a polling station  ASSESSMENT: let learners enact a scene of an election at a polling station	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	Enact a scene of an election at a polling station  ASSESSMENT: let learners enact a scene of an election at a polling station	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.2.1.3		
<b>Performance Indicator</b>	Learners can know conductors, semi-conductors and insulators		
<b>Strand</b>	: FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Gather items such as bulbs, battery, electric wires. • Brainstorm with learners on the meaning of the terms “conductors”, “semi-conductors” and “insulators” with examples. • Learners are provided the following materials (spoons, foils, drinking straw, plastic materials, piece of wood, glass rod, leather, nails, keys, pencils, pens, LEDs, diodes, etc.) for an activity. • Connect a simple electrical circuit (an open circuit) using a bulb, battery and connecting wire. • Learners use the open circuit to classify the materials provided as conductors, semiconductors and insulators	What have we learnt today?  Ask learners to summarize the important points of the lesson

		ASSESSMENT: let learners identify conductors, semi-conductors and insulators	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Connect a simple electrical circuit (an open circuit) using a bulb, battery and connecting wire.</p> <ul style="list-style-type: none"> <li>• Learners use the open circuit to classify the materials provided as conductors, semiconductors and insulators.</li> <li>• Learners explain why the electrical wires in their homes are coated with plastics</li> </ul> <p>ASSESSMENT: let learners describe conductors, semi-conductors and insulators</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.4.2.1 B6.1.4.2.3		
<b>Performance Indicator</b>	<p>A. Learners can use models to explain proportion as a comparison between quantities with equal ratios</p> <p>B. Learners can use various strategies to solve proportional reasoning problems involving rates and scales</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Ratios and Proportion		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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</p>	<p>Work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 litres of water. How much water does each bottle hold?</p>	<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>Work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 litres of water. How much water does each bottle hold?</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>Use diagrams to explain the concept of rate a ratio that compares two</p>	<p>Review the lesson with Learners</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>different quantities measured in different units; e.g. the ratio <math>\rightarrow</math> cost : weight = 8:2 = 4:1. This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat.</p> <p>Two kilograms of meat cost ₺8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.</p> <table border="1" data-bbox="626 678 972 831"> <tr> <td>Meat (kg)</td> <td>2</td> <td>5</td> <td>12</td> <td>25</td> </tr> <tr> <td>Cost (l)</td> <td>8</td> <td></td> <td></td> <td></td> </tr> </table>	Meat (kg)	2	5	12	25	Cost (l)	8				<p>Assessment: have learners to practice with more examples</p>
Meat (kg)	2	5	12	25									
Cost (l)	8												
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 diagrams to explain the concept of rate a ratio that compares two different quantities measured in different units; e.g. the ratio <math>\rightarrow</math> cost : weight = 8:2 = 4:1. This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat.</p> <p>Two kilograms of meat cost ₺8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.</p> <table border="1" data-bbox="626 1654 972 1808"> <tr> <td>Meat (kg)</td> <td>2</td> <td>5</td> <td>12</td> <td>25</td> </tr> <tr> <td>Cost (l)</td> <td>8</td> <td></td> <td></td> <td></td> </tr> </table>	Meat (kg)	2	5	12	25	Cost (l)	8				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Meat (kg)	2	5	12	25									
Cost (l)	8												

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>Work out rates and use them in solving problems.</p> <p>E.g. A litre of sachet water costs 40p. Find the cost of</p> <p>(i) 1/2 litre</p> <p>(ii) 7 litres</p> <p>(iii) 9 litres</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 2.4.6.2		
<b>Performance Indicator</b>	Learners can develop guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guide guidelines suggested below;</li> <li>☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc. agree on what to use the appraisal report for and how to share it;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' compositions and performances	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☑ fix a day/date for the appreciation/appraisal/jury</p> <p>ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' compositions and performances</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.4.2.1		
<b>Performance Indicator</b>	Learners can explain the role of the legs, shoulders, and forearm in the forearm pass.		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Body Management		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Let learners swing their arms in preparation. Shoulder move forward horizontally as it extends. Forearm rotation through hips, legs and shoulders drop slightly. All together produce the final force to move the ball to the target	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.6.1.1.4. B6.6.2.1.1 B6.6.2.1.2.		
<b>Performance Indicator</b>	Learners can outline what one needs to connect to the Internet. Learners can identify the address or links window. Learners can recognise the status bar and list its use.		
<b>Strand</b>	INTERNET AND SOCIAL MEDIA		
<b>Sub strand</b>	NETWORK OVERVIEW. WEB BROWSERS AND WEB PAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Encourage learners to bring any device or pictures of devices that are needed. eg. desktop computers, Laptop computers, Mobile phones, etc.  Guide learners to identify the address or links window on phones and other electronic gadgets with browsers,  Bring a picture of a window that has the status bar and ask the learners to point out the status and mention its functions  ASSESSMENT: let learners identify the status bar and list its use	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.4.1.1.		
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the latter lives of the religious leaders: i. Jesus Christ– triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection  Show pictures or video clips on the latter lives of Jesus Christ  ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions	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 discuss the latter lives of the religious leaders	What have we learnt today?

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		<p>ii. The Holy Prophet Muhammad (S.A.W.) – triumphant entry into Makkah, farewell message, sickness and death</p> <p>Show pictures or video clips on the latter lives of Holy Prophet Muhammad</p> <p>ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6. 3.1.1.2		
<b>Performance Indicator</b>	Learners can identify the moral lessons from the latter lives of the religious leaders		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Latter Lives of Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to dramatise or role play the virtues they have listed. <ul style="list-style-type: none"> <li>Let learners talk about how they can apply the virtues in their lives.</li> </ul> Respect  ASSESSMENT: let learners identify the moral lessons from the latter lives of the religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Learning Indicator (s) (Ref. No.)</b>		B6.4.5.1.1 Take a stand and write an argumentative essay for a given motion B6.4.5.1.2 Take a stand and write an argumentative essay against a given motion.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should take a stand and write an argumentative essay for a given motion.</li> <li>The learner should take a stand and write an argumentative essay against a given motion</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss with learners how argumentation is done and the vocabularies used in argumentation.</li> <li>Discuss with learners how to write an argumentative essay.</li> <li>Discuss the structure, content and features .of an argumentative essay.</li> </ul> <p>ASSESSMENT: let learners write an argumentative essay for a given motion.</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"> <li>Select a topic and discuss with learners how to take a stand and write on it.</li> <li>Assist learners to take a stand and write an</li> </ul>	<p>What have we learnt today?</p>

		<p>argumentative essay for a given motion</p> <p>ASSESSMENT: let learners write an argumentative essay for a given motion</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Revise the lesson with learners on how to write argumentative essay.</p> <ul style="list-style-type: none"> <li>• Assist learners to take a stand and write an argumentative essay against a given motion</li> </ul> <p>ASSESSMENT: let learners write an argumentative essay against a given motion</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC SIX

Name of School.....

Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.6.1.1.1	
Performance Indicator		Learners can describe the events leading to the emergence of the Fourth Republic	
Strand		Independent Ghana	
Sub strand		The Republics	
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 events led to the emergence of the Fourth Republic?	Describe the process leading to the emergence of the Fourth Republic (e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.)  Assessment: let learners describe the events leading to the emergence of the Fourth Republic	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	Describe the process leading to the emergence of the Fourth Republic	What have we learnt today?

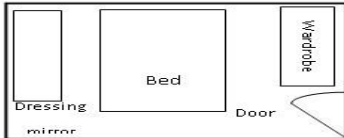
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		<p>(e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.)</p> <p>Assessment: let learners describe the events leading to the emergence of the Fourth Republic</p>	<p>Ask learners to summarize the main points in the lesson</p>
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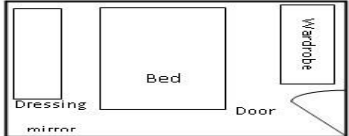

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.2.2.1		
<b>Performance Indicator</b>	Learners can construct an electronic circuit using battery, connecting wire and LED		
<b>Strand</b>			
<b>Sub strand</b>			
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Put learners into mixed ability groups for this activity. <ul style="list-style-type: none"> <li>• Provide learners with connecting wires, LED and battery.</li> <li>• Learners, in their groups, connect a series circuit comprising an LED, 3V battery, a switch, to light the LED.</li> <li>• Learners discuss what they did to light the LED</li> </ul> Assessment: let learners construct an electronic circuit using battery, connecting wire and LED	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	Learners are tasked to draw the electronic circuit and label the parts.	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Assessment: let learners draw the electronic circuit and label the parts.	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.4.2.3                      B6.2.1.1.4		
<b>Performance Indicator</b>	<p>A. Learners can use various strategies to solve proportional reasoning problems involving rates and scales</p> <p>B. Learners can represent a given pattern visually to verify predictions</p>		
<b>Strand</b>	Number Algebra		
<b>Sub strand</b>	Ratios and Proportion Pattern and Relationships		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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>Use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model; e.g. plan of a house or room. [Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of (i) the room if it measures 412cm; (ii) the bed if it measures 1.8cm?]</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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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 us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model; e.g. plan of a house or room. [Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of (i) the room if it measures 412cm; (ii) the bed if it measures 1.8cm?]</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, 5 - Fire</p>	<p>Work out scales and use them in solving problems; e.g. If 10cm on a map stands for 10km, what distances on the map stands for</p> <p>(i) 1km (ii) 7km (iii) 41km?</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>1 - One is one alone,</p>	<p>Work out scales and use them in solving problems; e.g. If 10cm on a map stands for 10km, what distances on the map stands for</p> <p>(i) 34km (ii) 27km (iii) 61km?</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:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two</p>	<p>Ask learners to examine the pattern made with match sticks below</p> 	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.7.1.5 B6.4.12.1.1	B6.2.7.1.4 B6.5.5.1	B6.3.5.1.7 B6.6.1.1.1.
<b>Performance Indicator</b>	<p>A. Learners can express own opinions about the details of texts</p> <p>B. Learners can read level-appropriate texts silently and closely for comprehension</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p> <p>E. Learners can use superlative forms of regular and irregular adjectives to make comparison</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</p> <ul style="list-style-type: none"> <li>Put learners into groups to express personal</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>opinions about details of texts.</p> <p>Assessment: let learners express own opinions about the details of texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B .READING</b></p> <p>Give frequent and regular practice in silent and close reading using the Directed Reading Activity (DRA) strategy.</p> <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><b>C. GRAMMAR</b></p> <p>E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</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><b><u>D. WRITING</u></b></p> <ul style="list-style-type: none"> <li>• Briefly revise the writing process by having learners name the stages and say what happens at each stage.</li> <li>• Revise descriptive writing with learners <ul style="list-style-type: none"> <li>• Have learners select a topic e.g. "A Day I will never forget".</li> <li>• Provide a sample text. Guide learners to identify the descriptive words and expressions:</li> <li>• Discuss the descriptive words and expressions with learners.</li> </ul> </li> </ul>	<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"> <li>Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices</li> </ul> <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/personal experiences and events.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> <li>Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives.</li> <li>Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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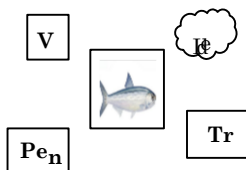
		<p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives</p> <p>Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul>	Have learners to tell what they read to the whole class

		Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
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Week Ending	
Class	six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B6. 1.1.1.4      B6. 2.1.1.4
Performance Indicator	Learners can generate own ideas for designing and creating own visual artworks based on the physical and social environments of some communities in the world. Learners can generate own ideas for creating own performing artworks based on the physical and social environments of some communities in the world
Strand	Visual Arts      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.**

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ use OERs to study the physical and social environments of some communities in the world and select objects/ideas that interest them and what they want to do using spidergrams.  <div style="text-align: center;">  </div> present and share selected ideas using the prepared spidergrams. ☐ reflect and generate ideas from the spidergrams into 'thumbnail' sketches	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners generate own ideas for designing and creating own visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☐ use OERs to study the physical and social environments of some communities in the world and select objects/ideas that interest them and what they want to do using concept notes;</li> <li>☐ present and share selected ideas using the prepared concept notes;</li> <li>☐ reflect and generate ideas from the concept notes into poems, songs, dance patterns and drama.</li> </ul> <p>Assessment: let learners generate own ideas for creating own performing</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.5.2.1		
<b>Performance Indicator</b>	Learners can Identify opportunities to pass or dribble while being guarded (offense and defense).		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Strategies		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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 ups, guide learners to keep their body between opponent and the ball. Let them possess the ball in the opponents playing grounds. Dribble in a zigzag manner. Instruct them to pass the ball to their teammates when they are free.	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.6.2.1.3. B6.6.2.1.4 B6.6.2.1.5		
<b>Performance Indicator</b>	Learners can illustrate using help button. Learners can recognise internet explorer speed keys. Learners can recognise Uniform Resource Locators (URLs).		
<b>Strand</b>	INTERNET AND SOCIAL MEDIA		
<b>Sub strand</b>	WEB BROWSERS AND WEB PAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide learners to do an activity you have not tackled in class and ask them to use the Help button to navigate and find the steps involved. Guide learners to carry out the stated steps.  Ask learners to use the speed keys to open a new browser, make font size bigger in a browser, etc  Guide learners to discuss the properties of URLs, their uses and where they are located.  Learners can practise how to enter URLs in a browser	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe the use of Uniform Resource Locators (URLs).	
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.4.1.1.		
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the latter lives of the religious leaders:  Traditional leader (e.g. Okomfo Anokye)– priesthood, miracles and other activities and death  Show pictures or video clips on the latter lives of Okomfo Anokye  Assessment: let learners narrate the story of the latter lives of the leaders of the major religions	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 in groups explore moral lessons in the latter lives of the religious leaders which they can relate to their lives in	What have we learnt today?

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		<p>nation building e.g. humility, forgiveness, faithfulness, obedience, perseverance, patriotism</p> <p>Learners role play the moral lessons they have learnt in the latter lives of the religious leaders</p> <p>Assessment: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	B6.5.3.1.3 Apply the use of the singular and plural subject and verb forms that go with them. B6.5.4.1.1 Explore the use of adjectives in sentences B6.5.4.1.2 Write short description of people using adjectives		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should apply the use of the singular and plural subject and verb forms that go with them.</li> <li>• The learner should explore the use of adjectives in sentences</li> <li>• The learner should write short description of people using adjectives</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write sentences with the subject in singular form and discuss with learners the agreement between the verb and the subject.</li> <li>• Allow learners to give more sentences orally and talk about the subject-verb agreement.</li> <li>• Give other sentences with the subject in the plural form.</li> <li>• Discuss the agreement between the verb and plural subject.</li> </ul>	What have we learnt today?

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		<ul style="list-style-type: none"> <li>• Ask learners to give more examples and write them on the board.</li> <li>• Call learners in turns to underline the verb.</li> <li>• Let learners change the verbs in the sentences into the perfect tense.</li> </ul> <p>Assessment: let learners apply the use of the singular and plural subject and verb forms that go with them in sentences</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Revise lesson on qualifying words with learners.</li> <li>• Let learners mention some adjectives and write them on the board.</li> <li>• Call learners in turns to use the adjectives written on the board to form sentences.</li> <li>• Write the sentences on the board and call a learner to read them aloud.</li> <li>• Give other sentences with adjectives on the board.</li> <li>• Call learners to come to the board and underline the adjectives in the sentences.</li> </ul> <p>Assessment: let learners explore the use of adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1		
<b>Performance Indicator</b>	Learners can demonstrate ways they can commit themselves to the community.		
<b>Strand</b>	The Family and community		
<b>Sub strand</b>	Commitment to the God		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to explain commitment.</p> <ul style="list-style-type: none"> <li>• Through discussion, let learners identify ways they can show commitment to the society: - communal labour, - clean-up exercises, - reporting crime, - protecting public property, etc.</li> <li>• Let learners dramatise ways of showing commitment to the society.</li> </ul> <p>Assessment: let learners demonstrate ways they can commit themselves to the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK TEN**

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WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC SIX

Name of School.....

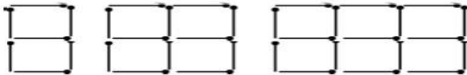
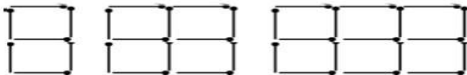
Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.6.1.1.1	
Performance Indicator		Learners can List the names of all the Presidents of the Fourth Republic and their dates of tenure. .	
Strand		Independent Ghana	
Sub strand		The Republics	
Teaching/ 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 were the former presidents of the Fourth Republic?	List the names of all the Presidents of the Fourth Republic and their dates of tenure. Learners use internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies etc.) about presidents of the Fourth Republic of Ghana.  Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure. .	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	<p>List the names of all the Presidents of the Fourth Republic and their dates of tenure. .</p> <p>Learners use internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies etc.) about presidents of the Fourth Republic of Ghana.</p> <p>Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure. .</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.3.1.1		
<b>Performance Indicator</b>	Learners can recognise the relationship between energy and forces		
<b>Strand</b>			
<b>Sub strand</b>	FORCES AND MOVEMENT		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Learners form different groups to undertake activities on application of forces, e.g. pulling items across a distance, lifting up loads of different weights. <ul style="list-style-type: none"> <li>Learners brainstorm on the relationship between energy and forces, e.g. why is it more difficult to lift a table than a book?</li> <li>Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the object before it can make the object move in the direction of the force. Thus, it is easier to pull a lighter object than a heavier one.</li> </ul> Assessment: let learners identify the relationship between energy and forces	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	Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the	What have we learnt today?

		<p>object before it can make the object move in the direction of the force. Thus, it is easier to pull a lighter object than a heavier one.</p> <ul style="list-style-type: none"><li>• Relate this to the need to apply more energy/effort in our daily activities to be successful (Weeding with a cutlass, cutting a tree etc.).</li></ul> <p>Assessment: let learners identify the relationship between energy and forces</p>	<p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>																	
<b>Class</b>		six															
<b>Subject</b>		MATHEMATICS															
<b>Reference</b>		Mathematics curriculum Page															
<b>Learning Indicator(s)</b>		B6.2.1.1.4															
<b>Performance Indicator</b>		Learners can represent a given pattern visually to verify predictions															
<b>Strand</b>		Algebra															
<b>Sub strand</b>		Pattern and Relationships															
<b>Teaching/ Learning Resources</b>		Counters															
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>																	
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>			<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>												
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares. <table border="1" data-bbox="558 1073 1037 1388"> <tr> <td>Pattern Number</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Match sticks in the perimeter</td> <td>3</td> <td>6</td> <td></td> </tr> <tr> <td>Match sticks enclosed in the pattern</td> <td>0</td> <td>3</td> <td></td> </tr> </table>			Pattern Number	1	2	3	Match sticks in the perimeter	3	6		Match sticks enclosed in the pattern	0	3		Review the lesson with Learners  Assessment: have learners to practice with more examples
Pattern Number	1	2	3														
Match sticks in the perimeter	3	6															
Match sticks enclosed in the pattern	0	3															
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	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares. <table border="1" data-bbox="558 1562 1037 1877"> <tr> <td>Pattern Number</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Match sticks in the perimeter</td> <td>3</td> <td>6</td> <td></td> </tr> <tr> <td>Match sticks enclosed in the pattern</td> <td>0</td> <td>3</td> <td></td> </tr> </table>			Pattern Number	1	2	3	Match sticks in the perimeter	3	6		Match sticks enclosed in the pattern	0	3		Review the lesson with Learners
Pattern Number	1	2	3														
Match sticks in the perimeter	3	6															
Match sticks enclosed in the pattern	0	3															

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>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</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</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> 	<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>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 triangles? How many match sticks will be used for the 8th pattern of squares?</p> <table border="1" data-bbox="557 1213 1036 1434"> <tr> <td data-bbox="557 1213 699 1350">Number of triangles</td> <td data-bbox="699 1213 810 1350">1</td> <td data-bbox="810 1213 922 1350">2</td> <td data-bbox="922 1213 1036 1350">3</td> </tr> <tr> <td data-bbox="557 1350 699 1434">Match sticks</td> <td data-bbox="699 1350 810 1434">7</td> <td data-bbox="810 1350 922 1434">12</td> <td data-bbox="922 1350 1036 1434"></td> </tr> </table>	Number of triangles	1	2	3	Match sticks	7	12		<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
Number of triangles	1	2	3								
Match sticks	7	12									

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.7.1.6. B6.2.7.2.1. B6.3.5.1.7 B6.4.12.1.1 B6.5.5.1 B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can identify the problems and solu</p> <p>B. Learners can respond to a text with reason, simple judgment and personal interpretations</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p> <p>E. Learners can use superlative forms of regular and irregular adjectives to make comparison</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Ask questions for learners to recall the events and values in stories read.</p> <ul style="list-style-type: none"> <li>• Guide them to analyse these into cause(s) effect(s) and solution(s)</li> </ul> <p>Assessment: let learners identify the problems and solutions in 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>B .READING</b> Have learners read a short text.</p> <ul style="list-style-type: none"> <li>• Learners create a mental image from the text read. (This visualisation will help bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up).</li> <li>• Lead a discussion of each text read with questions. Questions should elicit : <ul style="list-style-type: none"> <li>– Factual information</li> <li>– Implied meaning</li> <li>– Judgment</li> <li>– Evaluation</li> <li>– Personal Response</li> </ul> </li> </ul> <p>Assessment: let learners respond to 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><b>C. GRAMMAR</b> E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</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><b><u>D. WRITING</u></b></p> <ul style="list-style-type: none"> <li>• Briefly revise the writing process by having learners name the stages and say what happens at each stage.</li> <li>• Revise descriptive writing with learners</li> </ul>	<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"> <li>• Have learners select a topic e.g. “A Day I will never forget”.</li> <li>• Provide a sample text. Guide learners to identify the descriptive words and expressions:</li> <li>• Discuss the descriptive words and expressions with learners.</li> <li>• Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices</li> </ul> <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> <li>• Provide samples of texts demonstrating the use of the comparative and superlative forms of</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>regular/irregular adjectives.</p> <ul style="list-style-type: none"> <li>• Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives.</li> </ul> <p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives</p> <p>Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph</li> </ul>	Have learners to tell what they read to the whole class

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		<p>summary of the book read.</p> <ul style="list-style-type: none"><li>• Invite individuals to present their work to the class for feedback.</li><li>• Encourage them to visit the local library to read and borrow books.</li><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 1.2.3.2	B6 2.2.3.2	
<b>Performance Indicator</b>	Learners can create own visual artworks that reflect the physical and social environments of some communities in the world Learners can create own performing artworks that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Visual Arts	Performing Arts	
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ present and share design concepts that reflect knowledge and understanding of the physical and social environments in the world; ☑ demonstrate embedded knowledge, skill and experience in the application and use of selected media, technique etc. to make own creative and functional artworks.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>discuss, compare and share experiences through jury and peer review</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> <ul style="list-style-type: none"> <li>☑ present and share concepts that reflect knowledge and understanding of the physical and social environments of some communities in the world;</li> <li>☑ demonstrate embedded knowledge, skill and experience in the application and use of selected media, techniques, styles, movement patterns, rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the world;</li> <li>☑ discuss, compare and share composition and experiences through peer review.</li> </ul> <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>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.1.3.1		
<b>Performance Indicator</b>	Learners can Perform 8 minutes running with or without music.		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	AEROBIC CAPACITY.		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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 in file accompanied by music (any form) run for 8 minutes none stop for fitness test at the beginning of the term. Learners run at their own pace,	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.6.2.1.6 B6.6.2.1.7. B6.6.3.1.1.		
<b>Performance Indicator</b>	Learners can demonstrate how to return to a URL. Learners can show how to find items on a page. Learners can recognize Resource Locators (URLs).		
<b>Strand</b>	INTERNET AND SOCIAL MEDIA		
<b>Sub strand</b>	WEB BROWSERS AND WEB PAGES SURFING THE WORLD WIDE WEB		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide the learners to navigate using the back button to go to a previous page  Guide learners to search for items using the search textbox Guide learners to identify what URL is. Select learners into groups of five or less, to explore how to recognise URLs so as to aid learners to locate a resource on the web  Assessment: let learners show how to find items on a page	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	SIX		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1.		
<b>Performance Indicator</b>	Learners can describe activities for peaceful living		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss ways of living peacefully with each other e.g. love, tolerance, forgiveness, self-control  Learners discuss the importance of peaceful living e.g. togetherness, security, development  Assessment: let learners describe activities for peaceful living	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 engage in a role - play and other activities to demonstrate peaceful living people of different ethnic groups celebrating together	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe activities for peaceful living	
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<b>Week Ending</b>			
<b>Class</b>			
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1		
<b>Performance Indicator</b>	Learners can demonstrate ways they can commit themselves to the community.		
<b>Strand</b>	The Family and community		
<b>Sub strand</b>	Commitment to the God		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write group essays on commitment to the society for class discussions.  Assessment: let learners demonstrate ways they can commit themselves to the community	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Learning Indicator (s) (Ref. No.)</b>		B6.5.4.1.3 Use the different types of adverbs in sentences B6.5.5.1.1 Recognise postpositions in paragraphs B6.5.5.1.2 Use postpositions in writing paragraphs appropriately	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should use the different types of adverbs in sentences</li> <li>• The learner should recognise postpositions in paragraphs.</li> <li>• The learner should use postpositions in writing paragraphs appropriately</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let a learner do an action or activity such as walking or talking.</li> <li>• Ask learners to describe the action done by the learner.</li> <li>• Introduce the adverb and explain to learners what it is.</li> <li>• Ask learners to mention some adverbs and use them to form sentences.</li> <li>• Ask a learner to identify the adverbs and discuss the types of adverbs with learners.</li> <li>• Give the different types and allow learners to use them in sentences.</li> <li>• Let learners read out their sentences on the board.</li> </ul> <p>Assessment: let learners use the different types of adverbs in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Talk to learners about positions of objects in a particular location.</li> <li>• Put a book on a table or under a chair.</li> <li>• Discuss the location of the book with learners and write</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>out the postpositions used by learners on the board.</p> <ul style="list-style-type: none"> <li>• Write other postpositions and allow learners to use them to form sentences.</li> <li>• Write a paragraph of about ten to twelve sentences and ask learners to identify the postpositions in them.</li> </ul> <p>Assessment: let learners use postpositions in paragraphs.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write some postposition words on the board.</li> <li>• Ask learners in turns to write a paragraph on a topic using some of the postpositions</li> </ul> <p>Assessment: let learners use postpositions in writing paragraphs appropriately</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK ELEVEN**

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC SIX

Name of School.....

Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.6.1.1.1		
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic		
Strand	Independent Ghana		
Sub strand	The Republics		
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 were other key figures in the fourth Republic	Show and discuss a documentary on the inauguration of a new President of Ghana.  Assessment: let learners describe the events leading to the emergence of the Fourth Republic	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	Show and discuss a documentary on the inauguration of a new President of Ghana.  Assessment: let learners describe the events leading to the emergence of the Fourth Republic	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B6.2.1.1.7 B6.2.1.1.8 B6.2.2.1.1
<b>Performance Indicator</b>	Learners can write a rule in words and in algebra to represent a given pattern 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).
<b>Strand</b>	Algebra
<b>Sub strand</b>	Pattern and Relationships
<b>Teaching/ Learning Resources</b>	Counters
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>																																																																
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 learners to state the rules in words and in algebra to represent a given linear patterns  Eg. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns <table border="1" data-bbox="548 1486 1015 1732"> <thead> <tr> <th>Term/Input</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>Rule for n in words</th> <th>Rule for n in Algebra</th> </tr> </thead> <tbody> <tr> <td>Result/Output A</td> <td>9</td> <td>18</td> <td>27</td> <td></td> <td></td> <td>9 times n</td> <td>9n</td> </tr> <tr> <td>Result/Output B</td> <td>0</td> <td>4</td> <td>8</td> <td>12</td> <td></td> <td>4 times 1 less than n</td> <td>4(n-1)</td> </tr> <tr> <td>Result/Output C</td> <td>4</td> <td>7</td> <td>10</td> <td></td> <td></td> <td>1 more than 3 times n</td> <td>1 + 3n</td> </tr> <tr> <td>Result/Output D</td> <td>20</td> <td>18</td> <td>16</td> <td></td> <td></td> <td>20 minus 2 times 1 less than n</td> <td>20-2(n-1)</td> </tr> <tr> <td>Result/Output E</td> <td>15</td> <td>19</td> <td>23</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Result/Output F</td> <td>12</td> <td>17</td> <td>22</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>100</td> <td>85</td> <td>70</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Term/Input	1	2	3	4	5	Rule for n in words	Rule for n in Algebra	Result/Output A	9	18	27			9 times n	9n	Result/Output B	0	4	8	12		4 times 1 less than n	4(n-1)	Result/Output C	4	7	10			1 more than 3 times n	1 + 3n	Result/Output D	20	18	16			20 minus 2 times 1 less than n	20-2(n-1)	Result/Output E	15	19	23					Result/Output F	12	17	22						100	85	70					Review the lesson with Learners  Assessment: have learners to practice with more examples
Term/Input	1	2	3	4	5	Rule for n in words	Rule for n in Algebra																																																												
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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</p>	<p>Ask learners to state the rules in words and in algebra to represent a given linear patterns</p> <p>Eg. 1. Ask learners to state the rules in words and in algebra to represent a given linear patterns</p> <table border="1" data-bbox="548 289 1015 535"> <thead> <tr> <th>Term/Input</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>Rule for n in words</th> <th>Rule for n in Algebra</th> </tr> </thead> <tbody> <tr> <td>Result/Output A</td> <td>9</td> <td>18</td> <td>27</td> <td></td> <td></td> <td>9 times n</td> <td>9n</td> </tr> <tr> <td>Result/Output B</td> <td>0</td> <td>4</td> <td>8</td> <td>12</td> <td></td> <td>4 times 1 less than n</td> <td>4(n-1)</td> </tr> <tr> <td>Result/Output C</td> <td>4</td> <td>7</td> <td>10</td> <td></td> <td></td> <td>1 more than 3 times n</td> <td>1 + 3n</td> </tr> <tr> <td>Result/Output D</td> <td>20</td> <td>18</td> <td>16</td> <td></td> <td></td> <td>20 minus 2 times 1 less than n</td> <td>20-2(n-1)</td> </tr> <tr> <td>Result/Output E</td> <td>15</td> <td>19</td> <td>23</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Result/Output F</td> <td>12</td> <td>17</td> <td>22</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>100</td> <td>85</td> <td>70</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Term/Input	1	2	3	4	5	Rule for n in words	Rule for n in Algebra	Result/Output A	9	18	27			9 times n	9n	Result/Output B	0	4	8	12		4 times 1 less than n	4(n-1)	Result/Output C	4	7	10			1 more than 3 times n	1 + 3n	Result/Output D	20	18	16			20 minus 2 times 1 less than n	20-2(n-1)	Result/Output E	15	19	23					Result/Output F	12	17	22						100	85	70					<p>Review the lesson with Learners</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	Write algebraic expressions for word problems:		Review the lesson with Learners  <b>Assessment:</b> have learners to practice with more examples
		Sum of 8 and 1) $s$	2) Take away 4 from $m$	
		9 times the sum of 8 and 3) $q$	4) Subtract 4 from 7 times $g$	
		5) One-sixth of $n$ is added to the product of 9 and $y$	6) Three-fourths of the sum of $c$ and 2	
		7) 8 divided by $r$	8) 8 times the sum of $c$ and 7	

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.7.1.7 B6.2.7.2.1. B6.3.5.1.7 B6.4.12.1.1 B6.5.6.1.1. B6.6.1.1.1.		
<b>Performance Indicator</b>	<p>A. Learners can mak based on the main text</p> <p>B. Learners can respond to a text with reason, simple judgment and personal interpretations</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p> <p>E. Learners can use a and reason</p> <p>F. Learners can Read and critique and level appropriate books an page critical commentary based on a set of criteria, on each book read</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Have learners listen to a story and identify the main ideas and key details.</p> <ul style="list-style-type: none"> <li>• Use questions to guide learners to make</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>generalizations based on the main ideas and key details</p> <p>Assessment: let learners make simple generalisations based on the main ideas and key details of a text</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Have learners read a short text.</p> <ul style="list-style-type: none"> <li>• Learners create a mental image from the text read. (This visualisation will help bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up).</li> <li>• Lead a discussion of each text read with questions. Questions should elicit : <ul style="list-style-type: none"> <li>– Factual information</li> <li>– Implied meaning</li> <li>– Judgment</li> <li>– Evaluation</li> <li>– Personal Response</li> </ul> </li> </ul> <p>Assessment: let learners respond to 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</p> <p>E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</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><u>D. WRITING</u></p> <ul style="list-style-type: none"> <li>• Briefly revise the writing process by having learners name the stages and say what happens at each stage.</li> <li>• Revise descriptive writing with learners <ul style="list-style-type: none"> <li>• Have learners select a topic e.g. “A Day I will never forget”.</li> <li>• Provide a sample text. Guide learners to identify the descriptive words and expressions: <ul style="list-style-type: none"> <li>• Discuss the descriptive words and expressions with learners.</li> <li>• Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices</li> </ul> </li> </ul> </li> </ul> <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.</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>Revise adverbs of time and manner in context: Have learners listen to and read several sentences containing adverbs of time and manner.</p> <ul style="list-style-type: none"> <li>• Use drills and games to provide practice in using adverbs of time. E.g. Game: Lucky Dip Drill: Substitution Table Drill</li> <li>• Learners sit in groups to discuss issues involving use of adverbs of time.</li> <li>• Repeat the procedure to introduce adverbs of degree and reason. e.g.</li> </ul> <p>Degree: The shirt is too small for me. You are making so much noise. Reason: I sing because I like singing.</p> <ul style="list-style-type: none"> <li>• Have groups construct short paragraphs using such adverbs.</li> </ul> <p>Assessment: let learners use adverbs to express degree and reason</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>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> </ul>	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 1.3.5.2                      B6 2.3.5.2		
<b>Performance Indicator</b>	Learners can exhibit own visual artworks to share creative experiences based on ideas, knowledge and understanding of the physical and social environments of some communities in the world. Learners can stage a display of own performing artworks to share creative experiences of the physical and social environments of some communities in the world		
<b>Strand</b>	Visual Arts                      Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition (e.g. artworks that reflect the physical and social environments of some communities in the world); ☐ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>☐ label the works using manual (calligraphy writing) or ICT (computer prints): name of artist, title of work, size of work, date of production; assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors' books).</p> <p>Assessment: let learners exhibit own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☐ decide on the types and number of compositions to be performed during the event to reflect the physical and social environments of some communities in the world 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 e.g.</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>master of ceremony, ushering and introduction of special guests and other dignitaries to the show (e.g. explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions);</p> <ul style="list-style-type: none"><li>☐ arrange the sequence of performances to best tell the story of the event from the beginning to the end;</li><li>☐ follow the programme of the day: opening, performances and closing</li></ul> <p>Assessment: let learners stage a display of own performing artworks</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.2.3.1		
<b>Performance Indicator</b>	Perform 15 continuous sit-ups		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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 sit on a mat with in a v-shaped legs position. Keep their arms by their side. Perform sit ups continuously for 15 times. Learners test their abdominal muscular strength by counting and logging the number they are able to perform in a set at their own pace.	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.6.3.1.2. B6.6.3.1.3. B6.6.3.1.4		
<b>Performance Indicator</b>	Learners can illustrate how to jump directory to URLs. Learners can demonstrate how to return to a URL. Learners can show how to find items on a page.		
<b>Strand</b>	INTERNET AND SOCIAL MEDIA		
<b>Sub strand</b>	SURFING THE WORLD WIDE WEB		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Give learners a project on how to jump directory to URLs.  Give learners a project on how to jump directory to URLs.  Guide learners to discuss how to find items on a page. Guide learners to present their ideas or findings to class.  Assessment: let learners show how to find items on a page	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.3.1.1		
<b>Performance Indicator</b>	Learners can recognise the relationship between energy and forces		
<b>Strand</b>			
<b>Sub strand</b>	FORCES AND MOVEMENT		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Learners form different groups to undertake activities on application of forces, e.g. pulling items across a distance, lifting up loads of different weights. <ul style="list-style-type: none"> <li>Learners brainstorm on the relationship between energy and forces, e.g. why is it more difficult to lift a table than a book?</li> <li>Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the object before it can make the object move in the direction of the force. Thus, it is easier to pull a lighter object than a heavier one.</li> </ul> Assessment: let learners identify the relationship between energy and forces	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the object before it can make the object move in the direction of the force. Thus, it is easier to pull a lighter object than a heavier one.</p> <ul style="list-style-type: none"><li>• Relate this to the need to apply more energy/effort in our daily activities to be successful (Weeding with a cutlass, cutting a tree etc.).</li></ul> <p>Assessment: let learners identify the relationship between energy and forces</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1.		
<b>Performance Indicator</b>	Learners can describe activities for peaceful living		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss ways of living peacefully with each other e.g. love, tolerance, forgiveness, self-control  Learners discuss the importance of peaceful living e.g. togetherness, security, development\  Assessment: let learners describe activities for peaceful living	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 engage in a role - play and other activities to demonstrate peaceful living people of different ethnic groups celebrating together	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe activities for peaceful living	
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<b>Week Ending</b>			
<b>Class</b>			
<b>Subject</b>		RELIGIOUS AND MORAL EDUCATION	
<b>Reference</b>		RME curriculum Page	
<b>Learning Indicator(s)</b>		B6.4.1.1.1	
<b>Performance Indicator</b>		Learners can demonstrate ways they can commit themselves to the community.	
<b>Strand</b>		The Family and community	
<b>Sub strand</b>		Commitment to the God	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write group essays on commitment to the society for class discussions.  Assessment: let learners demonstrate ways they can commit themselves to the community.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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**TERM TWO**  
**BASIC SIX**  
**WEEK TWELVE**

WEEKLY SCHEME OF LEARNING- WEEK TWELVE

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		(B6.1.8.1.1. B6.1.8.2.1) B6.2.7.2.1. B6.3.5.1.7 B6.4.12.1.1 B6.5.6.1.1. B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can answer “Yes” or “No” questions correctly using the expressions that show the future and Use positive tags, negative tags and auxiliaries in speech</p> <p>B. Learners can respond to a text with reason, simple judgment and personal interpretations</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p> <p>E. Use adverbs to expr</p> <p>F. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>

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Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Through discussion, let learners identify an activity they will perform at a future time, e.g. tomorrow, next month etc.</p> <ul style="list-style-type: none"> <li>• Ask questions to elicit “Yes” or “No” answers e.g. Will you come to school tomorrow? Yes/No; Yes, I will/No, I won’t</li> <li>• Introduce drills e.g. Questions and Answers Drill, for learners to practise asking and answering “Yes” or “No” Questions.</li> </ul> <p>Put learners in pairs to ask and answer simple questions in turns.</p> <ul style="list-style-type: none"> <li>• Discuss positive tags (e.g. It is cold, isn’t it?) and negative tags e.g. It isn’t cold, is it?</li> <li>• Demonstrate with learners the usage of positive tags, negative tags and auxiliaries in speech.</li> <li>• Pair learners to take turns to practise positive tags, negative tags and auxiliaries in speech.</li> </ul> <p>Assessment: let learners Use positive tags, negative tags and auxiliaries in sentences</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>Have learners read a short text.</p>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"> <li>• Learners create a mental image from the text read. (This visualisation will help bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up).</li> <li>• Lead a discussion of each text read with questions. Questions should elicit : <ul style="list-style-type: none"> <li>– Factual information</li> <li>– Implied meaning</li> <li>– Judgment</li> <li>– Evaluation</li> <li>– Personal Response</li> </ul> </li> </ul> <p>Assessment: let learners respond to a text</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</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><u>D. WRITING</u></p> <ul style="list-style-type: none"> <li>• Briefly revise the writing process by having learners name the stages and say what happens at each stage.</li> <li>• Revise descriptive writing with learners</li> <li>• Have learners select a topic e.g. “A Day I will never forget”.</li> </ul>	<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"> <li>• Provide a sample text. Guide learners to identify the descriptive words and expressions:</li> <li>• Discuss the descriptive words and expressions with learners.</li> <li>• Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices</li> </ul> <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adverbs of time and manner in context: Have learners listen to and read several sentences containing adverbs of time and manner.</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"> <li>• Use drills and games to provide practice in using adverbs of time. E.g. Game: Lucky Dip      Drill: Substitution Table Drill</li> <li>• Learners sit in groups to discuss issues involving use of adverbs of time.</li> <li>• Repeat the procedure to introduce adverbs of degree and reason. e.g.  Degree: The shirt is too small for me. You are making so much noise. Reason: I sing because I like singing.</li> <li>• Have groups construct short paragraphs using such adverbs.</li> </ul> <p>Assessment: let learners use adverbs to express degree and reason</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> </ul>	Have learners to tell what they read to the whole class

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		<ul style="list-style-type: none"><li>• Invite individuals to present their work to the class for feedback.</li><li>• Encourage them to visit the local library to read and borrow books.</li><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.3.3.1		
<b>Performance Indicator</b>	Learners can perform three sets of 15 continuous push-ups		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	ENDURANCE		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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 after general and specific warm ups, lie on the ground face down. Learners with their palms flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners continue the process for a number of based on their ability in a set. Learners repeat the second and third set after rest based on their ability and progress at their own pace	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.6.3.1.5. B6.6.4.1.1. B6.6.4.1.2.		
<b>Performance Indicator</b>	<p>Illustrate how to print pages</p> <p>Learners can show how to create a favourite link.</p> <p>Learners can demonstrate deleting favourite links.</p>		
<b>Strand</b>	INTERNET AND SOCIAL MEDIA		
<b>Sub strand</b>	SURFING THE WORLD WIDE WEB. FAVOURITE PLACES AND SEARCH ENGINE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners on how to print pages e.g. selected pages, only selected pages etc.</p> <p>Guide learners to create an Internet favourite link</p> <p>Guide learners to delete a favourite link they have created</p> <p>Assessment: let learners describe deleting favourite links</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.3.1.1		
<b>Performance Indicator</b>	Learners can recognise the relationship between energy and forces		
<b>Strand</b>			
<b>Sub strand</b>	FORCES AND MOVEMENT		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Learners form different groups to undertake activities on application of forces, e.g. pulling items across a distance, lifting up loads of different weights. <ul style="list-style-type: none"> <li>Learners brainstorm on the relationship between energy and forces, e.g. why is it more difficult to lift a table than a book?</li> <li>Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the object before it can make the object move in the direction of the force. Thus, it is easier to pull a lighter object than a heavier one.</li> </ul> Assessment: let learners identify the relationship between energy and forces	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the object before it can make the object move in the direction of the force. Thus, it is easier to pull a lighter object than a heavier one.</p> <ul style="list-style-type: none"><li>• Relate this to the need to apply more energy/effort in our daily activities to be successful (Weeding with a cutlass, cutting a tree etc.).</li></ul> <p>Assessment: let learners identify the relationship between energy and forces</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1.		
<b>Performance Indicator</b>	Learners can describe activities for peaceful living		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss ways of living peacefully with each other e.g. love, tolerance, forgiveness, self-control  Learners discuss the importance of peaceful living e.g. togetherness, security, development\  Assessment: let learners describe activities for peaceful living	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 engage in a role - play and other activities to demonstrate peaceful living people of different ethnic groups celebrating together	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe activities for peaceful living	
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1		
<b>Performance Indicator</b>	Learners can demonstrate ways they can commit themselves to the community.		
<b>Strand</b>	The Family and community		
<b>Sub strand</b>	Commitment to the God		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write group essays on commitment to the society for class discussions.  Assessment: let learners demonstrate ways they can commit themselves to the community.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Learning Indicator (s) (Ref. No.)</b>		B6.6.3.1.1 Read short texts, narratives or stories from other materials aloud and correctly. B6.6.3.1.2 Answer questions that are based on the passage.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should read short texts, narratives or stories from other materials aloud and correctly.</li> <li>The learner should answer questions that are based on the passage.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Bring to class another material other than the class reader and ask learners to read.</li> <li>read a short text material aloud to learners.</li> <li>Let learners read short text, narratives or stories from other materials with correct intonation to one another.</li> <li>Call individual learners to read the text to the class</li> </ul> <p>Assessment: let learners read short texts, narratives or stories from other materials aloud and correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Explain unfamiliar words in the passage to learners.</li> <li>• Ask questions based on the text read.</li> <li>• Allow learners to answer questions on the passage read</li> </ul> <p>Assessment: let learners answer questions that are based on the passage.</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"> <li>• Explain unfamiliar words in the passage to learners.</li> <li>• Ask questions based on the text read.</li> <li>• Allow learners to answer questions on the passage read</li> </ul> <p>Assessment: let learners answer questions that are based on the passage.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>