

**THE GRANDMOTHER
TERM TWO
SAMPLE BASIC SIX
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 - 12**

WHATSAPP 0245350591

NANA FIFE ACQUAH SCHOOL

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

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

TERMLY SCHEME OF LEARNING

B6 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Number Operations	B6.1.1.6. B6.1.2.6.	B6.1.1.6.1 B6.1.2.6.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Number Operations, Fractions	B6.1.2.6. B6.1.1.4. B6.1.3.1.	B6.1.2.6.2 B6.1.1.4.3 B6.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
3	Number	Fractions	B6.1.3.1	B6.1.3.1.1 B6.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Fractions	B6.1.3.1.	B6.1.3.1.2 B6.1.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Fractions	B6.1.3.1.	B6.1.3.1.3 B6.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Ratios and Proportion	B6.1.4.1	B6.1.4.1.1 B6.1.4.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Ratios and Proportion	B6.1.4.1 B6.1.4.2.	B6.1.4.1.2 B6.1.4.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Ratios and Proportion	B6.1.4.2.	B6.1.4.2.1 B6.1.4.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Number, Algebra	Ratios and Proportion, Pattern and Relationships	B6.1.4.2. B6.2.1.1	B6.1.4.2.3 B6.2.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Algebra	Pattern and Relationships	B6.2.1.1	B6.2.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Algebra	Pattern and Relationships	B6.2.1.1 B6.2.2.1	B6.2.1.1.7 B6.2.1.1.8 B6.2.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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12	Algebra	Algebraic Expressions	B6.2.2.1	B6.2.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
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TERMLY SCHEME OF LEARNING

B6 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.1	A map of Ghana, Posters, documentary
2	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.1	A map of Ghana, Posters, documentary
3	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.1	A map of Ghana, Posters, documentary
4	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.1	A map of Ghana, Posters, documentary
5	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.2	A map of Ghana, Posters, documentary
6	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.2	A map of Ghana, Posters, documentary
7	Journey to Independence	Ghana Gains Independence	B6.5.4.1	B6.5.4.1.2	A map of Ghana, Posters, documentary
8	Journey to Independence	Ghana Gains Independence	B6.5.4.1.	B6.5.4.1.2	A map of Ghana, Posters, documentary
9	Independent Ghana	The Republics	B6.6.1.1.	B6.6.1.1.1	A map of Ghana, Posters, documentary
10	Independent Ghana	The Republics	B6.6.1.1.	B6.6.1.1.1	A map of Ghana, Posters, documentary
11	Independent Ghana	The Republics	B6.6.1.1.	B6.6.1.1.1	A map of Ghana,

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					Posters, documentary
12	Independent Ghana	The Republics	B6.6.1.1.	B6.6.1.1.1	A map of Ghana, Posters, documentary

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TERMLY SCHEME OF LEARNING

Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS Term 2	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas	B6. 1.1.1.	B6. 1.1.1.3.	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	Thinking and Exploring Ideas	B6. 2.1.1.	B6. 2.1.1.3	-do-
3	Performing Arts	Thinking and Exploring Ideas	B6 1.2.2.	B6 1.2.2.2	-do-
4	Performing Arts	Planning, Making and Composing	B6 2.2.2.	B6 2.2.2.2	-do-
5	Visual Arts	Displaying and Sharing	B6 1.3.4.	B6 1.3.4.2	-do-
6	Performing Arts	Displaying and Sharing	B6 2.3.4.	B6 2.3.4.2	-do-
7	Visual Arts	Appreciating and Appraising	B6 1.4.6.	B6 1.4.6.2	-do-
8	Performing Arts	Appreciating and Appraising	B6 2.4.6.	B6 2.4.6.2	-do-
9	Visual Arts Performing Arts	Thinking and Exploring Ideas	B6. 1.1.1. B6. 2.1.1.	B6. 1.1.1.4 B6. 2.1.1.4	-do-
10	Visual Arts Performing Arts	Planning, Making and Composing	B6 1.2.3. B6 2.2.3.	B6 1.2.3.2 B6 2.2.3.2	-do-
11	Visual Arts Performing Arts	Displaying and Sharing	B6 1.3.5. B6 2.3.5.	B6 1.3.5.2 B6 2.3.5.2	-do-
12	Performing Arts	Appreciating and Appraising	B6 1.4.7. B62.4.7.	B6 1.4.7.2 B62.4.7.2	-do-

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B6 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Talking About Oneself, Etc	B6.1.6.2.	B6.1.6.2.2	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.2.	B6.2.6.2.1	
	Grammar Usage At Word	Pronouns	B6.3.3.1.	B6.3.3.1.1	
	Writing	Writing As A Process	B6.4.9.3.	B6.4.9.3.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
2	Oral Language	Talking About Oneself, Etc	B6.1.6.3.	B6.1.6.3.1	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.3.	B6.2.6.3.1	
	Grammar Usage At Word	Adjectives	B6.3.4.1.	B6.3.4.1.1	
	Writing	Writing As A Process	B6.4.9.3.	B6.4.9.3.2.	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
3	Oral Language	Talking About Oneself, Etc	B6.1.6.3.	B6.1.6.3.2	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.1	

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	Writing	Writing As A Process	B6.4.9.3.	B6.4.9.3.3	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1	
4	Oral Language	Talking About Oneself, Etc	B6.1.6.3.	B6.1.6.3.3	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.2	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.2	
	Writing	Narrative Writing	B6.4.9.3.	B6.4.9.3.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1	
5	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2. 6.4.	B6.2. 6.4.3.	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	
	Writing	Narrative Writing	B6.4.9.3.	B6.4.9.3.2	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.3	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
6	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.1	

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	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.4	
	Writing	Creative/Free Writing	B6.4.11.1.	B6.4.11.1.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.3	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
7	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.3.	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.2	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.4	
	Writing	Creative/Free Writing	B6.4.11.1.	B6.4.11.1.2	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.4	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
8	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.4	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.6	
	Writing	Descriptive Writing	B6.4.12.1.	B6.4.12.1.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.4	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	

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9	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.5	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.4	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.7	
	Writing	Descriptive Writing	B6.4.12.1	B6.4.12.1.1	
	Using Writing Conventions	Using Qualifying Words- Adjectives	B6.5.5.1	B6.5.5.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
10	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.6.	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.2.	B6.2.7.2.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.7	
	Writing	Descriptive Writing	B6.4.12.1.	B6.4.12.1.1	
	Using Writing Conventions	Using Qualifying Words- Adjectives	B6.5.5.1	B6.5.5.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
11	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.7	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.2.	B6.2.7.2.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.7	
	Writing	Descriptive Writing	B6.4.12.1.	B6.4.12.1.1	

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	Using Writing Conventions	Using Qualifying Words- Adverbs	B6.5.6.1.	B6.5.6.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
12	Oral Language	Listening Comprehension	B6.1.8.1. B6.1.8.2.	B6.1.8.1.1. B6.1.8.2.1	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.2.	B6.2.7.2.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.7	
	Writing	Descriptive Writing	B6.4.12.1.	B6.4.12.1.1	
	Using Writing Conventions	Using Qualifying Words- Adverbs	B6.5.6.1.	B6.5.6.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	

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TERM 2 SCHEME OF LEARNING

Term 2 PHYSICAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and Movement Patterns	Manipulative Skills	B6.1.2.1.	B6.1.2.1.11	Balls
2	Motor Skills and Movement Patterns	Manipulative Skills	B6.1.2.1.	B6.1.2.1.12	Pictures and Videos
3	Motor Skills and Movement Patterns	Rhythmic Skills	B6.1.3.1.	B6.1.3.1.1	Drums, Clappers, Video and Pictures
4	Motor Skills and Movement Patterns	Rhythmic Skills	B6.1.3.1.	B6.1.3.1.2	Video and Pictures
5	Movement Concepts, Principles and Strategies	Space Awareness	B6.2.1.2.	B6.2.1.2.1	Pictures and Video
6	Movement Concepts, Principles and Strategies	Dynamics	B6.2.2.2.	B6.2.2.2.1	Pictures and Video
7	Movement Concepts, Principles and Strategies	Relations	B6.2.3.2.	B6.2.3.2.1	Pictures and Video
8	Movement Concepts, Principles and Strategies	Body Management	B6.2.4.2.	B6.2.4.2.1:	Pictures and Video

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9	Movement Concepts, Principles and Strategies	Strategies	B6.2.5.2.	B6.2.5.2.1:	Pictures and Video
10	Physical Fitness	Aerobic Capacity	B6.3.1.3.	B6.3.1.3.1	Drums, Laptop, Speakers
11	Physical Fitness	Strength,	B6.3.2.3.	B6.3.2.3.1	Drums, Laptop, Speakers,
12	Physical Fitness	Endurance	B6.3.3.3.	B6.3.3.3.1	Drums, Laptop, Speakers

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TERMLY SCHEME OF LEARNING

Term 2 SCIENCE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	SYSTEMS	THE HUMAN BODY SYSTEMS	B6.3.1.1.	B6.3.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	SYSTEMS	THE SOLAR SYSTEM	B6.3.2.1.	B6.3.2.1.1	
3	SYSTEMS	ECOSYSTEM	B6.3.3.1.	B6.3.3.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B6.4.1.1.	B6.4.1.1.1	, pictures videos paper, batteries, wires, bulb, radio
5	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B6.4.1.2.	B6.4.1.2.1	
6	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B6.4.2.1.	B6.4.2.1.1	
7	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B6.4.2.1.	B6.4.2.1.2	
8	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B6.4.2.2.	B6.4.2.2.1	
9	FORCES AND ENERGY	FORCES AND MOVEMENT	B6.4.3.1.	B6.4.3.1.1	
10	FORCES AND ENERGY	FORCES AND MOVEMENT	B6.4.3.1.	B6.4.3.1.1	
11	FORCES AND ENERGY	FORCES AND MOVEMENT	B6.4.3.1.	B6.4.3.1.1	
12	FORCES AND ENERGY	FORCES AND MOVEMENT	B6.4.3.1.	B6.4.3.1.1	

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TERMLY SCHEME OF LEARNING

Term 2 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices and their moral implications	Festivals in the Three Major Religions	B6.2.2.1.	B6.2.2.1.2	wall charts, wall words, posters, video clip, etc
2	Religious practices and their moral implications	Festivals in the Three Major Religions	B6.2.2.1.	B6.2.2.1.2	wall charts, wall words, posters, video clip, etc
3	Religious practices and their moral implications	Festivals in the Three Major Religions	B6.2.2.1.	B6.2.2.1.3	wall charts, wall words, posters, video clip, etc
4	Religious practices and their moral implications	Festivals in the Three Major Religions	B6.2.2.1.	B6.2.2.1.3:	wall charts, wall words, posters, video clip, etc
5	Religious Leaders	The Latter Lives of Leaders of the Three Major Religions in Ghana	B6. 3.1.1.	B6. 3.1.1.1	wall charts, wall words, posters, video clip, etc
6	Religious Leaders	The Latter Lives of Leaders of the Three Major Religions in Ghana	B6. 3.1.1.	B6. 3.1.1.1	wall charts, wall words, posters, video clip, etc
7	Religious Leaders	The Latter Lives of Leaders of the Three Major Religions in Ghana	B6. 3.1.1.	B6. 3.1.1.2	wall charts, wall words, posters, video clip, etc

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8	Religious Leaders	The Latter Lives of Leaders of the Three Major Religions in Ghana	B6. 3.1.1.	B6. 3.1.1.2	wall charts, wall words, posters, video clip, etc
9	The Family and community	Commitment to the God	B6.4.1.1.	B6.4.1.1.1	wall charts, wall words, posters, video clip, etc
10	The Family and community	Commitment to the God	B6.4.1.1.	B6.4.1.1.1	wall charts, wall words, posters, video clip, etc
11	The Family and community	Commitment to the God	B6.4.1.1.	B6.4.1.1.1	wall charts, wall words, posters, video clip, etc
12	The Family and community	Commitment to the God	B6.4.1.1.	B6.4.1.1.1	wall charts, wall words, posters, video clip, etc

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TERMLY SCHEME OF LEARNING

Term 2 COMPUTING

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Word Processing	Introduction To Ms-Powerpoint	B6.3.1.1. B6.3.1.1. B6.3.1.1.	B6.3.1.1.1 B6.3.1.1.2 B6.3.1.1.3	Laptops, Images of clipboard, styles, fonts, paragraph
2	Programming And Databases	Introduction To Databases, Algorithm And Programming. Languages	B6.5.1.1. B6.5.1.1. B6.5.1.1.	B6.5.1.1.1 B6.5.1.1.2 B6.5.1.1.3	Laptops,
3	Programming And Databases	Introduction To Databases, Algorithm And Programming. Languages	B6.5.1.1. B6.5.1.1. B6.5.1.1.	B6.5.1.1.5 B6.5.1.1.6. B6.5.1.1.7.	Laptops,
4	Programming And Databases	Introduction To Databases, Algorithm And Programming. Languages	B6.5.1.1. B6.5.1.1. B6.5.3.1.	B6.5.1.1.8 B6.5.1.1.9. B6.5.3.1.1	Laptops,
5	Programming And Databases	Introduction To Electronic Spreadsheet	B6.5.3.1. B6.5.3.1. B6.5.3.1.	B6.5.3.1.2 B6.5.3.1.3. B6.5.3.1.4.	Laptops,
6	Programming And Databases	Introduction To Electronic Spreadsheet	B6.5.3.1. B6.5.3.1. B6.5.3.1.	B6.5.3.1.5 B6.5.3.1.6 B6.5.3.1.7.	Laptops,
7	Internet And Social Media	Network Overview	B6.6.1.1. B6.6.1.1. B6.6.1.1.	B6.6.1.1.1. B6.6.1.1.2. B6.6.1.1.3.	Laptops, smart phones
8	Internet And Social Media	Web Browsers And Web Pages	B6.6.1.1. B6.6.2.1. B6.6.2.1.	B6.6.1.1.4. B6.6.2.1.1 B6.6.2.1.2.	Laptops, smart phones
9	Internet And Social Media	Web Browsers And Web Pages	B6.6.2.1. B6.6.2.1. B6.6.2.1.	B6.6.2.1.3. B6.6.2.1.4 B6.6.2.1.5	Laptops, smart phones

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10	Internet And Social Media	Web Browsers And Web Pages	B6.6.2.1. B6.6.2.1. B6.6.3.1.	B6.6.2.1.6 B6.6.2.1.7. B6.6.3.1.1.	Laptops, smart phones
11	INTERNET AND SOCIAL MEDIA	SURFING THE WORLD WIDE WEB	B6.6.3.1. B6.6.3.1. B6.6.3.1.	B6.6.3.1.2. B6.6.3.1.3. B6.6.3.1.4	Laptops, smart phones
12	Internet And Social Media	Surfing The World Wide Web	B6.6.3.1. B6.6.4.1. B6.6.4.1.	B6.6.3.1.5. B6.6.4.1.1. B6.6.4.1.2.	Laptops, smart phones

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TERMLY SCHEME OF LEARNING

Term 2 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around Us	Plants and Animals	B6.2.2.1.	B6.2.2.1.1	Pictures, Charts, Video Clip
2	All Around Us	Map Making and Land Marks	B6.2.3.1.	B6.2.3.1.1	Pictures, Charts, Video Clip
3	All Around Us	Population and Settlement	B6.2.4.1.	B6.2.4.1.1	Pictures, Charts, Video Clip
4	All Around Us	Population and Settlement	B6.2.4.1.	B6.2.4.1.1	Pictures, Charts, Video Clip
5	Our Beliefs And Values	Worship	B6.3.1.1.	B6.3.1.1.1.	Pictures, Charts, Video Clip
6	Our Beliefs And Values	Festivals	B6.3.2.1.	B6.3.2.1.1	Pictures, Charts, Video Clip
7	Our Beliefs And Values	Basic Human Rights	B6.3.3.1.	B6.3.3.1.1	Pictures, Charts, Video Clip
8	Our Beliefs And Values	Being a Leader	B6.3.4.1.	B6.3.4.1.1.	Pictures, Charts, Video Clip
9	Our Nation Ghana	Being a Leader	B6.3.4.1.	B6.3.4.1.1.	Pictures, Charts, Video Clip
10	Our Nation Ghana	Being a Leader	B6.4.1.1.	B6.4.1.1.1.	Pictures, Charts, Video Clip
11	Our Nation Ghana	Being a Leader	B6.4.1.1.	B6.4.1.1.1.	Pictures, Charts, Video Clip
12	Our Nation Ghana	Being a Leader	B6.4.1.1.	B6.4.1.1.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING**Term 2 (Ghanaian Language)**

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation	B6.1.6.1. B6.1.6.1. B6.1.6.1.	B6.1.6.1.1 B6.1.6.1.2 B6.1.6.1.3	Drums, drum sticks, recorded audios,
2.	Oral Language	Talking about Oneself, Family, People and Places / Asking and Answering Questions	B6.1.7.1. B6.1.7.1. B6.1.7.1. B6.1.9.1.	B6.1.7.1.1 B6.1.7.1.2 B6.1.7.1.3 B6.1.9.1.1	Manila cards, recorded audio visuals
3.	Reading	Comprehension	B6.2.6.1. B6.2.6.1.	B6.2.6.1.1. B6.2.6.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension / Silent Reading	B6.2.6.1. B6.2.7.1..	B6.2.6.1.3 B6.2.7.1.1.	Manila cards, markers, recorded audio-visual
5.	Writing	Penmanship/ Handwriting	B6.3.1.1.	B6.3.1.1.2	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Descriptive Writing	B6.4.3.1. B6.4.3.1. B6.4.3.1.	B6.4.3.1.1 B6.4.3.1.2 B6.4.3.1.3	Manila Cards, Class reader
7.	Composition Writing	Persuasive Writing	B6.4.4.1. B6.4.4.1. B6.4.4.1.	B6.4.4.1.1 B6.4.4.1.2 B6.4.4.1.3	Manila Cards, Markers
8.	Composition Writing	Argumentative Writing B6	B6.4.5.1. B6.4.5.1.	B6.4.5.1.1 B6.4.5.1.2	Word cards, Manila card Markers Word cards Manila card Markers

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9.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of action words) / (Use of qualifying words)	B6.5.3.1. B6.5.4.1. B6.5.4.1.	B6.5.3.1.3 B6.5.4.1.1 B6.5.4.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of qualifying words) / (Use of postpositions)	B6.5.4.1. B6.5.5.1. B6.5.5.1.	B6.5.4.1.3 B6.5.5.1.1 B6.5.5.1.2	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Literature/ Library	Building the Love and Culture of Reading in Learners / Read Aloud with Children	B6.6.1.1.. B6.6.2.1.	B6.6.1.1.5. B6.6.2.1.1	Reading materials
12.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems Narratives and Short Stories and Responding to them	B6.6.3.1. B6.6.3.1.	B6.6.3.1.1 B6.6.3.1.2	Manila Cards, Markers

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**TERM TWO
BASIC SIX
WEEK ONE**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Vocabulary C. Pronouns D. Writing As A Process E. Using Action Words F. Building The Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.6.2	B6.2.6.2.	B6.3.3.1	B6.4.9.3.	B6.5.4.1.	B6.6.1.1.1.
Performance Indicator	<p>A. Learners can listen and view for the entire 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>					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Together with learners choose a text from their readers which has already been read. • Discuss the text e.g. title, characters, simple literary terms. • 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? <p>B .READING</p> <p>Have learners regularly play several vocabulary games such as “Word hunt”, “Lucky Dip”, “I know it”, etc. 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	<p>C. GRAMMAR</p> <p>Use a text to revise the different pronouns learnt in B1-B5.</p>	<p>What have we learnt today?</p>

	familiar rhymes	<ul style="list-style-type: none"> • Introduce reflexive pronouns with examples in sentences. Discuss the reflexive pronouns with learners. • Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences. • Repeat the procedure to teach relative and reciprocal pronouns. <p>Assessment: let learners mention examples of Identify and use: reflexive pronouns, relative pronouns reciprocal pronouns and use it to form sentences</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> • Guide learners with the questions below: i. Are your ideas in order and easy to understand? ii. Are all the sentences talking about the main idea of the paragraph? iii. Are all the paragraphs talking about the topic? • Have learners read their partners' draft and offer suggestions. • Encourage learners to make as many changes as are necessary to improve their drafts. • Have learners make a clean draft for publishing <p>Assessment: let learners review their partner's draft review to produce a coherent piece</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>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"> • Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. <p>Use this as a guide to 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>

		<ul style="list-style-type: none"> • Learners in pairs write their own stories making sure they use both tense forms. • 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. <p>Assessment: let learners write a story using the simple past</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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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

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SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.1		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can explain post World War II developments in the Gold Coast		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: History curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why was the	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

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	Watson Commission formed? Who were its members?		
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

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE HUMAN BODY SYSTEMS	
Indicator (code)	B6.3.1.1.1		
Content standard (code)	B6.3.1.1.		
Performance Indicator	Learners can explain the functions of organs in the excretory system of humans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners to review the functions of some human organs. <ul style="list-style-type: none"> • Learners explain the need for activities such as breathing, urinating and sweating. • With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans (kidneys, lungs, skin, liver). 	What have we learnt today? Ask learners to summarize the important points of the lesson

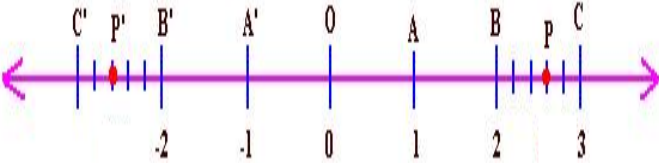
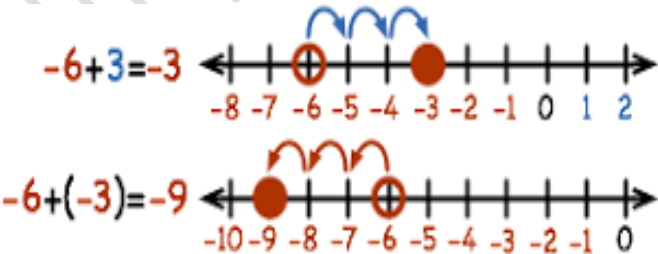
		<p>Learners, in an activity, match the parts of the excretory system with their excretory products.</p> <ul style="list-style-type: none">• Build vocabulary of learners by explaining key biological terms such as urea, kidney, lungs and excretion.• Learners are provided with materials such as blu tack or clay to mould the kidney of humans. NB: The lesson should mainly focus on the kidneys, lungs, skin, and their excretory products. <p>Assessment: let learners explain the functions of organs in the excretory system of humans</p>	
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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number		Sub-strand : Number Operations	
Indicator (code)	B6.1.1.6.1	B6.1.2.6.2	
Content standard (code)	B6.1.1.6.	B6.1.2.6.	
Performance Indicator	A. Learners can Locate, compare and order sets of integers using the number line and symbols "< or >". B. Learners can Solve simple addition and subtraction problems involving integers (excluding subtraction of negative numbers)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>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>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around</p>	<p>Use number line to help learners to do the following types (addition)</p> <p>(1) $9 + -4 = \underline{\quad}$ (2) $-8 + 4 = \underline{\quad}$ (3) $-3 + -5 = \underline{\quad}$ (4) $1 + -3 = \underline{\quad}$ (5) $-6 + 5 = \underline{\quad}$ (6) $6 + -2 = \underline{\quad}$ (7) $-6 + 8 = \underline{\quad}$ (8) $-2 + 9 = \underline{\quad}$</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting</p>	<p>Learners do the following types (subtraction)</p> <p>(9) $-5 - 1 = \underline{\quad}$ (10) $-2 - 1 = \underline{\quad}$ (11) $8 - 7 = \underline{\quad}$ (12) $2 - 6 = \underline{\quad}$ (13) $-1 - 7 = \underline{\quad}$</p>	<p>Review the lesson with Learners</p>

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	one, what is one 1 - One is one alone, alone it shall be.	(14) $-5 - 7 = \underline{\quad}$ (15) $-8 - 8 = \underline{\quad}$ (16) $4 - 6 = \underline{\quad}$ Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learners do the following types (subtraction) (9) $-5 - 1 = \underline{\quad}$ (10) $-2 - 1 = \underline{\quad}$ (11) $8 - 7 = \underline{\quad}$ (12) $2 - 6 = \underline{\quad}$ (13) $-1 - 7 = \underline{\quad}$ (14) $-5 - 7 = \underline{\quad}$ (15) $-8 - 8 = \underline{\quad}$ (16) $4 - 6 = \underline{\quad}$ Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B6. 1.1.1.3.		
Content standard (code)	B6. 1.1.1.		
Performance Indicator	Learners can Study some artworks created by international visual artists that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ 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; 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>A bed designed from the concept of a vehicle</p>	<p>A building structure based on the concept of a canoe and sail</p>	<p>The seat of the government of Ghana developed from the concept of a stool</p>	
<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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Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.11		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can Dribble a ball and kick (shoot) it towards a goal while being guarded		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : WORD PROCESSING		Sub-strand : INTRODUCTION TO MS-POWERPOINT	
Indicator (code)	B6.3.1.1.1	B6.3.1.1.2	B6.3.1.1.3
Content standard (code)	B6.3.1.1.	B6.3.1.1.	B6.3.1.1.
Performance Indicator	<ul style="list-style-type: none"> Learners can demonstrate how to use the File menu and Insert, Design, and Layout Ribbons from B5. Learners can demonstrate how to use icons in the Text group in the Insert Ribbon. Learners can be able to use the attributes of the ribbons studied in a paragraph. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Guide learners to use File menu, Insert, Design and Layout Ribbon. Guide learners to properly use the icons in the Insert Ribbon. Guide the learners to create and format text in a document Assessment: let learners format text in a document	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)	B6.2.2.1.1		
Content standard (code)	B6.2.2.1.1		
Performance Indicator	Learners can explain the importance of animal waste to plants		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch 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

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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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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Festivals in the Three Major Religions	
Indicator (code)	B6.2.2.1.2:		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can explain the need for celebrating various festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the festivals celebrated in Ghana. <ul style="list-style-type: none"> • Lead learners to talk about why festivals are celebrated: teach about love and sacrifice, promote unity and brotherliness, etc. • In groups, let learners dramatise a festival of their choice, showing important activities like sharing, reconciliation, unity and brotherliness, etc. 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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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Conversation	
Indicator (code)	B6.1.6.1.1	B6.1.6.1.2	B6.1.6.1.3.
Content standard (code)	B6.1.6.1.	B6.1.6.1.	B6.1.6.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should explore and say the names of cities in Ghana • The learner should explore or say some towns and villages in Ghana • The learner should discuss the major rivers in Ghana and those close to the area. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Show learners a current map of Ghana and mention some of the capital towns. • Let learners point to the cities on the map. • Let learners mention the names of cities in Ghana. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Discuss some of the locations of the cities. <p>Assessment: let learner mention the names of cities in Ghana</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to mention names of towns and villages they know. • Show learners a current map of Ghana and mention some of the capital towns. • Assist learners to mention the names of some towns and villages in Ghana. • Let learners discuss the locations of these towns and villages. • Ask learners to tell which villages they come from. <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"> • Ask learners to mention the sources of the water that flow in the taps or boreholes in community. • Write out some of the rivers mentioned by learners. • Show learners a current map of Ghana. • Let learners point to the rivers indicated on the map. • Lead learners to mention the major rivers in Ghana after looking at the map. • Talk about the locations of these rivers. • Let learners look closely at the current map of Ghana. • Help learners to recognise the names of rivers in or close to their area and mention and write the names on the board. • Discuss whether these rivers serve as a source of water to the community <p>Assessment: let learners mention the major rivers in Ghana and those close to the area.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM TWO
BASIC SIX
WEEK TWO

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Vocabulary C. Adjectives D. Writing As A Process E. Using Action Words F. Building The Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.6.3	B6.2.6.3.	B6.3.4.1.	B6.4.9.3	B6.5.4.1..	B6.6.1.1..
Performance Indicator	A. Learners can engage in collaborative conversation with unfamiliar audience B. Learners can deduce meaning of words from how they relate to one another C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons D. Learners can edit/proofread draft, checking capitalisation, usage, punctuation and spelling E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Sample topics: social issues, social values and manners</p> <ul style="list-style-type: none"> • Show a video of a talk show or introduce a talk show by drawing on learners’ background knowledge of such activities on TV. • Identify an interesting topic e.g. “Children should not do WhatsApp”. Initiate a conversation using questions. Learners take turns to contribute to the conversation. • Put learners in groups and let them choose topics for conversation. <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>	<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><u>Meaning from context</u></p> <ul style="list-style-type: none"> • Explain and demonstrate that the meaning of a word can be deduced from other words in its environment. <p>E.g. Philip is glad. He is really happy. Aku is tall but her brother is short.</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"> • Put learners in groups. Let them read a text and I give the contextual meaning of selected words from the text. • Engage learners in activities such as: – Matching words with their meanings/synonyms/antonyms. – Reading a text and finding replacements for certain words in the text. • Using other strategies such as the synonym or antonym tree or synonym or antonym ‘bingo’, have learners build a portfolio of antonyms and synonyms. <p><u>Meaning from word</u> 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>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C. GRAMMAR</p> <p>Revise the comparatives with learners.</p> <ul style="list-style-type: none"> • Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding -er. <p>E.g. Compare the heights of two learners: i. Musah is tall. Safianu is short. ii. Musah is taller than Safianu.</p> <ul style="list-style-type: none"> • Guide learners to form the superlative forms of regular adjectives by adding -est. E.g. Ali is the tallest. • Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative. e.g. good better best • Provide a text for learners to identify the examples. Learners use the irregular forms of adjectives in sentences 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Assist learners to use the adjectival forms position, more – and most – much more intelligent more intelligent most intelligent • For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the school and beyond. <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> <ol style="list-style-type: none"> Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark. Have I used commas correctly? Do my sentences start with capital letters? Have I capitalised proper nouns? <ul style="list-style-type: none"> • Have learners do peer editing. • Have them prepare neat final copies. • Guide them to proofread the final copies before publishing. <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage, punctuation and spelling of their own written story.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise the simple present and present perfect tenses by using examples and situations.</p> <ul style="list-style-type: none"> • Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. <p>Use this as a guide to 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>

		<ul style="list-style-type: none"> • Learners in pairs write their own stories making sure they use both tense forms. • 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. <p>Assessment: let learners underline simple past and the present perfect tense 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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to share whatever they read with their mates. <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

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SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.1		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can explain post World War II developments in the Gold Coast		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why was the	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

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	Watson Commission formed? Who were its members?		
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-World War II development in the Gold Coast	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : The Solar System	
Indicator (code)	B6.3.2.1.1		
Content standard (code)	B6.3.2.1.		
Performance Indicator	Learners can explain the difference between a star, a planet and a satellite		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	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"> • Draw the solar system on the board, using different colours to illustrate the different bodies. • Learners tell what they see when they view the sky during the night and during day time. • 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) 	What have we learnt today? Ask learners to summarize the important points of the lesson

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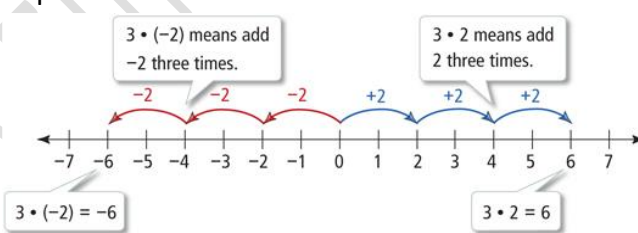
	of parts of plants with learners	Assessment: let learners explain the difference between a star and a planet	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Using the solar system as an example, guide learners to understand that a planet is a body that moves around a star (e.g. the earth and the other planets move around the sun).</p> <ul style="list-style-type: none"> • 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. • 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). <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>

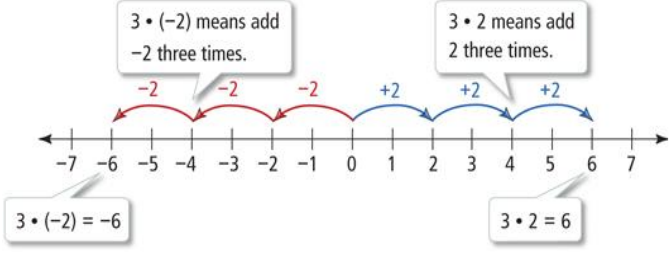
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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number		Sub-strand : Fractions	
Indicator (code)	B6.1.2.6.2	B6.1.1.4.3	B6.1.3.1
Content standard (code)	B6.1.2.6.	B6.1.1.4.	B6.1.3.
Performance Indicator	<ul style="list-style-type: none"> • Learners can solve simple addition and subtraction problems involving integers (excluding subtraction of negative numbers) • Learners can perform simple multiplication with integers • Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths) 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
Monday	Sing songs like: I'm counting one, what is one	Solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number. (ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben. What is Cam's position relative to the surface of the water? Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number. (ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben. What is Cam's position relative to the surface of the water? Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it	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.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting	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.	Review the lesson with Learners

	<p>one, what is one 1 - One is one alone, alone it shall be.</p>	 <p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one</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, $\frac{5}{8}$ and 73%; we have $\rightarrow \frac{5}{8} = \frac{625}{1000} = 62.5\%$, $0.758 = \frac{758}{1000} = 75.8\%$, and $73\% = \frac{73}{100} = 73\%$. Hence the order from least to the largest is $\frac{5}{8}$, 73% and 0.758</p>	<p>Review the lesson with Learners</p>

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B6. 2.1.1.3		
Content standard (code)	B6. 2.1.1.		
Performance Indicator	Learners can study how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ select the compositions and performances of any international performing artist that reflect ideas from the physical and social environments of any community in the world; ☑ appreciate: discuss the selected artworks in groups and share findings with the rest of the class focusing on the type of composition or performance, theme/purpose, the idea from the physical and social	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>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>

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SUBJECT: PHYSICAL EDUCATION

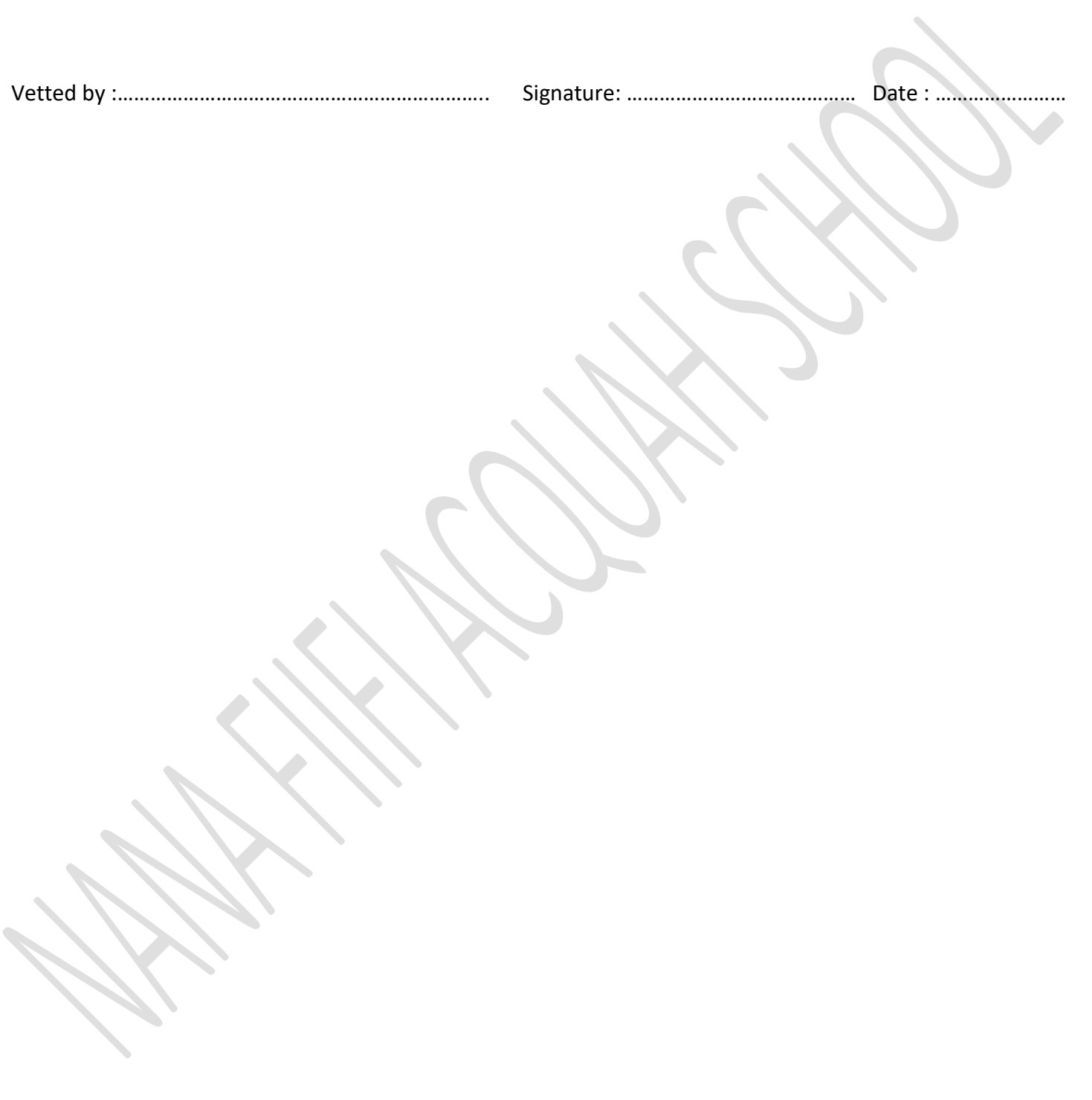
CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.12		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	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.

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	performan ce and to prevent injuries		
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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Programming and Databases		Sub-strand: Introduction to Databases, Algorithm And Programming. Languages	
Indicator (code)	B6.5.1.1.1	B6.5.1.1.2	B6.5.1.1.3
Content standard (code)	B6.5.1.1.	B6.5.1.1.	B6.5.1.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can describe Databases. • Learners can identify databases and data structures. • Learners can explain Fundamental Database concepts. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:		Computing curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners through discussion in groups, to list and describe databases.</p> <p>Guide learners to identify databases structures. ie. database structure is the collection of record type and field type definitions that comprises the database.</p> <p>Guide learners to apply the fundamental database concepts to a sample database in a class discussion</p> <p>Assessment: let learners explain Fundamental Database concepts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Map Making and Land Marks	
Indicator (code)	B6.2.3.1.1		
Content standard (code)	B6.2.3.1.1		
Performance Indicator	Learners can identify the political regions on a sketch map of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify the political regions on a sketch map of Ghana	
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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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Festivals in the Three Major Religions	
Indicator (code)	B6.2.2.1.2		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can explain the need for celebrating various festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write essays on the need for celebrating festivals. • Lead learners to discuss their essays for suggestions and corrections. Assessment: let learners explain the need for celebrating various festivals.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Talking about Oneself, Family, People and Places / Asking and Answering Questions	
Indicator (code)	B6.1.7.1.1	B6.1.7.1.2	B6.1.7.1.3
Content standard (code)	B6.1.7.1.	B6.1.7.1.	B6.1.7.1.3
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise the nuclear family and mention the members in it. • The learner should recognise the extended family and mention some members in it. • The learner should use the appropriate terms to describe families. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Ask learners to mention the family members they live with. • Discuss who a nuclear family comprises of. 	What have we learnt today?

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

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TERM TWO
BASIC SIX
WEEK THREE

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Vocabulary C. Verbs D. Writing As A Process E. Using Action Words F. Building The Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.6.3.	B6.2.6.4.	B6.3.5.1.	B6.4.9.3.	B6.5.4.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can demonstrate turn taking in conversation on different topics and follow agreed-upon rules for conversation and express thoughts coherently</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>					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Through discussion, guide learners to identify some current or recent events. • Choose one such event and engage in a model conversation with a learner earlier prepared. • Converse on a given topic with a learner as others watch. • Let learners, converse in pairs on different topics after the example. Encourage them to follow the rules of conversation. Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word. <p>Assessment: let learners turn taking in conversation on different topics</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>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"> • Learners choose words with given affixes and use them appropriately in sentences. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Introduce compound words in context and have learners identify their components. E.g. breakfast = break, fast; classroom = class, room. <p>Assessment: Put learners into groups to build more compound words</p>	
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"> • 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. • Introduce auxiliaries (primary and modal) in context one at a time. Learners listen to/read a text having several of them. • Guide learners with examples to identify and distinguish them from the main verbs and use them in sentences. <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"> • Have learners share their writing with their peers, classmates and families. <p>Encourage learners to type/copy neatly their writing and submit them for publication in the class magazine, school magazine/notice board. Other places to publish include The Junior Graphic or The Daily Graphic and other print media.</p> <p>Assessment: let learners publish writing piece for other peers to read and in the school magazine</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write a story. E.g. about what happened after school on Monday.</p>	<p>What have we learnt today?</p>

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually. • Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form. • Assist those whose essays are only in the simple past to some in the past participle tense. • Learners rewrite their essays incorporating the corrections. <p>Assessment: Have learners write on another topic individually using the simple past verb form as well as the past participle form</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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>	<p>Have learners to tell what they read to the whole class</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.1		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can explain post World War II developments in the Gold Coast		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	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

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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
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Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : ECOSYSTEM	
Indicator (code)	B6.3.3.1.1		
Content standard (code)	B6.3.3.1.		
Performance Indicator	Learners can investigate various interactions in an ecosystem and the effect on humans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	Show learners pictures of different ecosystems. <ul style="list-style-type: none"> Learners observe different ecosystems in the field such as a small bush or pond. Engage learners to brainstorm to come out with possible interactions that occur in the given ecosystem. 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

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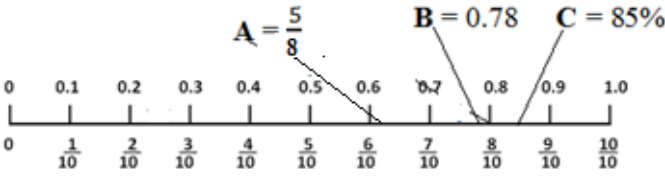
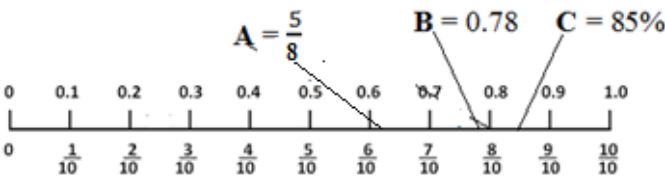
	of parts of plants with learners		
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners work in groups to draw or design different ecosystems in the classroom.</p> <ul style="list-style-type: none"> • Learners observe each of the ecosystems and identify some possible interactions that can take place within each ecosystem they have designed. • Guide learners to discuss the effects of interactions (hunting, farming and predation) on humans and other living things within a given ecosystem. <p>Assessment: let learners write the effects of interactions (hunting, farming and predation) on humans and other living things within a given ecosystem.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number		Sub-strand : Fractions	
Indicator (code)	B6.1.3.1.1	B6.1.3.1.2	
Content standard (code)	B6.1.3.1.	B6.1.3.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can Compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths) Learners can Add and subtract unlike and mixed fractions 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</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>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>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>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>To add like mixed fractions that are larger than 1, i.e. $2\frac{1}{3}$ and $3\frac{2}{3}$ we write down the sum of the whole numbers and add the fractions; i.e. $2\frac{1}{3} + 3\frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3} = 5 + \frac{(1+2)}{3} = \frac{53}{3} = 17\frac{2}{3}$</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>To add like mixed fractions that are larger than 1, i.e. $2\frac{1}{3}$ and $3\frac{2}{3}$ we write down the sum of the whole numbers and add the fractions; i.e. $2\frac{1}{3} + 3\frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3} = 5 + \frac{(1+2)}{3} = \frac{53}{3} = 17\frac{2}{3}$</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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Friday	Sing songs like: I'm counting one, what is one	To subtract like-fractions that are larger than 1, i.e. $2\frac{1}{3}$ and $3\frac{2}{3}$, we change the mixed fractions into improper fractions and subtract; i.e. $3\frac{2}{3} - 2\frac{1}{3} = \frac{11}{3} - \frac{7}{3} = \frac{11-7}{3} = \frac{4}{3} = 1\frac{1}{3}$ Assessment: have learners to practice with more examples	Review the lesson with Learners
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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B6 1.2.2.2		
Content standard (code)	B6 1.2.2.		
Performance Indicator	Learners can brainstorm and generate designs for creating own visual artworks that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> study the ideas, forms and structures that constitute the physical and social environments of some communities in the world; <input type="checkbox"/> make analytical study (sketches) of the ideas, forms or structures that interest them; <input type="checkbox"/> develop images from the ideas, forms and structures studied;	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>

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Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : RHYTHMIC SKILLS	
Indicator (code)	B6.1.3.1.1		
Content standard (code)	B6.1.3.1.		
Performance Indicator	Learners can organize aerobic dance		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PROGRAMMING AND DATABASES		Sub-strand: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	
Indicator (code)	B6.5.1.1.5	B6.5.1.1.6.	B6.5.1.1.7.
Content standard (code)	B6.5.1.1.	B6.5.1.1..	B6.5.1.1..
Performance Indicator	<ul style="list-style-type: none"> Learners can lead learners to describe the basics of Relational Data model. ie. rows and columns. Guide learners to list the basics of logical database design and develop sample database design. Learners can guide learners to apply the basics of relational algebra in a sample database. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Lead learners to describe the basics of Relational Data model. ie. rows and columns. Guide learners to list the basics of logical database design and develop sample database design. Guide learners to apply the basics of relational algebra in a sample database Assessment: let learners apply the basics of relational algebra in a sample database	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B6.2.4.1.1.		
Content standard (code)	B6.2.4.1.		
Performance Indicator	Learners can describe internal migration in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners explain 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,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>movement to commercial and industrial towns, movement to cash crop farming areas.</p> <p>Assessment: let learners describe internal migration in Ghana</p>	
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>

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B6.2.2.1.3:		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can discuss moral lessons from the festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Help learners recall the importance of festivals. <ul style="list-style-type: none"> • Guide learners to discuss the moral lessons from festivals: - generosity, - • let learners dramatise activities within festivals to show how the moral lessons in festivals reflect in their lives. Assessment: let learners mention moral lessons from the festivals	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Comprehension	
Indicator (code)	B6.2.6.1.1..	B6.2.6.1.2	
Content standard (code)	B6.2.6.1...	B6.2.6.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should explain the meaning of unfamiliar words within their context • The learner should answer factual and inferential questions 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners text to read. • Call learners in turns to read a paragraph each. • Let learners recognise unfamiliar words from the passage. • Write the words on the board and read out the words aloud. 	What have we learnt today?

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		<ul style="list-style-type: none"> • Let learners explain the meaning of unfamiliar words from their context. • Call learners in turns to use the unfamiliar words to form sentences <p>Assessment: let learners use the unfamiliar words to form sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<p>Give learners text to read.</p> <ul style="list-style-type: none"> • Ask learners some factual questions and call learners to answer orally. <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>
	Engage learners to sing songs and recite familiar rhymes	<p>Give learners text to read.</p> <ul style="list-style-type: none"> • Ask learners some factual questions and call learners to answer orally. <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>

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**TERM TWO
BASIC SIX
WEEK FOUR**

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Talking About Oneself, Etc B. Vocabulary C. Verbs D. Narrative Writing E. Using Action Words F. Building The G. Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.6.3..	B6.2.6.4..	B6.3.5.1	B6.4.9.3.	B6.5.4.1.	B6.6.1.1..
Performance Indicator	A. Learners can ask and answer questions about key details on topics under discussion. B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns) C. Learners can use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns) D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement. E. Learners can explore the use of the simple past verb form and participle form					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc. • Encourage learners to ask and answer questions for clarification about key details. Ensure appropriate vocabulary use by dropping hints and showing word cards Assessment: let learners ask and answer questions about key details on topics under discussion	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Introduce these one at a time. • Provide and discuss examples. • Learners play games with the activity in pairs/groups Assessment: let learners use playful words in spoken and written language (jokes, riddles, puns)	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite	C. GRAMMAR 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.	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Have groups of learners discuss and exemplify the following: – A singular subject goes with a singular verb. – A plural subject goes with a plural verb. – A collective subject goes with singular or plural verb. • 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. • 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”. <p>Assessment: let learners use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns in sentences</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> • Guide learners with the questions below: <ul style="list-style-type: none"> iv. Are your ideas in order and easy to understand? v. Are all the sentences talking about the main idea of the paragraph? vi. Are all the paragraphs talking about the topic? • Have learners read their partners’ draft and offer suggestions. • Encourage learners to make as many changes as are necessary to improve their drafts. • Have learners make a clean draft for publishing <p>Assessment: let learners review, and revise a draft to produce a coherent piece</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>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"> • Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form. • Assist those whose essays are only in the simple past to some in the past participle tense. • Learners rewrite their essays incorporating the corrections. <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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.1		
Content standard (code)	B6.5.4.1.1		
Performance Indicator	Learners can explain post World War II developments in the Gold Coast		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: History curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why was the	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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	Coussey Committee established ?		
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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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B6.4.1.1.1		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can compare renewable and non-renewable sources of energy		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	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.	What have we learnt today? Ask learners to summarize the important points of the lesson

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	of parts of plants with learners	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, 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"> • Learners present their responses on flashcards for a general discussion in class. • 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. <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>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B6.2.4.1.1.		
Content standard (code)	B6.2.4.1.		
Performance Indicator	Learners can describe internal migration in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners 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

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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. Assessment: let learners identify measures that can be taken to solve challenges associated with rural and urban settlements	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number		Sub-strand : Fractions	
Indicator (code)	B6.1.3.1.2	B6.1.3.1.3	
Content standard (code)	B6.1.3.1.	B6.1.3.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths) 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>To add or subtract improper fractions with different denominators, ($2 \frac{1}{3}$ and $3 \frac{2}{5}$) 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 $2 \frac{5}{15}$ and $3 \frac{6}{15}$; their sum is $2 \frac{1}{3} + 3 \frac{2}{5} = 2 \frac{5}{15} + 3 \frac{6}{15} = 5 \frac{(5+6)}{15}$ which is $5 \frac{11}{15}$; and difference $3 \frac{2}{5} - 2 \frac{1}{3} = 1 \frac{(6-5)}{15} = 1 \frac{1}{15}$</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>To add or subtract improper fractions with different denominators, ($2 \frac{1}{3}$ and $3 \frac{2}{5}$) 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 $2 \frac{5}{15}$ and $3 \frac{6}{15}$; their sum is $2 \frac{1}{3} + 3 \frac{2}{5} = 2 \frac{5}{15} + 3 \frac{6}{15} = 5 \frac{(5+6)}{15}$ which is $5 \frac{11}{15}$; and difference $3 \frac{2}{5} - 2 \frac{1}{3} = 1 \frac{(6-5)}{15} = 1 \frac{1}{15}$</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>To multiply a whole number by a mixed fraction (e.g. $3 \times 2 \frac{2}{3}$) 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; i.e. $3 \times 2 \frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8$ or $3 \times 2 \frac{2}{3} = 2 \frac{2}{3} + 2 \frac{2}{3} + 2 \frac{2}{3} = 6 \frac{(2+2+2)}{3} = \frac{66}{3} = 8$</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like:</p>	<p>To multiply a whole number by a mixed fraction (e.g. $3 \times 2 \frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction</p>	<p>Review the lesson with Learners</p>

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	<p>I'm counting one, what is one 1 - One is one alone,</p>	<p>and add the products or change the mixed fraction to improper fraction and multiply; i.e. $3 \times 2 \frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8$ or $3 \times 2 \frac{2}{3} = 2 \frac{2}{3} + 2 \frac{2}{3} + 2 \frac{2}{3} = 6 \frac{6}{3} = 8$</p> <p>Assessment: have learners to practice with more examples</p>	
Friday	<p>Sing songs like: I'm counting one, what is one 1 - One is</p>	<p>To multiply a fraction by a whole number the multiplication is interpreted as "of"; e.g. $\frac{2}{3} \times 5$ means shade $\frac{2}{3}$ of 5 ; i.e. finding two-thirds of each of five objects; i.e. $\frac{2}{3} \times 5$ is $\frac{2}{3}$ of 5 quantities, which leads 10 thirds, i.e. $\frac{2}{3} \times 5 = 10(\frac{1}{3}) = \frac{10}{3} = 3\frac{1}{3}$</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B6 2.2.2.2		
Content standard (code)	B6 2.2.2.		
Performance Indicator	Learners can brainstorm and generate ideas for creating own performing artworks that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ study the ideas, forms and structures that constitute the physical and social environments of some communities in the world; ☐ make analytical study of the ideas, forms, movement patterns, rhythms, sounds etc. that interest them; ☐ develop, arrange and compose own movement patterns, lyrics, sounds, rhythms, melodies from the 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>ideas studied in the physical and social environments. ☒ present concepts for peer review</p> <p>Assessment: let learners write ideas for creating own performing artworks</p>	
<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: 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; ☒ use the ideas or feedback from the peer review to improve upon the arrangements for own compositions.</p> <p>Assessment: let learners write ideas for creating own performing artworks</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : RHYTHMIC SKILLS	
Indicator (code)	B6.1.3.1.2		
Content standard (code)	B6.1.3.1.		
Performance Indicator	Learners can Roll (body) smoothly forward and backward (combination of forward and backward roll)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	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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	ce and to prevent injuries		
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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PROGRAMMING AND DATABASES		Sub-strand : INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES. INTRODUCTION TO ELECTRONIC SPREADSHEET	
Indicator (code)	B6.5.1.1.8	B6.5.1.1.9.	B6.5.3.1.1
Content standard (code)	B6.5.1.1.	B6.5.1.1..	B6.5.3.1.
Performance Indicator	<ul style="list-style-type: none"> • 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) 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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

		the ribbons under the home button. Assessment: let learners explain the use of the ribbons under the home button.	
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Vetted by : Signature: Date :



SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B6.2.2.1.3:		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can discuss moral lessons from the festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners write essays on 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

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Comprehension / Silent Reading	
Indicator (code)	B6.2.6.1.3.	B6.2.7.1.1	
Content standard (code)	B6.2.6.1	B6.2.7.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should make predictions of a given text. The learner should summarise a given story/text. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Give learners the text to read again. Discuss how to make predictions from a passage. Assist learners to make predictions from the given text. Assessment: let learners make predictions of a given text.	What have we learnt today? Review the lesson with learners

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

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**TERM TWO
BASIC SIX
WEEK FIVE**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Verbs D. Narrative Writing E. Using Action Words F. Building The Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.7.1.	B6.2. 6.4.	B6.3.5.1.	B6.4.9.3.	B6.5.4.1.	B6.6.1.1.
Performance Indicator	A. Learners can employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts B. Learners can use words suitable for purpose, audience, context and culture in relation to: type of texts C. Learners can use different forms of verbs, the Irregular and infinitive to talk about personal activities D. Learners can edit/proofread draft, checking capitalisation, usage, punctuation and spelling E. Learners can use a range of verb forms in speech and in writing.					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE <ul style="list-style-type: none"> • Have learners listen to teacher-read texts or video/audio recording on familiar topics. • Model the visualisation strategy to make meaning from texts heard. • Encourage learners to practise constructing meaning from the texts or play. Assessment: let learners employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc. Have them role play a simple story to bring out the importance of these elements and their usage Assessment: let learners use words suitable for purpose, audience, context and culture in relation to: type of texts	What have we learnt today? Ask learners to summarize the main points in the lesson

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C. GRAMMAR E.g.: I asked my friend to read the story</p> <p>Assessment: let learners use different forms of verbs, the Irregular and infinitive to talk about personal activities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>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"> • Take learners through the writing process <table border="1" data-bbox="451 890 1062 1150"> <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: Writing, Revising, Editing and Publishing.</p> <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage, punctuation and spelling</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>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E. WRITING CONVENTION AND GRAMMAR USAGE 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"> • Guide learners with examples to construct sentences using the past perfect form of verbs. <p>E.g. When you came I had already finished the work.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												

		<p>Let learners narrate short events using both tenses. • Let learners write a letter to an elderly relative on something that happened in the past.</p> <ul style="list-style-type: none"> • 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. • Have learners write a mind map to guide their writing. Learners edit their writing at every stage e.g. introduction, body and conclusion. Encourage them to share their work with other groups <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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.2		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which political	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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	<p>parties took part in the 1951 general elections? What was the outcome of that election?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Discuss the first general elections held in 1951.</p> <p>Assessment: let learners narrate the first general elections held in 1951</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B6.4.1.2.1		
Content standard (code)	B6.4.1.2.		
Performance Indicator	Learners can measure the temperature of a body using a thermometer		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Assist learners to reflect on their previous knowledge on heat and temperature (temperature refers to the degree of hotness of a body). <ul style="list-style-type: none"> • Provide clinical and laboratory thermometers or show pictures of different types of thermometers. • Learners identify the equipment and where and when it is used. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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	Discuss the functions of parts of plants with learners	<ul style="list-style-type: none"> • Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water. <p>Assessment: let learners measure the temperature of a body using a thermometer</p>	
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"> • Some learners share experiences of how their body temperatures were measured on a visit to a health centre. <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>

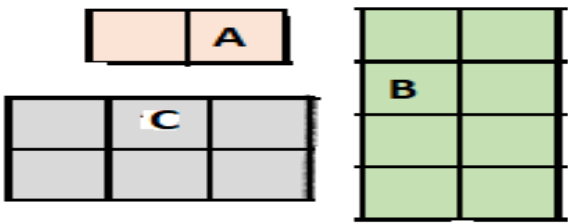
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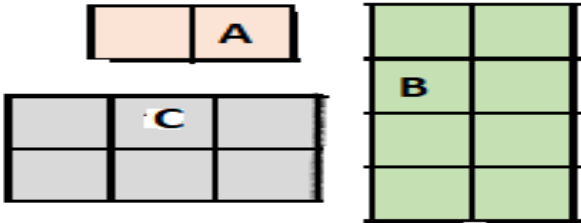
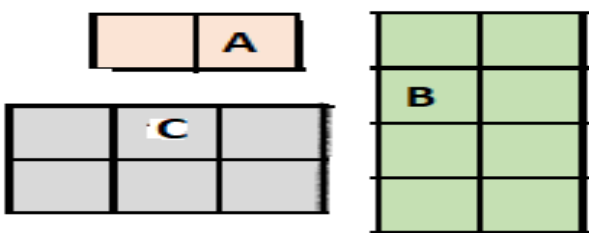
SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number		Sub-strand : Fractions	
Indicator (code)	B6.1.3.1.3	B6.1.4.1.1	
Content standard (code)	B6.1.3.1.	B6.1.4.1.	
Performance Indicator	<ul style="list-style-type: none"> 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 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>To multiply a fraction (i.e. common or mixed) by a whole number (e.g. $4 \frac{2}{5} \times 5$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. $4 \frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{(24 \times 5)}{5} = \frac{120}{5} = 24/1 = 24$. [Note, the product can be simplified before multiplying the numerators separately and multiplying the denominators separately].</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>To multiply a fraction (i.e. common or mixed) by a whole number (e.g. $4 \frac{2}{5} \times 5$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. $4 \frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{(24 \times 5)}{5} = \frac{120}{5} = 24/1 = 24$. [Note, the product can be simplified before multiplying the numerators separately and multiplying the denominators separately].</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two</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 $\frac{1}{4}$ 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> <div style="text-align: center;">  </div>	<p>Review the lesson with Learners</p>

		<p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two</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 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>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is</p>	<p>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>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B6 1.3.4.2		
Content standard (code)	B6 1.3.4.		
Performance Indicator	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service);	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks	
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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Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Movement Concepts, Principles and Strategies		Sub-strand : Space Awareness,	
Indicator (code)	B6.2.1.2.1		
Content standard (code)	B6.2.1.2.1		
Performance Indicator	Learners can Explain the importance of open space in playing team games.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PROGRAMMING AND DATABASES		Sub-strand : INTRODUCTION TO ELECTRONIC SPREADSHEET	
Indicator (code)	B6.5.3.1.2	B6.5.3.1.3.	B6.5.3.1.4.
Content standard (code)	B6.5.3.1.	B6.5.3.1.	B6.5.3.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can create basic worksheets using Microsoft Excel 2016. • Learners can perform calculations in an MS-Excel worksheet. • Modify an MS-Excel worksheet. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to develop worksheet consisting of list of names ie. teachers, students, friends, families, etc</p> <p>Guide learners to develop worksheet that will help in calculating multiplication, addition and subtraction.</p> <p>Guide learners to modify worksheet by adding the age of learners in the class to the list of learners created in an earlier class</p> <p>Assessment: let learners perform calculations in an MS-Excel worksheet.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Worship	
Indicator (code)	B6.3.1.1.1.		
Content standard (code)	B6.3.1.1.		
Performance Indicator	Learners can describe the importance of prayer in our lives		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the 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),	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>congregational (Ju`mah), etc. Traditional– thanksgiving, intercession, supplication, confession, etc.</p> <p>Assessment: let learners describe the types of prayer</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of prayer:</p> <ul style="list-style-type: none"> • brings us closer to God • It shows our dependence on God, etc. Learners demonstrate how prayer is done in the three major religions. <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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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : The Latter Lives of Leaders of the Three Major Religions in Ghana	
Indicator (code)	B6. 3.1.1.1.		
Content standard (code)	B6. 3.1.1.		
Performance Indicator	Learners can narrate the story of the latter lives of the leaders of the major religions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to talk about the latter lives of the religious leaders: <ul style="list-style-type: none"> - Jesus Christ-triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection. - The Holy Prophet Muhammad (S.A.W.) - triumphant entry into Makkah, farewell message, sickness and death. - Traditional leader (e.g. OkomfoAnokye)-priesthood, miracles and other activities and death. <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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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship / Handwriting	
Indicator (code)	B6.3.1.1.2		
Content standard (code)	B6.3.1.1.		
Performance Indicator	The learner should write sentences using joint scripts		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners longer sentences on flashcards to read. • Discuss joint scripts with learners. • Use some joint scripts to write some sentences on the board. • Show the flashcards to the learners. • Help learners write sentences using joint scripts from the sentences on the flashcard 	What have we learnt today?

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		Assessment: let learners write sentences using joint scripts	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Use some joint scripts to write some sentences on the board. • Show the flashcards to the learners. • Help learners write sentences using joint scripts from the sentences on the flashcard. <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"> • Use some joint scripts to write some sentences on the board. • Show the flashcards to the learners. • Help learners write sentences using joint scripts from the sentences on the flashcard. <p>Assessment: let learners write sentences using joint scripts</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM TWO
BASIC SIX
WEEK SIX

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand :		Sub-strand :				
A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		A. Listening Comprehension B. Comprehension C. Verbs D. Creative/Free Writing E. Using Action Words F. Building The Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.7.1.	B6.2.7.1.	B6.3.5.1.	B6.4.11.1.	B6.5.4.1.	B6.6.1.1.
Performance Indicator	A. Learners can relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts) B. Learners can construct meaning from texts C. Learners can use the simple present form of verbs in sentences: D. Learners can write freely about topics of choice on national issues and issues from different learning areas E. Learners can use a range of verb forms in speech and in writing 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					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

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Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Referring to a recently read story, assist learners to identify the sequence of events in the story. e.g. The beginning, middle, and ending.</p> <ul style="list-style-type: none"> • Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end <p>Assessment: let learners relate the sequence of events</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Select level-appropriate texts for learners.</p> <ul style="list-style-type: none"> • 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. • Learners connect their background knowledge to help them make meaning of the text as they read. • Assist learners with a variety of questions to make meaning during and after reading the text. • Lay emphasis on the need to use the environment of a word to get its meaning. <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>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C. GRAMMAR</p> <p>Revise the simple present in context.</p> <ul style="list-style-type: none"> • Present an on-going situation to learners for them to report on it. E.g. A football game/match. • Present similar situations for learners to describe using the simple present, in groups. <ul style="list-style-type: none"> • Groups may write and present their work to the class. • Use texts/sentences to introduce the use of the simple present for: <ul style="list-style-type: none"> – 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>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>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<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"> • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas to write their first draft. <ul style="list-style-type: none"> • They revise their first draft. • Learners then, peer edit their work. • Have them present their work for class discussion and correction. • They then write the final draft and display their work for their peers to read. <p>Assessment: let learners write freely about topics of choice on national issues and issues from different learning areas</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite</p>	<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>	<p>What have we learnt today?</p>

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • 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. • Let learners write a letter to an elderly relative on something that happened in the past. • 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. • Have learners write a mind map to guide their writing. Learners edit their writing at every stage e.g. introduction, body and conclusion. Encourage them to share their work with other groups <p>Assessment: let learners use a range of verb forms in speech and in writing</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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>	<p>Have learners to tell what they read to the whole class</p>

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SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.2		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which political	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

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	<p>parties took part in the 1951 general elections? What was the outcome of that election?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>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</p> <p>Assessment: let learners explain how Ghana gained independence through constitutional means</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B6.4.2.1.1		
Content standard (code)	B6.4.2.1.		
Performance Indicator	Learners can construct an electric circuit and know the functions of its components		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	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.	What have we learnt today? Ask learners to summarize the important points of the lesson

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	of parts of plants with learners	Assessment: let learners construct an electric circuit and know the functions of its components	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners, in groups, provide them with the electrical components and assist them to construct a functional simple electric circuit.</p> <ul style="list-style-type: none"> • Learners draw the circuits they have constructed <p>Assessment: let learners construct an electric circuit and know the functions of its components</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number		Sub-strand : Ratios and Proportion	
Indicator (code)	B6.1.4.1.1	B6.1.4.1.2	
Content standard (code)	B6.1.4.1.	B6.1.4.1.	
Performance Indicator	<ul style="list-style-type: none"> 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 Learners can Express ratios in equivalent forms, compare and order ratios 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</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>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>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>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>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 $\frac{2}{3}$; 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>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</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 $\frac{2}{3}$; 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</p>	<p>Review the lesson with Learners</p>

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	1 - One is	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 Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one	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? Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B6 2.3.4.2		
Content standard (code)	B6 2.3.4.		
Performance Indicator	Learners can plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> 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; <input type="checkbox"/> discuss the need for performing compositions of own music, dance, drama, poetry etc.;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> <input type="checkbox"/> develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience <input type="checkbox"/> brainstorm to agree on a theme for the performance; <input type="checkbox"/> send manual and/or electronic invitations to target audience <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"> <input type="checkbox"/> decide on mode and arrangement of performances <input type="checkbox"/> 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); <input type="checkbox"/> clean and prepare the venue and its environment and make it ready for the performance; <input type="checkbox"/> Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting <p>Assessment: let learners write a plan a display of own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Movement Concepts, Principles and Strategies		Sub-strand : Dynamics	
Indicator (code)	B6.2.2.2.1		
Content standard (code)	B6.2.2.2.		
Performance Indicator	Learners can Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	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.

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	ce and to prevent injuries		
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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PROGRAMMING AND DATABASES		Sub-strand : : INTRODUCTION TO ELECTRONIC SPREADSHEET	
Indicator (code)	B6.5.3.1.5	B6.5.3.1.6	B6.5.3.1.7.
Content standard (code)	B6.5.3.1.	B6.5.3.1.	B6.5.3.1.
Performance Indicator	<ul style="list-style-type: none"> • 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. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<p>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</p> <p>Guide learners to properly name MS-Excel workbooks and store them in folders for retrieval later.</p> <p>Guide learners to adjust margins to suit the A4 paper size for printing in landscape and portrait.</p> <p>Assessment: let learners print the content of an MS-Excel worksheet.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Festivals	
Indicator (code)	B6.3.2.1.1.		
Content standard (code)	B6.3.2.1.		
Performance Indicator	Learners can identify two ways of making festivals beneficial to the communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify two ways of making festivals beneficial to the communities	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw a durbar of chiefs during festival celebrations 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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : The Latter Lives of Leaders of the Three Major Religions in Ghana	
Indicator (code)	B6. 3.1.1.1.		
Content standard (code)	B6. 3.1.1.		
Performance Indicator	Learners can narrate the story of the latter lives of the leaders of the major religions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners. Let learners dramatise the latter lives of the religious leaders <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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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Descriptive Writing	
Indicator (code)	B6.4.3.1.1	B6.4.3.1.2	B6.4.3.1.3
Content standard (code)	B6.4.3.1.	B6.4.3.1.	B6.4.3.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should write a descriptive composition on a given object • The learner should Write a descriptive essay about a situation • The learner should write a descriptive composition on a certain process. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show an object to learners. • Pass the object round for learners to touch it. • Call learners in turns to describe the object. • Discuss with learners how to write descriptive composition. 	What have we learnt today?

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

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**TERM TWO
BASIC SIX
WEEK SEVEN**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Verbs D. Creative/Free Writing E. Using Action Words F. Building The Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.7.1.	B6.2.7.1..	B6.3.5.1.	B6.4.11.1.	B6.5.4.1..	B6.6.1.1.
Performance Indicator	A. Learners can ask relevant questions to improve on understanding of moral lesson in text B. Learners can note and recall main ideas in sequence C. Learners can use the simple present form of verbs in sentences: D. Learners can write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed E. Learners can apply the use of the singular and plural subject and the verb forms that go with them					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Revise the sequence of events in a familiar story/drama/text with learners.</p> <ul style="list-style-type: none"> • Together with learners, identify the characters/the settings and moral lessons in the story/drama/text read. • Discuss the roles of characters, setting and the moral values in the text. • Ask relevant questions to improve understanding of elements in the texts. • Encourage learners to also ask question <p>Assessment: let learners answer questions on moral lesson</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>SQ3R strategy</p> <p>Have learners:</p> <p>S – Survey the text – (learners skim by going through the chapter, note heading/sub-heading and other features.</p> <p>Q – Question – generate questions about the content of the text.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</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>Assessment: let learners write main ideas in sequence from the text</p>	
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"> • Present an on-going situation to learners for them to report on it. E.g. A football game/match. • Present similar situations for learners to describe using the simple present, in groups. • Groups may write and present their work to the class <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"> – Title – Characters – Setting – Plot/storyline – Conflict, dialogue <p>Note: Through discussion and reference to familiar stories, show that:</p> <ul style="list-style-type: none"> • 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. • Discuss a short text to guide learners to go through the writing process to write their stories. 	<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"> • Put pupils into small groups to plan their writing. <ul style="list-style-type: none"> – Create characters – Create conflict – Establish a setting – Plan action and dialogue • They write the first draft, revise, edit and publish their writing by following the stages of the writing process <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> <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"> • Discuss the topic with learners contributing with sentences containing the present perfect and past perfect. • Let learners write in bits e.g. First start with introduction and guide them to edit. Learners then write a whole essay on a chosen topic individually <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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. 	<p>Have learners to tell what they read to the whole class</p>

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		<ul style="list-style-type: none">• Encourage them to share whatever they read with their mates. <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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SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.2		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which political	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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	<p>parties took part in the 1951 general elections? What was the outcome of that election?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Discuss the outcome of the 1956 elections.</p> <p>Assessment: let learners narrate outcome of the 1956 elections</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B6.4.2.1.2		
Content standard (code)	B6.4.2.1.		
Performance Indicator	Learners can identify the symbols used in representing various components in a given circuit diagram		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	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

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	of parts of plants with learners		
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

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number		Sub-strand : Ratios and Proportion	
Indicator (code)	B6.1.4.1.2	B6.1.4.2.1	
Content standard (code)	B6.1.4.1.	B6.1.4.2.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can Express ratios in equivalent forms, compare and order ratios • Learners can Use models to explain proportion as a comparison between quantities with equal ratios 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>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>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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. $\frac{3}{12} = \frac{4}{16}$ or $3:12 = 4:16$</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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. $\frac{3}{12} = \frac{4}{16}$ or $3:12 = 4:16$</p>	Review the lesson with Learners

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	1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one	Give learners mappings to identify those that are proportional and those that are not Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B6 1.4.6.2		
Content standard (code)	B6 1.4.6.		
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below; Suggested Guidelines <input type="checkbox"/> Description of the work: The elements in the work, materials size of the work, number of objects/items in the work.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <input type="checkbox"/> Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming. <input type="checkbox"/> Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning). <input type="checkbox"/> Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> identify the correct vocabulary to use for appreciating and appraising artworks; <input type="checkbox"/> agree on what to use the appraisal report for and how to share it <input type="checkbox"/> agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; <input type="checkbox"/> fix a day/date for the appreciation/appraisal/jury. <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Movement Concepts, Principles and Strategies		Sub-strand : Relations	
Indicator (code)	B6.2.3.2.1		
Content standard (code)	B6.2.3.2.		
Performance Indicator	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	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.

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	ce and to prevent injuries		
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SUBJECT: Computing

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : NETWORK OVERVIEW	
Indicator (code)	B6.6.1.1.1.	B6.6.1.1.2.	B6.6.1.1.3.
Content standard (code)	B6.6.1.1.	B6.6.1.1.	B6.6.1.1.
Performance Indicator	<ul style="list-style-type: none"> • 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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 information available on the Internet.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Basic Human Rights	
Indicator (code)	B6.3.3.1.1.		
Content standard (code)	B6.3.3.1.		
Performance Indicator	Learners can identify sources of help		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Learners discuss how to speak e.g. speak out and not keep quiet over an abuse Assessment: let learners identify sources of help	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners create posters speaking against child abuse and also show where to go for help in case of abuse Assessment: let learners identify sources of help	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : The Latter Lives of Leaders of the Three Major Religions in Ghana	
Indicator (code)	B6. 3.1.1.2		
Content standard (code)	B6. 3.1.1.		
Performance Indicator	Learners can identify the moral lessons from the latter lives of the religious leaders		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to discuss the moral lessons from the latter lives of the religious leaders. • Put learners into groups to explore virtues they have learnt from the latter lives of the religious leaders and present to class. • Let each group list the virtues they have explored about the latter lives of the religious leaders: - humility, forgiveness, faithfulness, obedience, perseverance, patriotism, etc. <p>Assessment: let learners identify the moral lessons from the latter lives of the religious leaders</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Persuasive Writing	
Indicator (code)	B6.4.4.1.1	B6.4.4.1.2	B6.4.4.1.3.
Content standard (code)	B6.4.4.1.	B6.4.4.1.	B6.4.4.1.
Performance Indicator	<ul style="list-style-type: none"> The learner should write a persuasive essay on a given topic. The learner should write a persuasive essay about education The learner should write a persuasive essay on a national issue. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Discuss ways that persuasion can be achieved. Discuss some vocabularies that are used in persuasion and write some on the board. Discuss with learners how to write persuasive essays by looking at structure and content. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners write a persuasive essay on a given topics. <p>Assessment: let learners write a persuasive essay on a given topic.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss with learners situations that can occur in the home or school or community. • Let learners describe any of the situations in groups and say to the class. • Discuss with learners how to write descriptive composition. • Lead learners to compose a descriptive essay about a situation. <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>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss with learners processes in doing things like cooking, installing a chief, etc. • Ask a learner the process and describe it to the class. • Assist learners to write a persuasive composition on a certain process <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>

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**TERM TWO
BASIC SIX
WEEK EIGHT**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Verbs D. Descriptive Writing E. Using Action Words F. Building The Love And Culture Of Reading			
Indicator (code)	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.
Content standard (code)	B6.1.7.1.	B6.2.7.1.	B6.3.5.1.	B6.4.12.1.	B6.6.1.1..
Performance Indicator	A. Learners can use background knowledge to understand and build new knowledge while listening to informational text B. Learners can scan/skim for details 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 D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events E. Learners can apply the use of the singular and plural subject and the verb forms that go with them				

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Present an informational text on a given topic. <ul style="list-style-type: none"> • Use the K and W of KWL strategy to activate learners' background knowledge. • Have learners listen to the text. • In groups, they identify and discuss the main ideas of the text. • Have learners listen to the text a second time. ASSESSMENT: let learners share what they have learnt in the text.	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING 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 ASSESSMENT: let learners scan/skim for details from a passage	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	<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>
Thursday	Engage learners to sing songs and recite familiar rhymes	<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"> • Revise descriptive writing with learners • Have learners select a topic e.g. “A Day I will never forget”. • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • 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"> – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices <p>Note: Sensory details are experiences through the senses: sight, smell, touch, taste.</p> <ul style="list-style-type: none"> – Sensory details (Allow a reader to visualize a person, a place, a thing or an idea). <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>
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"> • Discuss the topic with learners contributing with sentences containing the present perfect and past perfect. 	<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"> • 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 <p>ASSESSMENT: let learners apply the use of the singular and plural subject and the verb forms that go with them</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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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

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SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Journey to Independence		Sub-strand : Ghana Gains Independence	
Indicator (code)	B6.5.4.1.2		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can enact a scene of an election at a polling station		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which political	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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	<p>parties took part in the 1951 general elections? What was the outcome of that election?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Enact a scene of an election at a polling station</p> <p>ASSESSMENT: let learners enact a scene of an election at a polling station</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B6.4.2.1.3		
Content standard (code)	B6.4.2.1.		
Performance Indicator	Learners can know conductors, semi-conductors and insulators		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	Gather items such as bulbs, battery, electric wires. <ul style="list-style-type: none"> 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. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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	of parts of plants with learners	<ul style="list-style-type: none"> • 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 <p>ASSESSMENT: let learners identify conductors, semi-conductors and insulators</p>	
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"> • Learners use the open circuit to classify the materials provided as conductors, semiconductors and insulators. • Learners explain why the electrical wires in their homes are coated with plastics <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>

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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number		Sub-strand : Ratios and Proportion	
Indicator (code)	B6.1.4.2.1	B6.1.4.2.3	
Content standard (code)	B6.1.4.2.	B6.1.4.2.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can use models to explain proportion as a comparison between quantities with equal ratios • Learners can use various strategies to solve proportional reasoning problems involving rates and scales 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</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? Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>										
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>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? Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>										
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</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 \rightarrow 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. Two kilograms of meat cost ₦8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.</p> <table border="1" data-bbox="456 1262 1068 1409"> <tr> <td>Meat (kg)</td> <td>2</td> <td>5</td> <td>12</td> <td>25</td> </tr> <tr> <td>Cost (₦)</td> <td>8</td> <td></td> <td></td> <td></td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	Meat (kg)	2	5	12	25	Cost (₦)	8				<p>Review the lesson with Learners</p>
Meat (kg)	2	5	12	25									
Cost (₦)	8												
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</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 \rightarrow 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>Review the lesson with Learners</p>										

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	<p>1 - One is one alone, alone it shall be.</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="456 279 1092 407"> <tr> <td>Meat (kg)</td> <td>2</td> <td>5</td> <td>12</td> <td>25</td> </tr> <tr> <td>Cost (₦)</td> <td>8</td> <td></td> <td></td> <td></td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	Meat (kg)	2	5	12	25	Cost (₦)	8				
Meat (kg)	2	5	12	25									
Cost (₦)	8												
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Work out rates and use them in solving problems. E.g. A litre of sachet water costs 40p. Find the cost of (i) 1/2 litre (ii) 7 litres (iii) 9 litres</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>										

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B6 2.4.6.2		
Content standard (code)	B6 2.4.6.		
Performance Indicator	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guide guidelines suggested below; <input type="checkbox"/> identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>agree on what to use the appraisal report for and how to share it;</p> <p>ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' compositions and performances</p>	
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><input type="checkbox"/> 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>

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Movement Concepts, Principles and Strategies		Sub-strand : Body Management	
Indicator (code)	B6.2.4.2.1		
Content standard (code)	B6.2.4.2.		
Performance Indicator	Learners can explain the role of the legs, shoulders, and forearm in the forearm pass.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	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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	ce and to prevent injuries		
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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand: <ul style="list-style-type: none"> • NETWORK OVERVIEW. • WEB BROWSERS AND WEB PAGES 	
Indicator (code)	B6.6.1.1.4.	B6.6.2.1.1	B6.6.2.1.2.
Content standard (code)	B6.6.1.1.	B6.6.2.1.	B6.6.2.1.2.
Performance Indicator	<ul style="list-style-type: none"> • 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. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Being a Leader	
Indicator (code)	B6.3.4.1.1.		
Content standard (code)	B6.3.4.1.		
Performance Indicator	Learners can narrate the story of the latter lives of the leaders of the major religions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the 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	What have we learnt today? Ask learners to summarize the main points in the lesson

		ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the latter lives of the religious leaders</p> <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>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : The Latter Lives of Leaders of the Three Major Religions in Ghana	
Indicator (code)	B6. 3.1.1.2		
Content standard (code)	B6. 3.1.1.		
Performance Indicator	Learners can identify the moral lessons from the latter lives of the religious leaders		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to dramatise or role play the virtues they have listed. • Let learners talk about how they can apply the virtues in their lives. 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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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Argumentative Writing	
Indicator (code)	B6.4.5.1.1	B6.4.5.1.2	
Content standard (code)	B6.4.5.1.	B6.4.5.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should take a stand and write an argumentative essay for a given motion. • The learner should take a stand and write an argumentative essay against a given motion 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss with learners how argumentation is done and the vocabularies used in argumentation. • Discuss with learners how to write an argumentative essay. 	What have we learnt today?

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		<ul style="list-style-type: none"> • Discuss the structure, content and features .of an argumentative essay. <p>ASSESSMENT: let learners write an argumentative essay for a given motion.</p>	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Select a topic and discuss with learners how to take a stand and write on it. • Assist learners to take a stand and write an argumentative essay for a given motion <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 leaners to sing songs and recite familiar rhymes	<p>Revise the lesson with learners on how to write argumentative essay.</p> <ul style="list-style-type: none"> • Assist learners to take a stand and write an argumentative essay against a given motion <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>

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**TERM TWO
BASIC SIX
WEEK NINE**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Verbs D. Descriptive Writing E. Using F. Qualifying Words-Adjectives G. Building The Love And Culture Of Reading				
Indicator (code)	B6.1.7.1.5	B6.2.7.1.4	B6.3.5.1.7	B6.4.12.1.1	B6.5.5.1	B6.6.1.1.1.
Content standard (code)	B6.1.7.1.	B6.2.7.1.	B6.3.5.1.	B6.4.12.1.	B6.5.5.	B6.6.1.1..
Performance Indicator	A. Learners can express own opinions about the details of texts B. Learners can read level-appropriate texts silently and closely for comprehension C. Learners can use the imperative form of verb to give warning and express prohibitions D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Learners can use superlative forms of regular and irregular adjectives to make comparison					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard. • Put learners into groups to express personal opinions about details of texts. Assessment: let learners express own opinions about the details of texts	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Give frequent and regular practice in silent and close reading using the Directed Reading Activity (DRA) strategy. Assessment: let learners read level-appropriate texts silently and closely for comprehension	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR E.g. Break the glass, and you will pay for it Assessment: let learners use the imperative form of verb to give warning and express prohibitions	What have we learnt today? Ask learners to summarize the main points in the lesson

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners <ul style="list-style-type: none"> • Have learners select a topic e.g. “A Day I will never forget”. • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • 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 <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>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> • Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives. • Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives. <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>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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>	<p>Have learners to tell what they read to the whole class</p>
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Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B6.6.1.1.1		
Content standard (code)	B6.6.1.1.		
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What events led	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

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	to the emergence of the Fourth Republic?		
Thursday	Engage learners to sing songs and recite familiar rhymes	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

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Forces and Energy		Sub-strand : Forces and Movement	
Indicator (code)	B6.4.2.2.1		
Content standard (code)	B6.4.2.2.		
Performance Indicator	Learners can construct an electronic circuit using battery, connecting wire and LED		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	Put learners into mixed ability groups for this activity. <ul style="list-style-type: none"> • Provide learners with connecting wires, LED and battery. • Learners, in their groups, connect a series circuit comprising an LED, 3V battery, a switch, to light the LED. • Learners discuss what they did to light the LED 	What have we learnt today? Ask learners to summarize the important points of the lesson

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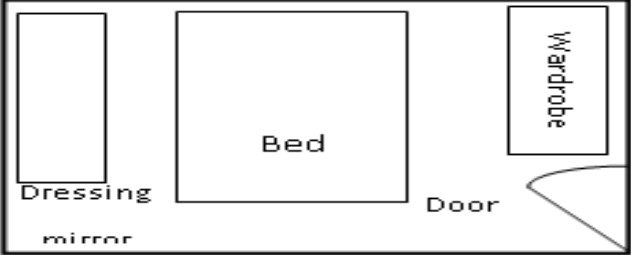
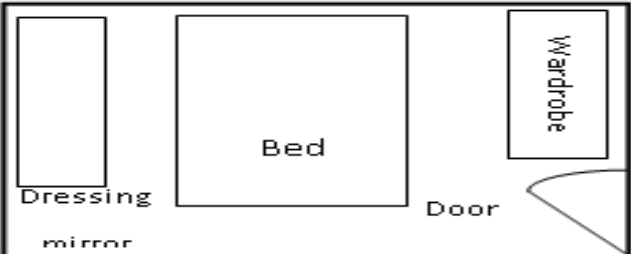
	of parts of plants with learners	Assessment: let learners construct an electronic circuit using battery, connecting wire and LED	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners are tasked to draw the electronic circuit and label the parts. Assessment: let learners draw the 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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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Number Algebra		Sub-strand : Ratios and Proportion Pattern and Relationships	
Indicator (code)	B6.1.4.2.3	B6.2.1.1.4	
Content standard (code)	B6.1.4.2.	B6.2.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can use various strategies to solve proportional reasoning problems involving rates and scales Learners can represent a given pattern visually to verify predictions 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p> <p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</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>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>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p> <p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>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>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>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p> <p>Sing songs like:</p> <p>I'm counting</p>	<p>Sing songs like:</p> <p>I'm counting</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) 41 km?</p>	<p>Review the lesson with Learners</p>

	one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	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 (i) 34km (ii) 27km (iii) 61 km? Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Ask learners to examine the pattern made with match sticks below  Assessment: have learners to practice with more examples	Review the lesson with Learners

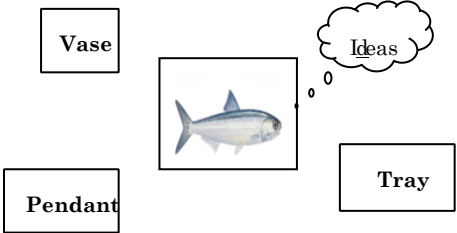
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SUBJECT: Creative Arts

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B6. 1.1.1.4	B6. 2.1.1.4	
Content standard (code)	B6. 1.1.1.	B6. 2.1.1.	
Performance Indicator	<ul style="list-style-type: none"> 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☐ 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.	Monday

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	<p>familiar rhymes</p>	<div style="text-align: center;">  </div> <p>present and share selected ideas using the prepared spidergrams.</p> <ul style="list-style-type: none"> ☑ reflect and generate ideas from the spidergrams into 'thumbnail' sketches <p>Assessment: let learners generate own ideas for designing and creating own visual artworks</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ 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; ☑ present and share selected ideas using the prepared concept notes; ☑ reflect and generate ideas from the concept notes into poems, songs, dance patterns and drama. <p>Assessment: let learners generate own ideas for creating own performing</p>	<p>Wednesday</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Movement Concepts, Principles and Strategies		Sub-strand : Strategies	
Indicator (code)	B6.2.5.2.1		
Content standard (code)	B6.2.5.2.		
Performance Indicator	Learners can identify opportunities to pass or dribble while being guarded (offense and defense).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	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.

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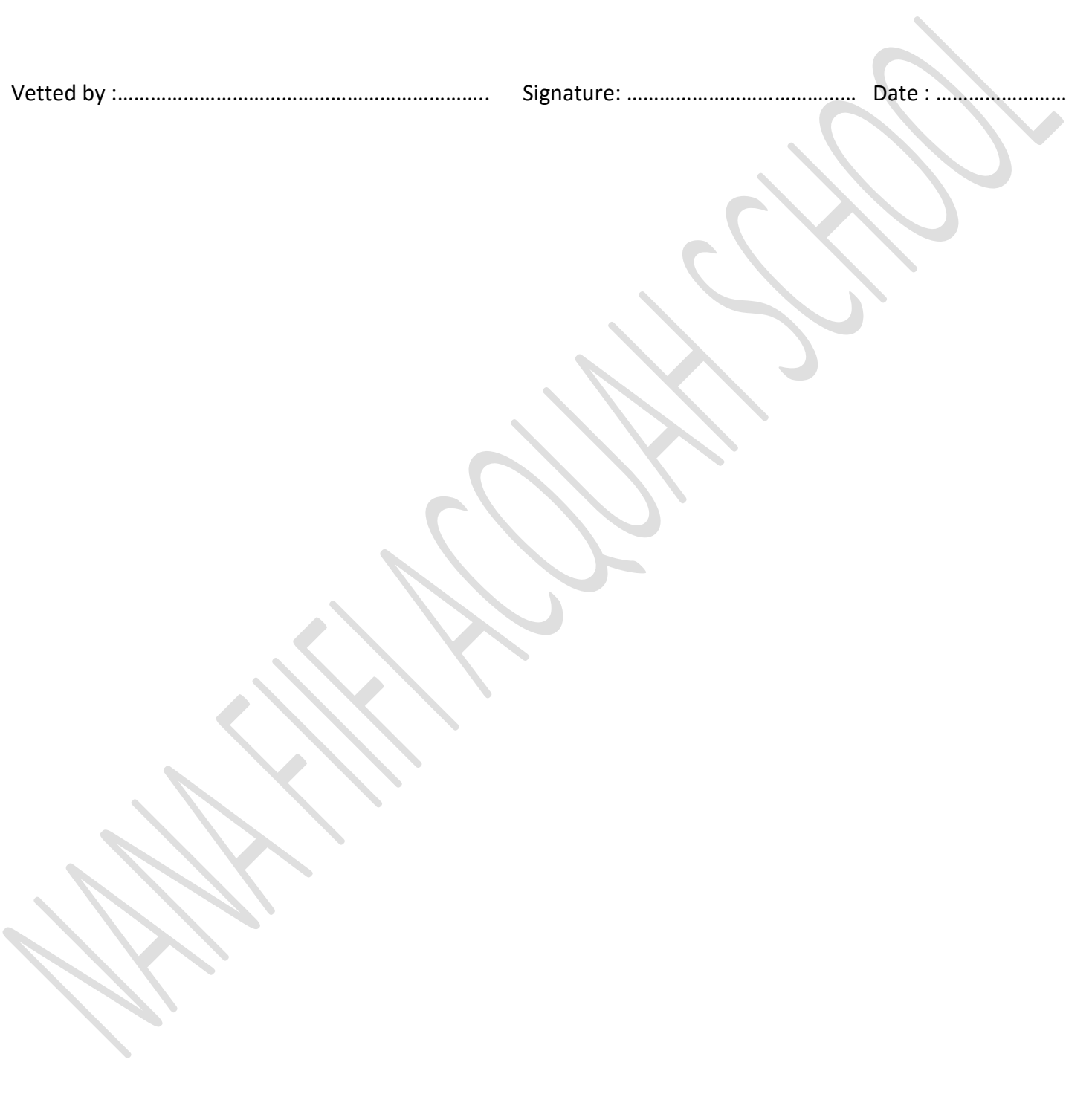
SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : WEB BROWSERS AND WEB PAGES	
Indicator (code)	B6.6.2.1.3.	B6.6.2.1.4	B6.6.2.1.5
Content standard (code)	B6.6.2.1.	B6.6.2.1.	B6.6.2.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can illustrate using help button. • Learners can recognise internet explorer speed keys. • Learners can recognise Uniform Resource Locators (URLs). 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>Ask learners to use the speed keys to open a new browser, make font size bigger in a browser, etc</p> <p>Guide learners to discuss the properties of URLs, their uses and where they are located.</p> <p>Learners can practise how to enter URLs in a browser</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners describe the use of Uniform Resource Locators (URLs).	
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Pictures		Sub-strand : Being a Leader	
Indicator (code)	B6.3.4.1.1.		
Content standard (code)	B6.3.4.1.		
Performance Indicator	Learners can narrate the story of the latter lives of the leaders of the major religions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the 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	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners narrate the story of the latter lives of the leaders of the major religions	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners in groups explore moral lessons in the latter lives of the religious leaders which they can relate to their lives in 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>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : <ul style="list-style-type: none"> Integrating Grammar in Written Language (Use of action words) Integrating Grammar in Written Language (Use of qualifying words) 	
Indicator (code)	B6.5.3.1.3	B6.5.4.1.1	B6.5.4.1.2
Content standard (code)	B6.5.3.1.	B6.5.4.1.	B6.5.4.1.
Performance Indicator	<ul style="list-style-type: none"> The learner should apply the use of the singular and plural subject and verb forms that go with them. The learner should explore the use of adjectives in sentences The learner should write short description of people using adjectives 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to	<ul style="list-style-type: none"> Write sentences with the subject in singular form and discuss with learners the agreement between the verb and the subject. 	What have we learnt today?

	<p>sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Allow learners to give more sentences orally and talk about the subject-verb agreement. • Give other sentences with the subject in the plural form. • Discuss the agreement between the verb and plural subject. • Ask learners to give more examples and write them on the board. • Call learners in turns to underline the verb. • Let learners change the verbs in the sentences into the perfect tense. <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"> • Revise lesson on qualifying words with learners. • Let learners mention some adjectives and write them on the board. • Call learners in turns to use the adjectives written on the board to form sentences. • Write the sentences on the board and call a learner to read them aloud. • Give other sentences with adjectives on the board. • Call learners to come to the board and underline the adjectives in the sentences. <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>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Mention a famous personality in the community. • Ask learners to talk about the person and write out the adjectives that come up in the description. • Show to learners a manila card on which a short description of a person is written. • Discuss the description on the manila card with learners and ask learners to recognise the adjectives used in the description. • Ask learners to write a short description of their friends and read some aloud. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners write short description of people using adjectives	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and community		Sub-strand : Commitment to the God	
Indicator (code)	B6.4.1.1.1		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can demonstrate ways they can commit themselves to the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explain commitment. <ul style="list-style-type: none"> • Through discussion, let learners identify ways they can show commitment to the society: - communal labour, - clean-up exercises, - reporting crime, - protecting public property, etc. • Let learners dramatise ways of showing commitment to the society. 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 TEN**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Verbs D. Descriptive Writing E. Using Qualifying Words-Adjectives F. Building The Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.7.1.	B6.2.7.2.	B6.3.5.1.	B6.4.12.1.	B6.5.5.	B6.6.1.1.
Performance Indicator	A. Learners can identify the problems and solutions in texts B. Learners can respond to a text with reason, simple judgment and personal interpretations C. Learners can use the imperative form of verb to give warning and express prohibitions D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Learners can use superlative forms of regular and irregular adjectives to make comparison					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Ask questions for learners to recall the events and values in stories read. <ul style="list-style-type: none"> • Guide them to analyse these into cause(s) effect(s) and solution(s) Assessment: let learners identify the problems and solutions in texts	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Have learners read a short text. <ul style="list-style-type: none"> • 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). • Lead a discussion of each text read with questions. Questions should elicit : <ul style="list-style-type: none"> - Factual information - Implied meaning - Judgment - Evaluation - Personal Response 	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners respond to a text	
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"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners <ul style="list-style-type: none"> • Have learners select a topic e.g. "A Day I will never forget". • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • 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 <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>
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"> • Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives. • Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives. <p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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

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SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B6.6.1.1.1		
Content standard (code)	B6.6.1.1.		
Performance Indicator	Learners can List the names of all the Presidents of the Fourth Republic and their dates of tenure. .		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Who were the former	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.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	presidents of the Fourth Republic?	Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure. .	
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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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Forces and Energy		Sub-strand : FORCES AND MOVEMENT	
Indicator (code)	B6.4.3.1.1		
Content standard (code)	B6.4.3.1.		
Performance Indicator	Learners can recognise the relationship between energy and forces		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	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"> • Learners brainstorm on the relationship between energy and forces, e.g. why is it more difficult to lift a table than a book? • 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 	What have we learnt today? Ask learners to summarize the important points of the lesson

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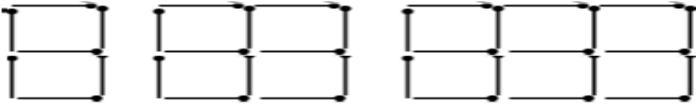
	of parts of plants with learners	direction of the force. Thus, it is easier to pull a lighter object than a heavier one. Assessment: let learners identify the relationship between energy and forces	
Thursday	Engage learners to sing songs and recite familiar rhymes	Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the 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. <ul style="list-style-type: none"> • 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.). 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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SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Algebra		Sub-strand : Pattern and Relationships	
Indicator (code)	B6.2.1.1.4		
Content standard (code)	B6.2.1.1.		
Performance Indicator	Learners can represent a given pattern visually to verify predictions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one</p>	<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares.</p> <table border="1" data-bbox="456 180 1146 653"> <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> <p>Assessment: have learners to practice with more examples</p>	Pattern Number	1	2	3	Match sticks in the perimeter	3	6		Match sticks enclosed in the pattern	0	3		<p>Review the lesson with Learners</p>
Pattern Number	1	2	3												
Match sticks in the perimeter	3	6													
Match sticks enclosed in the pattern	0	3													
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares.</p> <table border="1" data-bbox="456 915 1146 1346"> <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> <p>Assessment: have learners to practice with more examples</p>	Pattern Number	1	2	3	Match sticks in the perimeter	3	6		Match sticks enclosed in the pattern	0	3		<p>Review the lesson with Learners</p>
Pattern Number	1	2	3												
Match sticks in the perimeter	3	6													
Match sticks enclosed in the pattern	0	3													
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one</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>												

		Assessment: have learners to practice with more examples									
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</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>	Review the lesson with Learners								
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</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="454 949 1149 1165"> <tr> <td>Number of triangles</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Match sticks</td> <td>7</td> <td>12</td> <td></td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	Number of triangles	1	2	3	Match sticks	7	12		Review the lesson with Learners
Number of triangles	1	2	3								
Match sticks	7	12									

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B6 1.2.3.2	B6 2.2.3.2	
Content standard (code)	B6 1.2.3.	B6 2.2.3.	
Performance Indicator	<ul style="list-style-type: none"> 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <input type="checkbox"/> present and share design concepts that reflect knowledge and understanding of the physical and social environments in the world; <input type="checkbox"/> demonstrate embedded knowledge, skill and experience in the application and use of selected 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>media, technique etc. to make own creative and functional artworks.</p> <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"> <input type="checkbox"/> present and share concepts that reflect knowledge and understanding of the physical and social environments of some communities in the world; <input type="checkbox"/> 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; <input type="checkbox"/> discuss, compare and share composition and experiences through peer review. <p>Assessment: let learners create own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand: AEROBIC CAPACITY	
Indicator (code)	B6.3.1.3.1		
Content standard (code)	B6.3.1.3.		
Performance Indicator	Learners can Perform 8 minutes running with or without music.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref: PE curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	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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	prevent injuries		
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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : WEB BROWSERS AND WEB PAGES SURFING THE WORLD WIDE WEB	
Indicator (code)	B6.6.2.1.6	B6.6.2.1.7.	B6.6.3.1.1.
Content standard (code)	B6.6.2.1.	B6.6.2.1.	B6.6.3.1.
Performance Indicator	<ul style="list-style-type: none"> • 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). 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B6.4.1.1.1.		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can describe activities for peaceful living		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss 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	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	
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 Assessment: let learners describe activities for peaceful living	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and community		Sub-strand : Commitment to the God	
Indicator (code)	B6.4.1.1.1		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can demonstrate ways they can commit themselves to the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners 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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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of qualifying words) Integrating Grammar in Written Language (Use of postpositions)	
Indicator (code)	B6.5.4.1.3	B6.5.5.1.1	B6.5.5.1.2
Content standard (code)	B6.5.4.1.	B6.5.5.1.	B6.5.5.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should use the different types of adverbs in sentences • The learner should recognise postpositions in paragraphs. • The learner should use postpositions in writing paragraphs appropriately 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Let a learner do an action or activity such as walking or talking. • Ask learners to describe the action done by the learner. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Introduce the adverb and explain to learners what it is. • Ask learners to mention some adverbs and use them to form sentences. • Ask a learner to identify the adverbs and discuss the types of adverbs with learners. • Give the different types and allow learners to use them in sentences. • Let learners read out their sentences on the board. <p>Assessment: let learners use the different types of adverbs in sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Talk to learners about positions of objects in a particular location. • Put a book on a table or under a chair. • Discuss the location of the book with learners and write out the postpositions used by learners on the board. • Write other postpositions and allow learners to use them to form sentences. • Write a paragraph of about ten to twelve sentences and ask learners to identify the postpositions in them. <p>Assessment: let learners use postpositions in paragraphs.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some postposition words on the board. • Ask learners in turns to write a paragraph on a topic using some of the postpositions <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>

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**TERM TWO
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WEEK ELEVEN**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Verbs D. Descriptive Writing E. Using Qualifying Words- Adverbs F. Building The Love And Culture Of Reading				
Indicator (code)	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.
Content standard (code)	B6.1.7.1.	B6.2.7.2.	B6.3.5.1.	B6.4.12.1.	B6.5.6.1	B6.6.1.1.
Performance Indicator	A. Learners can make simple generalisations based on the main ideas and key details of a text B. Learners can respond to a text with reason, simple judgment and personal interpretations C. Learners can use the imperative form of verb to give warning and express prohibitions D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Learners can use adverbs to express degree and reason					

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Have learners listen to a story and identify the main ideas and key details. • Use questions to guide learners to make generalizations based on the main ideas and key details Assessment: let learners make simple generalisations based on the main ideas and key details of a text	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Have learners read a short text. • 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). • Lead a discussion of each text read with questions. Questions should elicit : – Factual information – Implied meaning – Judgment – Evaluation – Personal Response	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners respond to a text	
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"> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners <ul style="list-style-type: none"> • Have learners select a topic e.g. "A Day I will never forget". • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • 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 <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>
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"> • Use drills and games to provide practice in using adverbs of time. E.g. Game: Lucky Dip Drill: Substitution Table Drill • Learners sit in groups to discuss issues involving use of adverbs of time. 	<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"> • Repeat the procedure to introduce adverbs of degree and reason. e.g. <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"> • Have groups construct short paragraphs using such adverbs. <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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B6.6.1.1.1		
Content standard (code)	B6.6.1.1.		
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Who were other key	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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	figures in the fourth Republic		
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

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Algebra		Sub-strand : Pattern and Relationships	
Indicator (code)	B6.2.1.1.7	B6.2.1.1.8	B6.2.2.1.1
Content standard (code)	B6.2.1.1.	B6.2.1.1.	B6.2.2.1.
Performance Indicator	<ul style="list-style-type: none"> 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). 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)																																																																		
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>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"> <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> <p>Assessment: have learners to practice with more examples</p>	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
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Cost of lunch in Cedis	3	6	9	12	15	90											
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is 5</p> <p>- Fire</p>	<p>Write algebraic expressions for word problems:</p> <table border="1"> <tr> <td>1) Sum of 8 and s</td> <td>2) Take away 4 from m</td> </tr> <tr> <td>3) 9 times the sum of 8 and q</td> <td>4) Subtract 4 from 7 times g</td> </tr> <tr> <td>5) One-sixth of n is added to the product of 9 and y</td> <td>6) Three-fourths of the sum of c and 2</td> </tr> <tr> <td>7) 8 divided by r</td> <td>8) 8 times the sum of c and 7</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	1) Sum of 8 and s	2) Take away 4 from m	3) 9 times the sum of 8 and 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	Review the lesson with Learners						
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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B6 1.3.5.2	B6 2.3.5.2	
Content standard (code)	B6 1.3.5.	B6 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs	Learners are to: <input type="checkbox"/> decide on the types and number of artworks to exhibit and mount them based on the space available to	What have we learnt today?

	<p>and recite familiar rhymes</p>	<p>suit the theme for the exhibition (e.g. artworks that reflect the physical and social environments of some communities in the world);</p> <ul style="list-style-type: none"> <input type="checkbox"/> display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; <input type="checkbox"/> label the works using manual (calligraphy writing) or ICT (computer prints): name of artist, title of work, size of work, date of production; <p>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>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show (e.g. explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions); <input type="checkbox"/> arrange the sequence of performances to best tell the story of the event from the beginning to the end; <input type="checkbox"/> follow the programme of the day: opening, performances and closing <p>Assessment: let learners stage a display of own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	
Indicator (code)	B6.3.2.3.1		
Content standard (code)	B6.3.2.3.		
Performance Indicator	Learners can perform 15 continuous sit-ups		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : SURFING THE WORLD WIDE WEB	
Indicator (code)	B6.6.3.1.2.	B6.6.3.1.3.	B6.6.3.1.4
Content standard (code)	B6.6.3.1.	B6.6.3.1.	B6.6.3.1
Performance Indicator	<ul style="list-style-type: none"> • 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. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Forces and Energy		Sub-strand : Forces and Movement	
Indicator (code)	B6.4.3.1.1		
Content standard (code)	B6.4.3.1.1		
Performance Indicator	Learners can recognise the relationship between energy and forces		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	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"> Learners brainstorm on the relationship between energy and forces, e.g. why is it more difficult to lift a table than a book? 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 	What have we learnt today? Ask learners to summarize the important points of the lesson

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	of parts of plants with learners	<p>direction of the force. Thus, it is easier to pull a lighter object than a heavier one.</p> <p>Assessment: let learners identify the relationship between energy and forces</p>	
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"> • 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.). <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>

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B6.4.1.1.1.		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can describe activities for peaceful living		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss 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\	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	
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 Assessment: let learners describe activities for peaceful living	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and community		Sub-strand : Commitment to the God	
Indicator (code)	B6.4.1.1.1		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can demonstrate ways they can commit themselves to the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners 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

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

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : <ul style="list-style-type: none"> • Building the Love and Culture of Reading in Learners • Read Aloud with Children 	
Indicator (code)	B6.6.1.1.5.	B6.6.2.1.1	
Content standard (code)	B6.6.1.1.	B6.6.2.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should appreciate the articles. • The learner should read whole passage with correct tone. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show the class magazine with the articles published in it. • Let learners talk about the articles and appreciate them. 	What have we learnt today?

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		Assessment: Let learners talk about the articles and appreciate them.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a whole passage with correct intonation to learners • Ask learners to read a paragraph each of the passage in turns. • Call learners to read the whole passage in groups and individually <p>Assessment: let learners read the whole passage individually</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a whole passage with correct intonation to learners • Ask learners to read a paragraph each of the passage in turns. • Call learners to read the whole passage in groups and individually <p>Assessment: let learners read the whole passage individually</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO
BASIC SIX
WEEK TWELVE**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Verbs D. Descriptive Writing E. Using Qualifying Words- Adverbs F. Building The Love And Culture Of Reading	
Indicator (code)	(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. B6.6.1.1.1.		
Content standard (code)	(B6.1.8.1.. B6.1.8.2.) B6.2.7.2 B6.3.5.1.7 B6.4.12.1.1 B6.5.6.1. B6.6.1.1.1.		
Performance Indicator	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 B. Learners can respond to a text with reason, simple judgment and personal interpretations C. Learners can use the imperative form of verb to give warning and express prohibitions D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Use adverbs to express degree and reason		

	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>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"> • 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 • Introduce drills e.g. Questions and Answers Drill, for learners to practise asking and answering “Yes” or “No” Questions. <p>Put learners in pairs to ask and answer simple questions in turns.</p> <ul style="list-style-type: none"> • Discuss positive tags (e.g. It is cold, isn’t it?) and negative tags e.g. It isn’t cold, is it? • Demonstrate with learners the usage of positive tags, negative tags and auxiliaries in speech. • Pair learners to take turns to practise positive tags, negative tags and auxiliaries in speech. <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>

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<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>B .READING Have learners read a short text. • 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). • Lead a discussion of each text read with questions. Questions should elicit : – Factual information – Implied meaning – Judgment – Evaluation – Personal Response Assessment: let learners respond to a text</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C. GRAMMAR E.g. Break the glass, and you will pay for it Assessment: let learners use the imperative form of verb to give warning and express prohibitions</p>	<p>What have we learnt today? 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><u>D. WRITING</u> • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners • Have learners select a topic e.g. “A Day I will never forget”. • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • 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 Assessment: let learners use descriptive words/ sound devices/</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>

		<p>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> <ul style="list-style-type: none"> • Use drills and games to provide practice in using adverbs of time. E.g. Game: Lucky Dip Drill: Substitution Table Drill • Learners sit in groups to discuss issues involving use of adverbs of time. • Repeat the procedure to introduce adverbs of degree and reason. e.g. <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"> • Have groups construct short paragraphs using such adverbs. <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"> • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates. <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>	<p>Have learners to tell what they read to the whole class</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : ENDURANCE	
Indicator (code)	B6.3.3.3.1		
Content standard (code)	B6.3.3.3.		
Performance Indicator	Learners can perform three sets of 15 continuous push-ups		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand: SURFING THE WORLD WIDE WEB. FAVOURITE PLACES AND SEARCH ENGINE	
Indicator (code)	B6.6.3.1.5. B6.6.4.1.1. B6.6.4.1.2.		
Content standard (code)	B6.6.3.1 B6.6.4.1 B6.6.4.1.2.		
Performance Indicator	<ul style="list-style-type: none"> • Illustrate how to print pages • Learners can show how to create a favourite link. • Learners can demonstrate deleting favourite links. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Guide learners on how to print pages e.g. selected pages, only selected pages etc. Guide learners to create an Internet favourite link Guide learners to delete a favourite link they have created Assessment: let learners describe deleting favourite links	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Forces and Energy		Sub-strand : Forces and Movement	
Indicator (code)	B6.4.3.1.1		
Content standard (code)	B6.4.3.1.		
Performance Indicator	Learners can recognise the relationship between energy and forces		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes Discuss the functions	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"> • Learners brainstorm on the relationship between energy and forces, e.g. why is it more difficult to lift a table than a book? • 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 	What have we learnt today? Ask learners to summarize the important points of the lesson

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	of parts of plants with learners	<p>direction of the force. Thus, it is easier to pull a lighter object than a heavier one.</p> <p>Assessment: let learners identify the relationship between energy and forces</p>	
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"> • 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.). <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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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B6.4.1.1.1.		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can describe activities for peaceful living		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss 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\	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	
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 Assessment: let learners describe activities for peaceful living	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and community		Sub-strand : Commitment to the God	
Indicator (code)	B6.4.1.1.1		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can demonstrate ways they can commit themselves to the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners 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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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading / Children Literature / Library		Sub-strand : Reading Texts, Poems Narratives and Short Stories and Responding to them	
Indicator (code)	B6.6.3.1.1	B6.6.3.1.2.	
Content standard (code)	B6.6.3.1.1	B6.6.3.1.2.	
Performance Indicator	<ul style="list-style-type: none"> The learner should read short texts, narratives or stories from other materials aloud and correctly. The learner should answer questions that are based on the passage. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> Bring to class another material other than the class reader and ask learners to read. Read a short text material aloud to learners. 	What have we learnt today?

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	familiar rhymes	<ul style="list-style-type: none"> • Let learners read short text, narratives or stories from other materials with correct intonation to one another. • Call individual learners to read the text to the class <p>Assessment: let learners read short texts, narratives or stories from other materials aloud and correctly.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explain unfamiliar words in the passage to learners. • Ask questions based on the text read. • Allow learners to answer questions on the passage read <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"> • Explain unfamiliar words in the passage to learners. • Ask questions based on the text read. • Allow learners to answer questions on the passage read <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>

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B6.6.1.1.1		
Content standard (code)	B6.6.1.1.		
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Who were other key	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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	figures in the fourth Republic		
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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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B6 1.4.7.2	B62.4.7.2	
Content standard (code)	B6 1.4.7.	B62.4.7.	
Performance Indicator	<ul style="list-style-type: none"> Learners can analyse and appreciate own or others' performing artworks and present reports as feedback on artworks that reflect the physical and social environments of some communities in the world. Learners can analyse and appreciate/appraise own or others' music, dance and drama compositions and performances and present reports/feedback on works that reflect the physical and social environments of some communities in the world 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs	Learners are to: <ul style="list-style-type: none"> display (real/photographs/video) selected works (own or that of others) that reflect the physical and social environment of some communities in the world; 	What have we learnt today?

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	and recite familiar rhymes	<ul style="list-style-type: none"> • talk about the works dispassionately using agreed guidelines; • use the outcome of the appreciation/appraisal to modify the product or to produce similar or another artwork; • record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp). <p>Assessment: let learners present reports as feedback on artworks that reflect the physical and social environments of some communities in the world.</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> • display (photographs/video) of selected performances (own or that of others) that reflect the physical and social environments of some communities in the world; • talk about the performances dispassionately using agreed guidelines; • use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance; • record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp). <p>Assessment: let learners present reports/feedback on works that reflect the physical and social environments of some communities in the world</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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