

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

WHATSAPP 0245350591

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

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

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

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

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

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

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YEARLY SCHEME OF LEARNING

COMPUTING

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

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

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YEARLY SCHEME OF LEARNING

SCIENCE

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

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YEARLY SCHEME OF LEARNING

OWOP

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

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YEARLY SCHEME OF LEARNING

MATHS

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

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YEARLY SCHEME OF LEARNING

RME

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

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

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YEARLY SCHEME OF LEARNING

HISTORY

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

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)
2	Thinking and exploring (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
3	Thinking and Exploring Ideas (Visual Arts)	Thinking and Exploring Ideas (Performing Arts)	Planning, Making and Composing (Performing Arts)
4	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)	Displaying and Sharing (Performing Arts)
5	Planning, Making and Composing (Visual Arts)	Displaying and Sharing (Visual Arts)	Displaying and Sharing (Visual Arts)
6	Planning, Making and Composing (Performing Arts)	Displaying and Sharing (Performing Arts)	Appreciating and Appraising (Performing Arts)
7	Displaying and Sharing (Visual Arts)	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)
8	Displaying and Sharing (Performing Arts)	Appreciating and Appraising (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
9	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Thinking and Exploring Ideas (Visual and Performing Arts)	Planning, Making and Composing (Visual and Performing Arts)
10	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Planning, Making and Composing (Visual and Performing Arts)	Displaying and Sharing (Visual and Performing Arts)

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

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS Poems	Conversation	Giving and Following Commands/ Instructions
2	Poems Listening and Story Telling Dramatisation and Role Play	Talking about Oneself, Family, People and Places / Asking and Answering Questions	Presentation
3	Phonics: Letter Sound Knowledge	Comprehension	Fluency
4	vocabulary (Sight and content vocabulary)	Comprehension / Silent Reading	Summarising
5	Penmanship/Handwriting	Penmanship/ Handwriting	Informative/ Academic Writing
6	Narrative Writing	Descriptive Writing	Informative/ Academic Writing)
7	Creative/ Free Writing	Persuasive Writing	Literary Writing
8	Descriptive Writing	Argumentative Writing B6	Letter Writing
9	Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation)	Integrating Grammar in Written Language (Use of action words) / (Use of qualifying words)	Integrating Grammar in Written Language (Use of simple and compound sentences)

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

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

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

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TERM THREE
BASIC SIX
WEEK 1-12

TERMLY SCHEME OF LEARNING

B6 Term 3 MATHEMATICS

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

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TERMLY SCHEME OF LEARNING

B6 Term 3 HISTORY OF GHANA

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

12	Independent Ghana	The Republics	B6.6.2.2.	B6.6.2.2.2	A map of Ghana, Posters, documentary
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TERMLY SCHEME OF LEARNING

B6 Term 3 CREATIVE ARTS

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

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TERMLY SCHEME OF LEARNING

B6 Term 3 ENGLISH LANGUAGE

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

	Using Writing Conventions	Using Action Words	B6.5.4.1.4	B6.5.4.1.4	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.1	B6.6.1.1.1	
5	Oral Language	Conversation	B6.1.6.3.3	B6.1.6.3.3	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.8.1.	B6.2.8.1.1.	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.7	
	Writing	Argumentative/Persuasive Writing	B6.4.13.2.	B6.4.13.2.2	
	Using Writing Conventions	Using Simple, Compound and Compound Sentences	B6.5.9.1..	B6.5.9.1.1.	
	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.	B6.1.7.1.6	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.8.1.	B6.2.8.1.1.	
	Grammar Usage At Word	Prepositions	B6.3.10.1	B6.3.10.1.1	
	Writing	Argumentative/Persuasive Writing	B6.4.13.2.	B6.4.13.2.3	
	Using Writing Conventions	Using Simple, Compound and Compound Sentences	B6.5.9.1.	B6.5.9.1.1.	
	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.	B6.1.7.1.7	Word cards sentence cards, class library
	Reading	Silent Reading	B6.2.8.1.	B6.2.8.1.3	
	Grammar Usage At Word	Adjective Phrases	B6.3.11.1.	B6.3.11.1.1	
	Writing	Argumentative/Persuasive Writing	B6.4.13.2.	B6.4.13.2.4	
	Using Writing Conventions	Using Simple, Compound and Compound Sentences	B6.5.9.1.	B6.5.9.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1	
8	Oral Language	Presentation	B6.1.10.3.	B6.1.10.3.1	Word cards sentence cards, class library
	Reading	Fluency	B6.2.9.1.	B6.2.9.1.2	
	Grammar Usage At Word	Adjective Phrases	B6.3.11.1.	B6.3.11.1.1	
	Writing	Expository /Informative Writing	B6.4.14.1.	B6.4.14.1.1	

	Using Writing Conventions	Using Simple, Compound and Compound Sentences	B6.5.9.1.	B6.5.9.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1	
9	Oral Language	Presentation	B6.1.10.3..	B6.1.10.3.2.	Word cards sentence cards, class library
	Reading	Fluency	B6.2.9.1.	B6.2.9.1.2	
	Grammar Usage At Word	Adverb Phrases	B6.3.12.1.	B6.3.12.1.1	
	Writing	Expository /Informative Writing	B6.4.14.2..	B6.4.14.2.1.	
	Using Writing Conventions	Spelling	B6.5.10.1.	B6.5.10.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1	
10	Oral Language	Presentation	B6.1.10.3. B6.1.10.3	B6.1.10.3.3 B6.1.10.34	Word cards sentence cards, class library
	Reading	Summarizing	B6.2.10.1.	B6.2.10.1.1	
	Grammar Usage At Word	Adverb Phrases	B6.3.12.1.	B6.3.12.1.1	
	Writing	Letter Writing	B6.4.15.1.	B6.4.15.1.1	
	Using Writing Conventions	Spelling	B6.5.10.1.	B6.5.10.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1	
11	Oral Language	Presentation	B6.1.10.3. B6.1.10.3.	B6.1.10.3.5 B6.1.10.3.6	Word cards sentence cards, class library
	Reading	Summarizing	B6.2.10.1.	B6.2.10.1.2	
	Grammar Usage At Word	Direct and Reported Speech	B6.3.13.1.	B6.3.13.1.1	
	Writing	Letter Writing	B6.4.15.1.	B6.4.15.1.1	
	Using Writing Conventions	Spelling	B6.5.10.1.	B6.5.10.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1	
12	Oral Language	Presentation	B6.1.10.3.	B6.1.10.3.7	Word cards sentence cards, class library
	Reading	Summarizing	B6.2.10.1.	B6.2.10.1.2	
	Grammar	Direct and Reported Speech	B6.3.13.1.	B6.3.13.1.1	
	Writing	Letter Writing	B6.4.15.1.	B6.4.15.1.1	
	Using Writing Conventions	Spelling	B6.5.10.1.	B6.5.10.1.1	

	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1	
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Vetted by : Signature: Date :r

TERMLY SCHEME OF LEARNING

B6 Term 3 PHYSICAL EDUCATION

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

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

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TERMLY SCHEME OF LEARNING

B6 Term 3 SCIENCE

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

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TERMLY SCHEME OF LEARNING

(SOL) for B6 Term 3 RELIGIOUS AND MORAL EDUCATION

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

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TERMLY SCHEME OF LEARNING

B6 Term 3 COMPUTING

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

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

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TERMLY SCHEME OF LEARNING

B6 Term 3 OUR WORLD AND OUR PEOPLE

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

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TERM 1 SCHEME OF LEARNING

Year 6 Term 3 (Ghanaian Language)

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

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

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 1

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Reading B. Grammar Usage At Word C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Vocabulary B. Nouns C. Paragraph Development D. Using Naming Words/Nouns E. Building the Love and Culture of Reading			
Indicator (code)	B6.2.6.4.2.	B6.3.1.1.3.	B6.4.6.1.4	B6.5.3.1.4.	B6.6.1.1.1
Content standard (code)	B6.2.6.4.	B6.3.1.1.	B6.4.6.1.	B6.5.3.1.	B6.6.1.1.
Performance Indicator	A. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns). B. Learners can use "- ing" nouns and noun phrases to refer to activities. C. Learners can use cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph. E.g. use connectors to link contrasting ideas. Show results and purpose. D. Learners can identify and use abstract nouns to refer to concepts and ideas. E. 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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Introduce these one at a time. • Provide and discuss examples. • Learners play games with the activity in pairs/groups. <p>Assessment: let learners use playful words in spoken and written language (jokes, riddles, puns)</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <p>E.g. I enjoy singing. I like swimming.</p> <p>Assessment: let learners use "- ing" nouns and noun phrases to refer to activities.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Display a sample paragraph. • Underline the cohesive devices/transitional words. • Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph. • Lead them in a general discussion on what the underlined words are and their roles in the paragraph. E.g. First, second, third, finally, again, also, and, besides, further, in the first place, last, likewise, next, then, too. <p>Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph	
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise abstract nouns. • Have learners identify abstract nouns in texts and use them in sentences e.g. intelligence, knowledge, idea, patience <p>i. I admire Ama because of her patience. ii. He appears to have a good knowledge of what we are saying.</p> <p>Assessment: let learners use abstract nouns in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read 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: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B6.1.2.2.1		
Content standard (code)	B6.1.2.2.		
Performance Indicator	Learners can examine some uses of mixtures in everyday life.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Review previous lesson on mixtures with learners. Learners watch videos and pictures of different types of mixtures. Provide samples of materials and guide learners to produce mixtures such as salt solution, sugar solution, concrete, sand and water. In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar solution, concrete, gari and beans. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners mention some uses of mixtures in everyday life	
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Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B6.1.2.3.1.		
Content standard (code)	B6.1.2.3.		
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify what they want to become in life and discuss why they chose particular vocations. Learners share their views about how they intend to prepare themselves towards achieving their aspirations Assessment: Let learners explain how to prepare and accomplish. aspirations in life	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

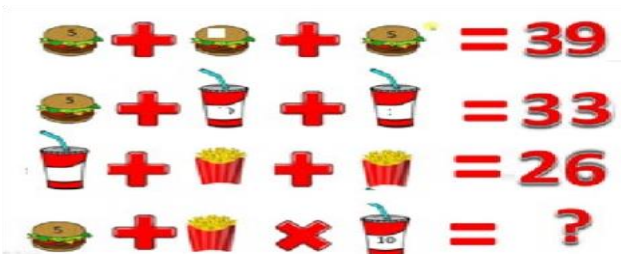
Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Generation of computers and parts of a computer and other gadgets	
Indicator (code)	B6.1.1.1.5.		
Content standard (code)	B6.1.1.1.		
Performance Indicator	Learners can summarise the generation of computers (second generation of computers.).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Group learners into groups. Guide them to summarise the generation of computers. Thereafter, let them present their findings in groups to the class. eg. First generation, Second generation, Third generation etc. Assessment: Let learners summarise the generation of computers	What have we learnt today? Ask learners to summarize the main points in the lesson

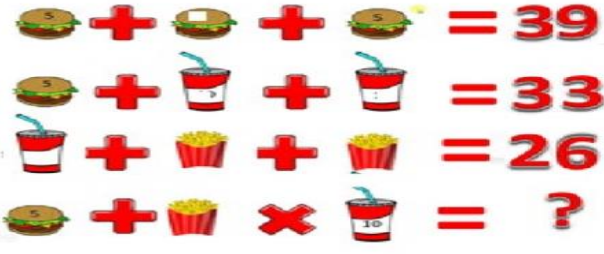
Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Algebra		Sub-strand : Variables and Equations	
Indicator (code)	B6.2.3.1.2	B6.2.3.1.3	
Content standard (code)	B6.2.3.1.	B6.2.3.1.	
Performance Indicator	A. Learners can identify the unknown in a problem; represent the problem with an equation; and solve the problem concretely, pictorially or symbolically B. Learners can create a problem for a given equation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain 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. 2 - Two pair,</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,</p>	<p>Learners find the value of x in equations.</p> <p>8. $4+x=11$ 9. $x - 3 = 10$ 10. $4x = 12$ 11. $24 = 3x$ 12. $\frac{x}{2} = 5$</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.</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>Learners find the value of x in equations.</p> <p>8. $4+x=11$ 9. $x - 3 = 10$ 10. $4x = 12$ 11. $24 = 3x$ 12. $\frac{x}{2} = 5$</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 one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two</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</p>	<p>E.g. 1 Ask students to describe two different stories that the equation $4 - x = 9$ could represent.</p> <p>E.g. 2. Ask learners to solve puzzle in the figure, by solving the equations in each line;</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:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come</p>	<p>E.g. 1 Ask students to describe two different stories that the equation $4 - x = 9$ could represent.</p> <p>E.g. 2. Ask learners to solve puzzle in the figure, by solving the equations in each line;</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
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Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : The Republics	
Indicator (code)	B6.6.1.1.2		
Content standard (code)	B6.6.1.1.		
Performance Indicator	Learners can identify the political parties that have governed the country under 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 Which political	Identify the governments that have so far handed over power peacefully through an election Assessment: let learners identify the governments that have so far handed over power peacefully through an election	What have we learnt today? Ask learners to summarize the main points in the lesson

	parties have governed Ghana under the Fourth Republic?		
Thursday	Engage learners to sing songs and recite familiar rhymes Which political parties have governed Ghana under the Fourth Republic?	Identify the governments that have so far handed over power peacefully through an election Assessment: let learners identify the governments that have so far handed over power peacefully through an election	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)	B6.4.1.1.2:		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can explain the need to be committed members of 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	In groups, let learners talk about the need to be a committed citizen. <ul style="list-style-type: none"> • Let learners list the need to be committed to the society: <ul style="list-style-type: none"> - It attracts material and spiritual blessings. - It ensures peace and harmony. - It leads to progress and development, etc Assessment: Let learners explain the need to be committed members of the community.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : FLEXIBILITY	
Indicator (code)	B6.3.4.3.1		
Content standard (code)	B6.3.4.3.		
Performance Indicator	Learners can perform trunk rotation		
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	After warm ups, learners sit with their right leg straight, left leg bent and crossed over the right knee. Learners keep left hand on the floor and turn their trunks as far as possible to the right but at their ability level. Learners repeat the action to the left for holistic development	What have we learnt today? Use answers to summarise the lesson.

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

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. 1.1.1.5		
Content standard (code)	B6. 1.1.1.		
Performance Indicator	Learners can study the artworks of some international visual artists that reflect topical issues in 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 works of international visual artists that reflect emerging topical national issues (e.g. war, racism, terrorism, corruption, rights and responsibilities of road users, counterfeiting, intellectual property etc. digital fraud or ‘sakawa’); ☐ discuss the works in relation to the topical global issues (concepts); Assessment: Let learners describe the artworks of some international visual artists	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/ Instructions	
Indicator (code)	B6.1.9.1.2	B6.1.10.1.1	B6.1.10.1.2
Content standard (code)	B6.1.9.1.	B6.1.10.1.	B6.1.10.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should answer questions using the correct pronunciations and intonation • The learner should recognise landmarks in your area. • The learner should use the landmarks to give directions to a house 		
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"> • Say and write question words or tags on flashcards. • Revise lesson on question formation with the words. • Let learners come in pairs and use the question words to ask and answer questions with each other. 	What have we learnt today?

		<ul style="list-style-type: none"> • Discuss some intonations in answering questions. Aid learners recognise how to answer questions using the correct pronunciations and intonations <p>Assessment: let learners answer questions using the correct pronunciations and intonation</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explain to learners what landmarks are. • Ask learners to mention some landmarks that they see in their communities. • Show learners a picture of a town with some important landmarks like Bank, church, mosque, big tress etc. • Let learners recognise landmarks in their area. <p>Assessment: let learners identify landmarks in their area.</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Mention a landmark in the community. • Show a picture of a town with some important landmarks like Bank, church, mosque, etc. • Lead the learners to recognise the landmarks in the picture. • Ask a learner to give directions from the landmark to the home. • Assist learners to use other landmarks to give directions to their house. <p>Assessment: let learners use the landmarks to give directions to a house</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

TERM THREE
BASIC SIX
WEEK 2

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. Poems B. Vocabulary C. Nouns D. Paragraph Development E. Using Naming Words/Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B6.1.3.1.3.	B6.2.6.4.3	B6.3.1.1.4	B6.4.6.1.4	B6.5.3.1.4	B6.6.1.1.1
Content standard (code)	B6.1.3.1.	B6.2.6.4.	B6.3.1.1.	B6.4.6.1.	B6.5.3.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can compose eight-line poems.</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to: type of texts (exposition/explanation, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc.</p> <p>C. Learners can identify and use abstract nouns to refer to concepts and ideas.</p> <p>D. Learners can use cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph. E.g. use connectors to link contrasting ideas. Show results and purpose.</p> <p>E. Learners can identify and use abstract nouns to refer to concepts and ideas.</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>					

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> Engage learners to recite some familiar poems. Discuss the process of poem composition and lead learners to write a “class” poem. Have learners work in groups to write some meaningful lines on a given topic. Guide learners to put the lines or sentences together to constitute a meaningful eight-line poem. Have groups recite/perform their poems to the class. <p>Assessment: let learners compose eight-line poems</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc. <p>Have them role play a simple story to bring out the importance of these elements and their usage.</p> <p>Assessment: let learners use words suitable for purpose, audience, context and culture in relation to: type of texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> Revise abstract nouns with learners Have learners identify abstract nouns in texts and these nouns in sentences e.g. intelligence, knowledge, idea, patience <p>i. I admire Ama because of her patience. He appears to have a good knowledge.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners identify and use abstract nouns to refer to concepts and ideas.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Display a sample paragraph. • Underline the cohesive devices/transitional words. • Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph. • Lead them in a general discussion on what the underlined words are and their roles in the paragraph. E.g. First, second, third, finally, again, also, and, besides, further, in the first place, last, likewise, next, then, too. Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words. <p>Assessment: let learners cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise abstract nouns. • Have learners identify abstract nouns in texts and use them in sentences e.g. intelligence, knowledge, idea, patience <ul style="list-style-type: none"> i. I admire Ama because of her patience. ii. He appears to have a good knowledge of what we are saying. <p>Assessment: let learners use abstract nouns to refer to concepts and ideas.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. 	<p>Have learners to tell what they read to the whole class</p>

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

SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B6.1.2.2.1		
Content standard (code)	B6.1.2.2.		
Performance Indicator	Learners can examine some uses of mixtures in everyday life.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Review previous lesson on mixtures with learners. Learners watch videos and pictures of different types of mixtures. Provide samples of materials and guide learners to produce mixtures such as salt solution, sugar solution, concrete, sand and water. In groups, learners investigate the daily uses and applications of mixtures, e.g. salt solution, sugar solution, concrete, gari and beans. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners some uses of mixtures in everyday life	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Engage learners to write the names of the components of the mixtures stated. • Learners mention other examples of mixtures and their daily uses. <p>Assessment: let learners write the names of the components of the mixtures and the daily uses of the mixtures</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 : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B6.1.2.3.1.		
Content standard (code)	B6.1.2.3.		
Performance Indicator	Learners can explain how to prepare and accomplish. aspirations in life		
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 in groups discuss things that could prevent them from achieving their goal e.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc. Learners role play scenarios on how to overcome challenges that could prevent them from accomplishing their aspirations	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

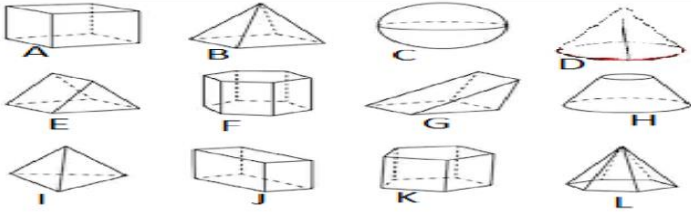
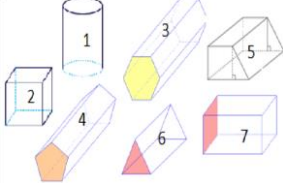
Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand: Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	
Indicator (code)	B6.1.2.1.8	B6.1.2.1.9	B6.1.2.1.10
Content standard (code)	B6.1.2.1.	B6.1.2.1.	B6.1.2.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can demonstrate the use of the navigation Pane of the File Explorer to access different locations of the computer from the navigation pane. • Learners can demonstrate the use of Frequent Folders Section of the File Explorer to access frequently used locations of the computer. • Learners can demonstrate the use of Recent Files Section of the File Explorer to access frequently used files of the computer. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to use the navigation Pane of the File Explorer to access different locations of the computer from the navigation pane.	What have we learnt today? Ask learners to summarize the main points in the lesson

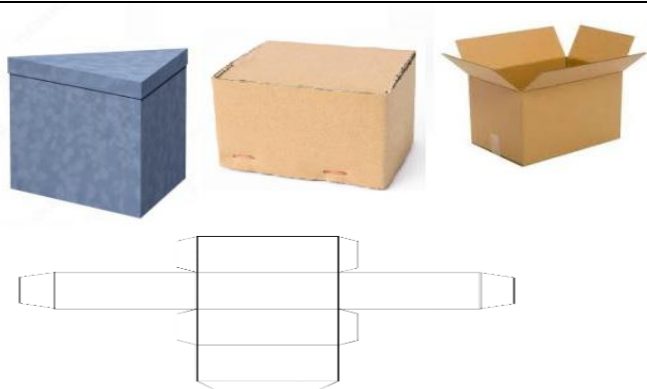
		<p>Guide learners to explore the use of Frequent Folders Section of the File Explorer to access frequently used locations of the computer</p> <p>Guide learners to explore the use of Recent Files Section of the File Explorer to access frequently used files of the computer.</p> <p>Assessment: Let learners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

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Geometric Reasoning	
Indicator (code)	B6.3.1.1.1	B6.3.1.1.2	
Content standard(code)	B6.3.1.1.	B6.3.1.1.	
Performance Indicator	A. Learners can identify examples of rectangular and triangular prisms in the classroom and the community B. Learners can construct rectangular and triangular prisms from their nets.		
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 alone, alone it shall be. 4 - Follow me 5 - Fire</p>	<p>Give learners models of 3-D shapes made from cardboard to examine and describe their cross sections (i.e. the surface or shape exposed by making a straight cut through something, especially at right angles to an axis). Ask learners to draw and complete the table for the description of the cross sections of the 3-D objects</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																														
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 -</p>	<p>Ask learners to sort 3-D shapes with uniform cross sections; these are prisms and they are named after their uniform cross sections. Ask them to identify and name the following prisms</p> <table border="1" data-bbox="462 1052 878 1241"> <thead> <tr> <th colspan="2" rowspan="2"></th> <th colspan="2">Cross Section</th> </tr> <tr> <th>Shape</th> <th>Uniform/Not-Uniform</th> </tr> </thead> <tbody> <tr> <td>A.</td> <td>Cube</td> <td>square</td> <td>uniform</td> </tr> <tr> <td>B.</td> <td>Pyramid</td> <td>rectangle</td> <td>not uniform</td> </tr> <tr> <td>C.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>D.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>E.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>F.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  <p>Assessment: have learners to practice with more examples</p>			Cross Section		Shape	Uniform/Not-Uniform	A.	Cube	square	uniform	B.	Pyramid	rectangle	not uniform	C.				D.				E.				F.				<p>Review the lesson with Learners</p>
		Cross Section																															
		Shape	Uniform/Not-Uniform																														
A.	Cube	square	uniform																														
B.	Pyramid	rectangle	not uniform																														
C.																																	
D.																																	
E.																																	
F.																																	
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it</p>	<p>Give the learners rectangular and triangular prisms made from cardboard by yourself (or cardboard packing cases from shops) to open and examine their nets</p>	<p>Review the lesson with Learners</p>																														



E.g. 2 Give the learners some cardboard or manila card to draw a net of a square prism whose cross section is a square with sides 10cm by 10cm and height 10cm. After drawing add tabs so that it can be folded so that the tabs are glued inside

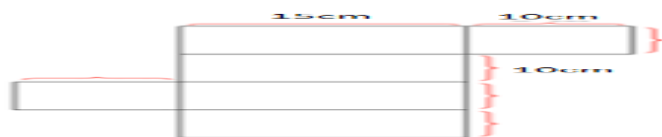
Assessment: have learners to practice with more examples

Thursday

Sing songs like:

I'm counting one, what is one
1 -

Give the learners some cardboard or manila card to draw a net of a rectangular prism whose cross section is a square with sides 10cm by 10cm and height 15cm. After drawing add tabs so that it can be folded so that the tabs are glued inside



Assessment: have learners to practice with more examples

Review the lesson with Learners

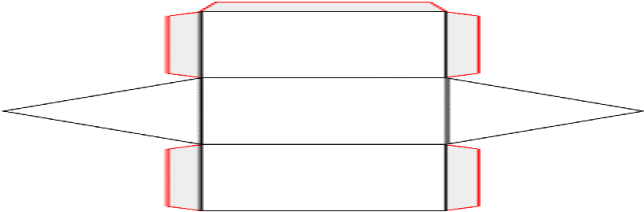
Friday

Sing songs like:

I'm counting one, what is one
1 - One is one alone,

Give the learners some cardboard or manila card to draw a net of a triangular prism whose cross section is an equilateral triangle with side 10cm and height 10 cm. After drawing add tabs so that it can be folded so that the tabs are glued inside

Review the lesson with Learners

	alone it shall be.	 <p data-bbox="451 409 1088 483">Assessment: have learners to practice with more examples</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)	B6.6.1.1.2		
Content standard (code)	B6.6.1.1.		
Performance Indicator	Learners can identify the political parties that have governed the country under 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	List the parties and their dates of tenure in office in the Fourth Republic Assessment: let learners identify the political parties that have governed the country under the Fourth Republic	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	List the parties and their dates of tenure in office in the Fourth Republic Assessment: let learners identify the political parties that have governed the country under the Fourth Republic	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)	B6.4.1.1.2:		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can explain the need to be committed members of 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	Through drama, let learners show how they can be committed citizens. Assessment: Let learners explain the need to be committed members of the community	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand: BODY COMPOSITION.	
Indicator (code)	B6.3.5.3.1		
Content standard (code)	B6.3.5.3.		
Performance Indicator	Learners can identify the capabilities of the various body types (mesomorph, ectomorph and endomorph).		
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 identify the capabilities of each body types: i. Mesomorph – Sprinter, player (all roles) Lifter, etc. ii. Ectomorph – Long distance runner, midfielder, basketball shooter, etc. iii. Endomorph – Good swimmer, thrower, hockey goalkeeper, etc	What have we learnt today? Use answers to summarise the lesson.

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

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. 2.1.1.5		
Content standard (code)	B6. 2.1.1.		
Performance Indicator	Learners can study how the artworks of the international performing artists studied reflect topical issues in 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 compositions and performance of international performing artists that reflect current topical issues of much concern in the world (e.g. war, racism, terrorism, corruption, rights and responsibilities of road users, counterfeiting, intellectual property rights, sakawa or digital fraud); ☐ discuss the works in relation to the topical global issues (concepts) Assessment: Let learners describe the artworks of the international performing artists	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Presentation	
Indicator (code)	B6.1.10.1.3.	B6.1.11.1.1	B6.1.11.1.2
Content standard (code)	B6.1.10.1.	B6.1.11.1.	B6.1.11.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should use the landmarks to give directions to your school. • The learner should recognise and discuss accidents that occur at home, school, roads, etc. • The learner should discuss causes of accidents in the environment • The learner should discuss some safety measures to prevent accidents that occur at home, school and on roads. 		
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 leaners to sing songs and recite	Show a picture of a town with some important landmarks like Bank, church, mosque, etc. • Assist learners to use the landmarks to give directions to their school.	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Show learners a picture of a vehicle involved in a road accident. • Discuss the picture with learners. • Let learners recognise and mention accidents that occur at home, school, and on the roads. <p>Assessment: let learners mention accidents that occur at home, school, and on the roads</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Through brainstorming, ask learners to say some of the causes of accidents. • Show learners a picture of a fallen tree. • Ask learners what they think caused the tree to fall. • Put learners in groups and give each group specific accident scene and ask the learners to brainstorm the causes. • Each group should discuss with the class the causes for each given accident. <p>Assessment: let learners mention the causes of accidents in the environment</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Put learners into groups to discuss the accidents that occur in school, home, road etc. previously allocated to them. • Let the group discuss the preventive and safety measures for those incidents. • Let each group discuss the safety measures of the given accident to the whole class. <p>Assessment: let learners mention safety measures to prevent accidents that occur at home, school and on roads</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 3

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. Dramatisation and Role Play B. Comprehension C. Determiners D. Writing as a Process E. Using Action Words F. Building the Love and Culture of Reading				
Indicator (code)	B6.1.5.2.3	B6.2.7.2.3	B6.3.2.1.4	B6.4.9.3.3	B6.5.4.1.4	B6.6.1.1.1
Content standard (code)	B6.1.5.2.	B6.2.7.2.	B6.3.2.1.	B6.4.9.3.	B6.5.4.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can justify the central messages in sketches performed.</p> <p>B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion).</p> <p>C. Learners can identify and use demonstratives: this/that, these/those – concepts and ideas.</p> <p>D. Learners can publish writing piece for other peers to read and in the school magazine.</p> <p>E. Learners can apply the use of the singular and plural subject and the verb forms that go with them. E.g. Let children explore the varied usage of the various tenses (simple, present perfect, and past perfect)</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>					

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

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Have learner discuss a sketch observed. • Learners say what to look for to identify key issues in a sketch. • Learners talk about lessons in the sketch. <p>Assessment: let learners justify the central messages in sketches</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Guide learners systematically using given narrative texts to identify the introduction body and conclusion in it. • Have learners summarise each of these parts and make a summary of the whole text using their part summaries <p>Assessment: let learners identify the introduction body and conclusion in given narrative texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Briefly revise nouns and articles by having learners identify them in sentences. • Provide a text having the demonstratives with emphasis on the demonstratives (this, that, these, those). Read it out. • List the demonstratives and have learners read out and observe the use of the demonstratives in the sentences. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Working in small groups, each group writes a number of sentences with each of the demonstratives introduced.</p> <p>Assessment: let learners use demonstratives in sentences.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Revise writing as a process. • 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 familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Learners write on a topic using the simple present, present perfect and past perfect tenses. • Discuss the topic with learners contributing with sentences containing the present perfect and past perfect. • Let learners write in bits e.g. First start with introduction and guide them to edit. <p>Learners then write a whole essay on a chosen topic individually</p> <p>Assessment: let learners write a whole essay on a chosen topic individually</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-</p>	<p>Have learners to tell what they read to the whole class</p>

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

SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B6.2.1.5.2		
Content standard (code)	B6.2.1.5.		
Performance Indicator	Learners can demonstrate that air supports burning.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Review composition of air and the uses of the components Learners, in groups, use simple experiments to show that air supports burning, using a lighted candle and a glass jar (or an improvised jar). <p>Assessment: let learners describe how air supports burning</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Review composition of air and the uses of the components • Learners, in groups, use simple experiments to show that air supports burning, using a lighted candle and a glass jar (or an improvised jar). <p>Assessment: let learners describe how air supports burning</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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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)	B6.4.1.2.1		
Content standard (code)	B6.4.1.2.		
Performance Indicator	Learners can explain the importance of public accountability		
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 public accountability e.g. Public Accountability is a process by which people are held responsible for their actions and activities in the society Learners discuss the importance of public accountability in promoting social justice e.g. i. Peace building avoids conflicts. ii. When there are no conflicts people work together. iii. People see themselves as one people.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B6.1.3.1.9	B6.1.3.1.10	B6.1.3.1.11
Content standard (code)	B6.1.3.1.	B6.1.3.1.	B6.1.3.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can demonstrate data presentation in different forms. • Learners can demonstrate how to store data. • Learners can manipulate data to gain required output (e.g. Finding sum, mean, grand totals, maximum, minimum, mode, division, multiplication etc.). 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to write data in tables, pictures, charts, maps, words etc. as well as type them in a Spreadsheet Guide learners to use the tools stated above to store data in different formats. eg. handwriting, phone recording, magnetic tapes, optical disc etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

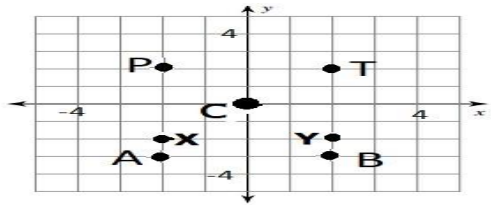
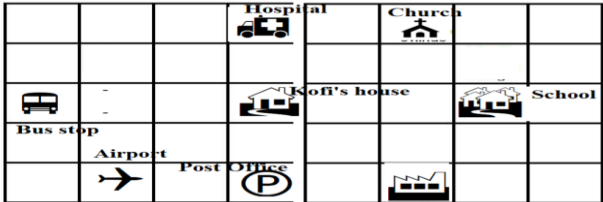

		<p>Guide learners to find the mode, product, minimum value, maximum value etc</p> <p>NB: This is to help the learner with fundamental principle of problem solving-skills and creativity in computing and Computer Science.</p> <p>Assessment: Let learners manipulate data to gain required output</p>	
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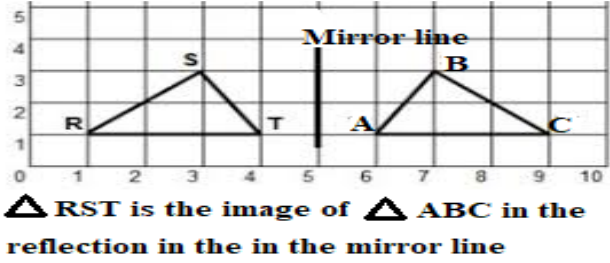
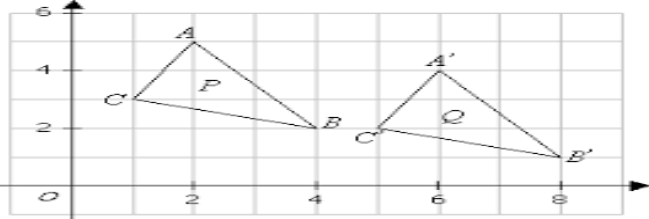
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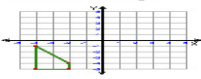
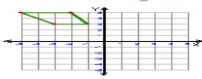
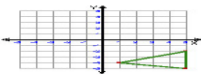
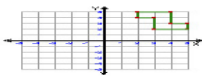
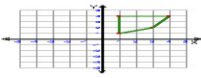
SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand :		Sub-strand :	
Indicator (code)	B6.3.3.5.1	B6.3.3.5.1	
Content standard (code)	B6.3.3.5.	B6.3.3.5.	
Performance Indicator	<ul style="list-style-type: none"> Learners can tell the position and motion of objects in space using the cardinal points northeast, north-west, south-east and south-west Learners can perform and identify images of a single transformation (i.e. reflection) on 2D shapes in a plane 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p> <p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 -</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 -</p>	<p>Pupils describe the position and motion of objects from one point to another using the 4 main cardinal points and the half-between: e.g. The point P is north of the point P X but north-west of point C. Y is south of T but south-west of C.</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</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone</p>	<p>E.g. 2. Pupils describe the position of places in a grid from a given location. E.g. the church is north-east from Kofi's house; the hospital is north-west from Kofi's house.</p> <p>E.g. 3. Ask learners to give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p> <p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners photocopied worksheets with several incomplete 2D shapes to review the drawing of images of objects when reflected in the line of symmetry which is outside the object</p> 	

	<p>1 - One is one</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</p>	<p>Review the properties of images under reflection, i.e. object and image sizes and shape, distances from mirror line and shape</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3</p>	<p>E.g. 3 Use a grid or graph board to demonstrate the 'horizontal followed by vertical' movements called translation. E.g. In the figure is 'the movement which takes point four units horizontally to the right and one unit vertically down' or 4 right, one down', is a vector or translation vector ($2\rightarrow, 1\downarrow$) and written as $\begin{pmatrix} 2 \\ -1 \end{pmatrix}$. Q is the image of P under the translation by the vector $\begin{pmatrix} 2 \\ -1 \end{pmatrix}$</p>  <p>E.g. 4 Discuss the properties of images under translations, i.e. object and image sizes and shape</p> <p>E.g. 5 Give learners photocopied worksheets with several 2D shapes and ask them to draw images of each under the translation vector given</p>	<p>Review the lesson with Learners</p>

		<p>1) Translation: 3 right</p>  <p>2) Translation: 2 right and 3 down</p>  <p>3) Translation: 5 left</p>  <p>4) Translation: 4 left and 3 down</p>  <p>5) Translation: 4 left and 5 down</p>  <p>6) Translation: 3 right and 4 up</p>  <p>Assessment: have learners to practice with more examples</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)	B6.6.1.1.2		
Content standard (code)	B6.6.1.1.		
Performance Indicator	Learners can identify the political parties that have governed the country under 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	Use the internet/resource persons/documentaries/visits to district/municipal assemblies to identify achievements of various governments within their respective districts. Learners discuss their findings in class Assessment: let learners identify the political parties that have governed the country under the Fourth Republic	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	Use the internet/resource persons/documentaries/visits to district/municipal assemblies to identify achievements of various governments within their respective districts. Learners discuss their findings in class Assessment: let learners identify the political parties that have governed the country under the Fourth Republic	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, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B6. 5.1.1.1:		
Content standard (code)	B6. 5.1.1.		
Performance Indicator	Learners can identify the role of children in promoting harmony with other family members		
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 talk about harmony. <ul style="list-style-type: none"> • Let learners, in pairs, list roles they can play to promote harmony in the family: Children must be respectful, obedient, humble, etc. • Let learners, in pairs or in groups, list roles other family members can play to ensure harmony in the family: relatives must be respectful, obedient, caring, protective, defensive, humble, etc. Assessment: Let learners identify the role of children in promoting harmony with other family members	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B6.4.1.4.1		
Content standard (code)	B6.4.1.4		
Performance Indicator	Learners can develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness		
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	Discuss physical fitness as the process attained through quality instructional physical education. Participation in physical activity and knowledge of fitness components coupled with an appreciation for good health. Learners develop a one-day personal fitness which include: Jogging – muscular endurance, running – cardio-respiratory endurance, push ups – muscular strength, aerobic danceflexibility, etc	What have we learnt today? Use answers to summarise the lesson.

	for maximal performance and to prevent injuries		
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Vetted by :..... Signature: Date :

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 1.2.2.3		
Content standard (code)	B6 1.2.2.		
Performance Indicator	Learners can brainstorm and generate designs for making own visual artworks that reflect topical issues 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	<ul style="list-style-type: none"> ☐ reflect on current topical/global issues using available learning resources such as internet, libraries, videos, pictures, etc.; ☐ come out with design concepts that is good for making a two or three dimensional artworks to educate and sensitise the public on the advantages and disadvantages of the current topical/global issues; 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☑ develop the concepts into comprehensive designs for reproduction.</p> <p>☑ present designs for peer review;</p> <p>☑ experiment with available materials and tools to reproduce the designs (e.g. - clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting;</p> <ul style="list-style-type: none"> - straw, yarn, paper etc. for weaving; - odds and ends for constructing and assembling; - brushes and paint for painting; - craft tools for perforating, shaping and punching; - folding and shaping paper to make origami and quilling; - spatula and scooping tools for modelling; - needle, for sewing, etc. <p>Assessment: Let learners generate designs for making own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>discuss, compare and share their experiences through jury and peer review</p> <p>Assessment: Let learners generate designs for making own visual 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: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Fluency	
Indicator (code)	B6.2.7.1.2	B6.2.9.1.1.	B6.2.9.1.2 B6.2.9.1.3
Content standard (code)	B6.2.7.1.	B6.2.9.1.	B6.2.9.1. B6.2.9.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should retell the story sequentially. List the most important ideas from a paragraph. • The learner should recognise topic sentences in each paragraph. • The learner should re-write the main ideas in a passage in a logical order. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners an interesting text to read. • Let learners retell the story in the text in groups and then to the class. • Give learners longer passages that are interesting to read. 	What have we learnt today?

		<ul style="list-style-type: none"> • Discuss ideas that can be derived from the text. • Lead learners to recognise and list the most important ideas of the given text. <p>Assessment: let learners list the most important ideas from a paragraph.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners longer passages that are interesting to read. • Allow learners to read and discuss the ideas in the passage. • Discuss topic sentences with learners. • Help learners recognise topic sentences in each paragraph. <p>Assessment: let learners identify the topic sentences in each paragraph.</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners longer passages that are interesting to read. • Put learners in groups and help them to recognise the main ideas in each paragraph of the passages. • Let learners re-write the main ideas from a passage logically. <p>Assessment: let learners re-write the main ideas in a passage in a logical order</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 4

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. Conversation B. Comprehension 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	B6.2.7.3.1	B6.3.5.1.6	B6.4.9.3.3	B6.5.4.1.4.	B6.6.1.1.1
Content standard (code)	B6.1.6.3.	B6.2.7.3.	B6.3.5.1.	B6.4.9.3.	B6.5.4.1.	B6.6.1.1.
Performance Indicator	<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 determine the contextual meaning of words and phrases.</p> <p>C. Learners can use the past continuous form of verbs to talk about actions/events which were going on when a second one took place</p> <p>D. Learners can publish writing piece for other peers to read and in the school magazine.</p> <p>E. Learners can apply the use of the singular and plural subject and the verb forms that go with them. E.g. Let children explore the varied usage of the various tenses (simple, present perfect, and past perfect).</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 style="text-align: center;"><u>A. ORAL LANGUAGE</u></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. <p>Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word.</p> <p>Assessment: let learners demonstrate 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 style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Select a text for reading. Identify words and phrases and systematically, guide learners to work out their meanings in context. • Put learners into groups and give each group a set of words and phrases to find their meanings. Each group presents its work. <p>Assessment: let learners determine the contextual meaning of words and phrases.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <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 style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Revise writing as a process. • 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 familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Learners write on a topic using the simple present, present perfect and past perfect tenses. • Discuss the topic with learners contributing with sentences containing the present perfect and past perfect. • Let learners write in bits e.g. First start with introduction and guide them to edit. <p>Learners then write a whole essay on a chosen topic individually</p> <p>Assessment: let learners use of the singular and plural subject and the verb forms that go with them in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. 	<p>Have learners to tell what they read to the whole class</p>

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

SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B6.4.2.2.1		
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	<ul style="list-style-type: none"> • Put learners into mixed ability groups for this activity. • 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. • Learners are tasked to draw the electronic circuit and label the parts. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<p>NB: Build a stock of electronic components from discarded electronic gadgets such as radio and TV sets, phone chargers and flashlights</p> <p>Assessment: let learners describe what they did to light the LED.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Put learners into mixed ability groups for this activity. • 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. • Learners are tasked to draw the electronic circuit and label the parts. <p>NB: Build a stock of electronic components from discarded electronic gadgets such as radio and TV sets, phone chargers and flashlights</p> <p>Assessment: let learners draw the electronic circuit and label the parts.</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 : Authority and Power	
Indicator (code)	B6.4.2.1.1.		
Content standard (code)	B6.4.2.1.		
Performance Indicator	Learners can identify the role of children in promoting harmony with other family members		
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 what it takes to live in harmony. Learners in pairs, list roles they can play to promote harmony in the family: e.g. Children must be respectful, obedient, humble, etc. Let learners in pairs, list roles other family members can play to ensure harmony in the family.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : WORD PROCESSING PRESENTATION WORD PROCESSING		Sub-strand : TECHNOLOGY IN THE COMMUNITY INTRODUCTION TO MS-POWERPOINT INTRODUCTION TO MS-POWERPOINT	
Indicator (code)	B6.1.4.1.4	B6.2.1.1.3.	B6.3.1.1.3
Content standard (code)	B6.1.4.1.4	B6.2.1.1.	B6.3.1.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can identify three more importance of technology in communication. • Learners can be able to give a 5-side presentation in MS-PowerPoint using the tools of the ribbons studied. • 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
Wednesday	Engage learners to sing songs and recite	Guide learners to mention the importance of technology in communication. Guide learners to present their work to the class.	What have we learnt today?

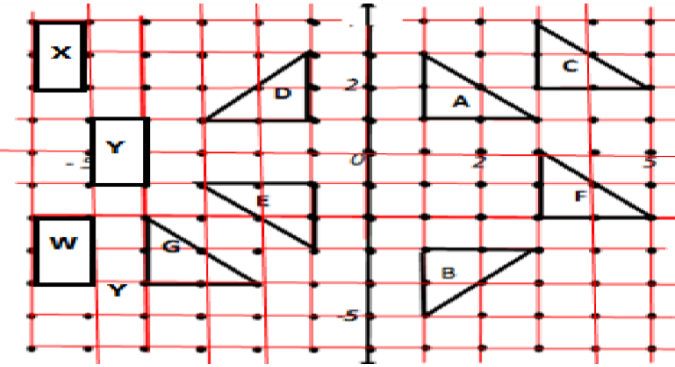
	<p>familiar rhymes</p>	<p>NB. This is to help the learner with software knowledge such as in-office applications (Presentation software).</p> <p>Guide the learners to create and format text in a document</p> <p>NB. This is to help the learner with software knowledge such as in-office applications (word processing).</p> <p>Assessment: Let learners create and format text in a document</p>	<p>Ask learners to summarize the main points in the lesson</p>
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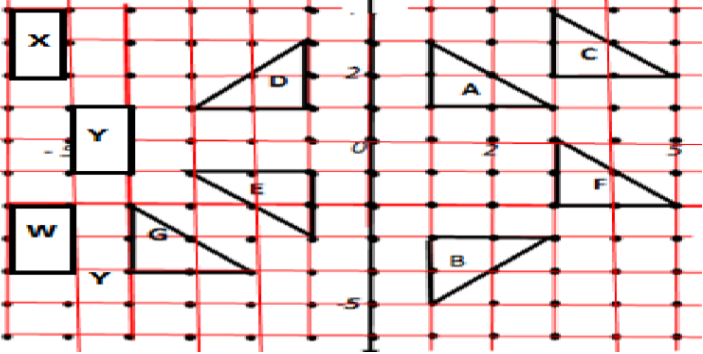
Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

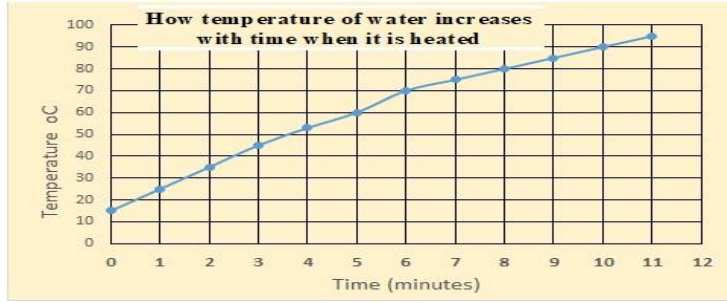
CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B6.3.3.5.2	B6.4.1.1.1	
Content standard (code)	B6.3.3.5.	B6.4.1.1.	
Performance Indicator	<p>A. Learners can identify images of a single transformation (i.e. reflection and translation) of a 2D shapes in a plane</p> <p>B. Learners can draw a line graph by determining the common attributes (title, axes and intervals) and draw the graph for a given table of values</p>		
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 identify images of reflections of 2D shapes in the figure. Ask learners to study the shapes, identify their images. E.g. shape D is a reflection of shape E in the line $y = 0$ or x-axis; shape A is a reflection of shape B in the line $y = -1$; and Shape X is a reflection of shape W in the line $yy = 0$</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 a</p>	<p>Ask learners to identify images of translations of given 2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors. E.g. shape F is a translation of shape A by the translation vector $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a translation of shape W by the translation vector $\begin{pmatrix} 6 \\ 0 \end{pmatrix}$ (or 6 right, 0 up) 6</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>Ask learners to identify images of translations of given 2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors. E.g. shape F is a translation of shape A by the translation vector $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a translation of shape W by the translation vector $\begin{pmatrix} 6 \\ 0 \end{pmatrix}$ (or 6 right, 0 up) 6</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

	<p>alone it shall be. 2 - Two pair, two</p>	 <p>Assessment: have learners to practice with more examples</p>							
Thursday	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two</p>	<table border="1" data-bbox="456 667 1182 793"> <tr> <td>Time (minutes)</td> <td>0</td> <td>1</td> </tr> <tr> <td>Temperature (°C)</td> <td>15</td> <td>25</td> </tr> </table> <p>E.g. 1. Give learners the data presented in tables and ask them to determine the common attributes (title, axes and intervals) and draw a line graph. Let them understand line graphs are used when we want to show how something changes over time in relation to something else</p> <p>E.g. 2. Ask learners to draw a line graph by determining the common attributes (title, axes and intervals) and completing the drawing with title and labelled axes for the data below on how temperature of water increases with time when it is heated</p> <p>Assessment: have learners to practice with more examples</p>	Time (minutes)	0	1	Temperature (°C)	15	25	Review the lesson with Learners
Time (minutes)	0	1							
Temperature (°C)	15	25							
Friday	<p>Sing songs like: I'm counting one, what is one</p>	<p>Ask learners to study the line graph and answer questions based on them. For instance, after what time will the water temperature reach 70°C? What is the water temperature after 5 minutes?</p>	Review the lesson with Learners						

1 - One is one alone,
alone it shall be.
2 - Two pair, two



Assessment: have learners to practice with more examples

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : Military Rule	
Indicator (code)	B6.6.2.1.1		
Content standard (code)	B6.6.2.1.		
Performance Indicator	Learners can identify the leaders of the coup d'états and names of their regimes		
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 How many coup	List the military regimes since 1966 and their leaders Assessment: let learners identify the leaders of the coup d'états and names of their regimes	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B6. 5.1.1.1:		
Content standard (code)	B6. 5.1.1.		
Performance Indicator	Learners can identify the role of children in promoting harmony with other family members		
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	Ask learners to dramatise or role play the duties of their grandparents, uncles, cousins, aunts, etc., in moulding their character. Assessment: Let learners identify the role of children in promoting harmony with other family members	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B6.4.1.4.2:		
Content standard (code)	B6.4.1.4.		
Performance Indicator	Learners can explain the role that weight-bearing activities play in bone strength.		
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	Learners explain that weight training develops muscular strength, makes the bones strong for fitness activities, stabilises the body position, etc	What have we learnt today? Use answers to summarise the lesson.

	maximal performance and to prevent injuries		
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Vetted by : Signature: Date :

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 2.2.2.3		
Content standard (code)	B6 2.2.2.		
Performance Indicator	Learners can generate ideas for creating own performing artworks that reflect topical issues 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: ☐ reflect on current topical issues of much concern in the world using available learning resources such as internet, libraries, videos, pictures, etc.; ☐ come out with concepts that are good for composing music, dance, drama and poems, etc. to educate and sensitise the public on the advantages and disadvantages of current topical issues of much concern in the world; ☐ present concepts for peer review; ☐	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>discuss, compare and share their experiences through jury and peer review</p> <p>Assessment: Let learners generate ideas for creating own performing 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 arrangements for own compositions</p> <p>Assessment: Let learners generate ideas for creating own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Summarising	
Indicator (code)	B6.2.9.1.1.	B6.2.9.1.2	B6.2.9.1.3
Content standard (code)	B6.2.9.1.	B6.2.9.1.	B6.2.9.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should list the most important ideas from a paragraph. • The learner should recognise topic sentences in each paragraph • The learner should re-write the main ideas in a passage in a logical order. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners longer passages that are interesting to read. • Discuss the ideas that can be derived from the text. • Lead learners to recognise and list the most important ideas of the text from the paragraphs 	What have we learnt today?

		Assessment: let learners list the most important ideas from a paragraph.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners longer passages that are interesting to read. • Allow learners to read and discuss the ideas in the passage. • Discuss topic sentences with learners. • Help learners to recognise topic sentences in each paragraph <p>Assessment: let learners identify topic sentences in each paragraph</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners longer passages that are interesting to read. • Put learners in groups and help them to recognise the main idea in each paragraph. • Let learners re-write the main ideas in a passage logically. <p>Assessment: let learners re-write the main ideas in a passage in a logical order.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 5

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. Conversation B. Comprehension C. Verbs D. Argumentative/Persuasive Writing E. Using Simple, Compound and Compound Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B6.1.6.3.3	B6.2.8.1.1.	B6.3.5.1.7	B6.4.13.2.2	B6.5.9.1.1.	B6.6.1.1.1
Content standard (code)	B6.1.6.3.	B6.2.8.1.	B6.3.5.1.	B6.4.13.2.	B6.5.9.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can ask and answer questions about key details on topics under discussion.</p> <p>B. Learners can read silently and reasonably for meaning from a level-appropriate text</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions.</p> <p>D. Learners can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>E. Learners can identify subjects and verb in complex sentences</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>					

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> 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. <p>Ensure appropriate vocabulary use by dropping hints and showing word cards.</p> <p>Assessment: let learners answer questions on topics under discussion.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> Have learners stop and think about the text and know what to do when meaning is not clear. By setting a target in the text for them. Have them read silently and at a reasonable pace to get the meaning from the text. Direct learners' reading with "While Reading" questions. <p>Assessment: let learners read silently and reasonably for meaning from a level-appropriate text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></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 in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms. • You may read out model argumentative essays to guide learners <p>Assessment: let learners write argumentative essays</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise nouns and verbs by having learners identify them and use them in sentences. • Revise simple subjects and predicates in sentences. • Elicit sentences from learners and let them identify the subjects and predicates of their own sentences. • Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences. • Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate their knowledge of subject and predicate. <p>Assessment: let learners identify subjects and verb in complex sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read 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: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : FORCES AND MOVEMENT	
Indicator (code)	B6.4.3.2.1		
Content standard (code)	B6.4.3.2.		
Performance Indicator	Learners can identify levers, pulleys, inclined planes as classes of simple machines and cite some common examples		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to visit various workplaces where levers, pulleys or inclined planes are used in their work or show pictures of different classes of simple machines. • Learners talk about their experiences on the visit. • Learners are shown examples of simple machines (screw drivers, pliers, scissors, wheel barrow, shovel, hammer, spanners, axe, rake, cutlass, hoe, mattock, crowbar, claw hammer, screws, wooden board, to 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Authority and Power	
Indicator (code)	B6.4.2.2. 1.		
Content standard (code)	B6.4.2.2.		
Performance Indicator	Learners can explain and appreciate the importance of democratic governance		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify various persons and bodies who are responsible in governing their school e.g. headteacher, teachers, school prefects. Learners discuss the importance of good governance in their school. Learners in groups suggest ways in which school governance could be improved.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PROGRAMMING AND DATABASES		Sub-strand: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	
Indicator (code)	B6.5.1.1.7	B6.5.1.1.8.	B6.5.1.1.9
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 illustrate basics of relational algebra. • Learners can operate basics SQL: querying and manipulating data. • Learners can operate basics SQL: querying and manipulating data. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to apply the basics of relational algebra in a sample database</p> <p>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</p> <p>Guide learners to write simple queries to retrieve specific names of students from a database of the</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>names of all students in class. e.g CREATE TABLE, DELETE and INSERT INTO</p> <p>NB: This is to give a foundation to the learner in computing and Computer Science which is more concerned with uses of and development of programming together with fundamental principles of problem-solving and creativity.</p> <p>Assessment: Let learners write simple queries to retrieve specific names of students from a database of the names of all students in class</p>	
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Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B6.4.1.1.2	B6.4.1.1.3	
Content standard (code)	B6.4.1.1.	B6.4.1.1.	
Performance Indicator	<p>A. Learners can determine whether a given set of data can be represented by a line graph (continuous data) or a series of points (discrete data) and explain why</p> <p>B. Learners can apply understanding of how to create a line graph by using a given table of values (or set of data) to draw a line graph and answer questions based on them to interpret and draw conclusions E</p>		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)																													
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Through discussion, guide learners to understand the difference between discrete and continuous data. Ask them to sort the following tables of values into the two categories – those with discrete data and those with continuous data</p> <p>The number of match sticks Sena used in making a pattern of squares</p> <table border="1"> <tr> <td>Number of Squares (n)</td> <td>1</td> <td>2</td> </tr> <tr> <td>Matchsticks (s)</td> <td>4</td> <td>7</td> </tr> </table> <p>Progress of plant's growth recorded by Kofi over a week</p> <table border="1"> <tr> <td>Days (d)</td> <td>1</td> <td>2</td> </tr> <tr> <td>Height (h) (cm)</td> <td>5</td> <td>6.5</td> </tr> </table> <p>(i) Number of people in the immediate family of P6 students in a school</p> <table border="1"> <tr> <td>Number of people in family</td> <td>1</td> <td>2</td> </tr> <tr> <td>Number of students</td> <td>0</td> <td>4</td> </tr> </table> <p>(ii) Abu travelled on a bicycle to buy food, the table shows how far (in kilometres) he was away from the house.</p> <table border="1"> <tr> <td>Time (minutes)</td> <td>0</td> <td>5</td> </tr> <tr> <td>Distance (km)</td> <td>0</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	Number of Squares (n)	1	2	Matchsticks (s)	4	7	Days (d)	1	2	Height (h) (cm)	5	6.5	Number of people in family	1	2	Number of students	0	4	Time (minutes)	0	5	Distance (km)	0	3				Review the lesson with Learners
Number of Squares (n)	1	2																												
Matchsticks (s)	4	7																												
Days (d)	1	2																												
Height (h) (cm)	5	6.5																												
Number of people in family	1	2																												
Number of students	0	4																												
Time (minutes)	0	5																												
Distance (km)	0	3																												
Tuesday	<p>Sing songs like:</p> <p>I'm counting one</p>	<p>Ask learners to write questions for their friends to read and interpret the tables</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners																											

<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>E.g. 1. Ask learners to draw more line graphs for given data values by determining the common attributes (title, axes and intervals) and pose, as well as answer, questions based on them to interpret the line graphs to draw conclusions</p> <p>(i) Progress of plant's growth recorded by Kofi over a week</p> <table border="1" data-bbox="456 491 1170 611"> <tr> <td>Days (<i>d</i>)</td> <td>1</td> <td>2</td> </tr> <tr> <td>Height (<i>h</i>) (cm)</td> <td>5</td> <td>6.5</td> </tr> </table> <p>(ii) Cost of boxed lunches for students on a field trip.</p> <table border="1" data-bbox="456 699 1159 827"> <tr> <td>Number of students</td> <td>1</td> <td>2</td> </tr> <tr> <td>Cost of lunch (₦)</td> <td>3</td> <td>6</td> </tr> </table> <p>(iii) Abu travelled on a bicycle to buy food, the table shows how far (in kilometers) he was away from the house.</p> <table data-bbox="456 961 1159 1129"> <tr> <td>Time (minutes)</td> <td>0</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> </tr> <tr> <td>Distance (km)</td> <td>0</td> <td>3</td> <td>3.5</td> <td>4</td> <td>4</td> <td>2</td> <td>0</td> </tr> </table> <p>(iv) Average monthly rainfall in mm recorded for two towns in a year</p> <table border="1" data-bbox="456 1255 1159 1413"> <tr> <td></td> <td>J</td> <td>F</td> <td>M</td> </tr> <tr> <td>Kumasi</td> <td>5</td> <td>10</td> <td>15</td> </tr> <tr> <td>Oda</td> <td>3</td> <td>10</td> <td>13</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	Days (<i>d</i>)	1	2	Height (<i>h</i>) (cm)	5	6.5	Number of students	1	2	Cost of lunch (₦)	3	6	Time (minutes)	0	5	10	15	20	25	30	Distance (km)	0	3	3.5	4	4	2	0		J	F	M	Kumasi	5	10	15	Oda	3	10	13	<p>Assessment: have learners to practice with more examples</p>
Days (<i>d</i>)	1	2																																									
Height (<i>h</i>) (cm)	5	6.5																																									
Number of students	1	2																																									
Cost of lunch (₦)	3	6																																									
Time (minutes)	0	5	10	15	20	25	30																																				
Distance (km)	0	3	3.5	4	4	2	0																																				
	J	F	M																																								
Kumasi	5	10	15																																								
Oda	3	10	13																																								
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Ask learners to study the line graph and answer questions based on them. For instance, after what time will the water temperature reach 70oC? What is the water temperature after 5 minutes?</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																																								

Friday	Sing songs like: I'm counting one, what is one	Ask learners to write questions for their friends to read and interpret the line graphs Assessment: have learners to practice with more examples	Review the lesson with Learners
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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 : Military Rule	
Indicator (code)	B6.6.2.1.1		
Content standard (code)	B6.6.2.1.1		
Performance Indicator	Learners can identify the leaders of the coup d'états and names of their regimes		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Who was the leaders	Show and discuss a documentary on any of the military takeovers Assessment: let learners identify the leaders of the coup d'états and names of their regimes	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B6.5.1.1.2		
Content standard (code)	B6.5.1.1.		
Performance Indicator	Learners can explain the need for cordial relationships among family members.		
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"> • Lead learners to explain cordial relationships. • Let learner’s list behaviours that ensure cordial relationships in the family. Have learners explain the need for cordial relationships in the family: - to ensure peace and unity, - proper character formation, - progress in the family, - ensure provision of basic needs- shelter, food, school fees, etc. Assessment: Let learners explain the need for cordial relationships among family members.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : HEALTHY DIET	
Indicator (code)	B6.4.2.4.3		
Content standard (code)	B6.4.2.4.		
Performance Indicator	Learners can plan a balanced diet menu to improve performance in physical activity.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners understand the need to take in a balanced diet to keep them healthy. It is important to eat food to gain energy. Food is made up of six classes of nutrients including carbohydrates, fat, protein, vitamins, minerals and water.	What have we learnt today? Use answers to summarise the lesson.

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

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B6 1.3.4.3		
Content standard (code)	B6 1.3.4.		
Performance Indicator	Learners can plan an exhibition of own functional and decorative visual artworks that communicate, educate or sensitise the public on topical issues 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"/> 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); <input type="checkbox"/> discuss the need for displaying portfolio of own visual artworks; <input type="checkbox"/> develop a roadmap for the exhibition by: - fixing a date - selecting a venue - inviting an audience Assessment: Let learners plan an exhibition of own functional and decorative visual artworks that	What have we learnt today? Ask learners to summarize the main points in the lesson

		communicate, educate or sensitise the public on topical issues in the world	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>brainstorm to agree on a theme for the exhibition; <input type="checkbox"/> send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, Email, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>Assessment: Let learners plan an exhibition of own functional and decorative visual artworks that communicate, educate or sensitise the public on topical issues in the world</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: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Informative/ Academic Writing	
Indicator (code)	B6.4.5.1.3	B6.4.6.1.1	B6.4.6.1.2
Content standard (code)	B6.4.5.1.	B6.4.6.1.	B6.4.6.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should write an argumentative essay on a given topic • The learner should discuss the process of writing speeches, letter to the press and reports. • The learner should write speeches, letter to the press and reports using controlled composition. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Select a topic and put learners into two groups. • Make learners take a stand after discussions among themselves. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Let learners of each group write individually, for or against the motion of an argumentative essay on a given topic. <p>Assessment: let learners write an argumentative essay on a given topic</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<p>Play a recorded speech to learners and discuss the speech.</p> <ul style="list-style-type: none"> • Teach learners how to write speeches and letters to the press. • Assist learners to understand the process of writing speeches, letter to the press, and reports. <p>Assessment: let learners identify the process of writing speeches, letter to the press, and reports</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise with learners the topic on how to write speeches, and letters. • Show a sample speech written to press or report. • Discuss the vocabularies and structure of the report. • Guide learners to write speeches, letter to the press and reports using controlled composition. <p>Assessment: let learners write speeches, letter to the press and reports using controlled composition.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 6

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. Prepositions D. Argumentative/Persuasive Writing E. Using Simple, Compound and Compound Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B6.1.7.1.6	B6.2.8.1.1.	B6.3.10.1.1	B6.4.13.2.3	B6.5.9.1.1.	B6.6.1.1.1
Content standard (code)	B6.1.7.1.	B6.2.8.1.	B6.3.10.1.	B6.4.13.2.	B6.5.9.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can identify the problems and solutions in texts</p> <p>B. Learners can read silently and reasonably for meaning from a level-appropriate text</p> <p>C. Learners can use prepositions to convey a variety of meanings: – Time – Purpose – Possession – Comparison e.g. taller than – Support or opposition e.g. for you, against you</p> <p>D. Learners can establish and maintain a formal style.</p> <p>E. Learners can identify subjects and verb in complex sentences</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Ask questions for learners to recall the events and values in stories read. • Guide them to analyse these into cause(s) effect(s) and solution(s). <p>Assessment: let learners identify the problems and solutions in texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners stop and think about the text and know what to do when meaning is not clear. By setting a target in the text for them. • Have them read silently and at a reasonable pace to get the meaning from the text. • Direct learners' reading with "While Reading" questions <p>Assessment: let learners read silently and reasonably for meaning from a level-appropriate text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise prepositions such as those that convey meanings of position, time, direction, possession and comparison. Write examples of sentences to illustrate this. • Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences. • Introduce prepositions that show support or opposition in context. E.g. for you, against you. Let 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>them identify these prepositions in texts they have read e.g. reading passages, stories, etc.</p> <ul style="list-style-type: none"> • Learners now write their own sentences with the prepositions. <p>Assessment: let learners write their own sentences with the prepositions.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Using models, discuss the basic structure of an argumentative piece: <ul style="list-style-type: none"> – Introduction. – Reasons for the stand taken. – Conclusion. • Have learners in groups to present full compositions using class discussions. <p>Assessment: let learners write argumentative essays</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise nouns and verbs by having learners identify them and use them in sentences. • Revise simple subjects and predicates in sentences. • Elicit sentences from learners and let them identify the subjects and predicates of their own sentences. • Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences. • Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate their knowledge of subject and predicate. <p>Assessment: let learners identify subjects and verb in complex sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. 	<p>Have learners to tell what they read to the whole class</p>

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

SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B6.5.1.1.2		
Content standard (code)	B6.5.1.1.		
Performance Indicator	Learners can describe ways of minimising waste		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners watch pictures and videos showing and describing ways of minimising waste in the environment. In groups, learners discuss and come out with ideas to minimise waste in their classroom, school environment, homes and their communities. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners describe ways of minimising waste	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Each group discusses measures of minimising waste in the classroom, school environment, home, market, at the bus station, hospitals, church, mosque, beach, etc. • Learners present their ideas to the whole class. • Evaluate learners by assisting each group design a poster. <p>Project; Designing litterbins Learners plan, design and make their own litterbins for use in the class and school community.</p> <p>Assessment: let learners describe ways of minimising waste</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Responsible use of Resources	
Indicator (code)	B6.4.3.1.1.		
Content standard (code)	B6.4.3.1.		
Performance Indicator	Learners can identify individual responsibilities in protecting water bodies		
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 on strategies to protect water bodies. Learners discuss the pictures/videos and suggest individual responsibilities for protecting water bodies. Assessment: Let learners identify individual responsibilities in protecting water bodies	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Project</p> <p>Learners form protecting water bodies clubs to demonstrate their responsibilities in protecting water bodies.</p> <p>Learners undertake tree planting exercise along water bodies</p> <p>Assessment: Let learners identify individual responsibilities in protecting water bodies</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PROGRAMMING AND DATABASES		Sub-strand : INTRODUCTION TO ELECTRONIC SPREADSHEET	
Indicator (code)	B6.5.3.1.6.	B6.5.3.1.7	
Content standard (code)	B6.5.3.1.	B6.5.3.1.7	
Performance Indicator	<ul style="list-style-type: none"> • 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
Wednesday	Engage learners to sing songs and recite familiar rhymes	<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>NB. This is to help the learner with software knowledge such as in-office applications (Electronic spreadsheet application).</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>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	
Indicator (code)	B6.4.1.2.1	B6.5.2.2	
Content standard (code)	B6.4.1.2.	B6.5.2.2	
Performance Indicator	<p>A. Learners can select a method for collecting data to answer a given question and justify the choice</p> <p>B. Learners can design and administer a questionnaire for collecting data to answer a given question and record the results</p>		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting one, what is one	Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'. (a) The type of drinks to buy for a class party (b) The make of sport shoes to buy for all P6 students (c) The make of school bag to buy for all P6 students (d) The number of desks in each classroom	Review the lesson with Learners

	1 - One is one alone, alone it	<p>(e) How much money P6 students spend on bus fare to school every month?</p> <p>(f) To buy drinks for people in the immediate family of all P6 students at a party.</p> <p>(g) Buy a mobile phone from an online shop</p> <p>Assessment: have learners to practice with more examples</p>													
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Lead a discussion on the methods of data collection below and ask them to identify which method they will use to gather the facts for each situation (i.e. in E.g. 1. above)</p> <ul style="list-style-type: none"> x questionnaires x interview x observation x experiments x databases x electronic media or internet <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>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p>	<p>Guide learners (in small groups) to do surveys; as surveys are useful ways of getting them to interact, produce question forms and collect real information. Ask them to use Question Form below for collecting the class data</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">1</td> <td>Hello, What is your name?</td> </tr> <tr> <td>2</td> <td>How old are you?</td> </tr> <tr> <td>3</td> <td>What is your favourite school subject?</td> </tr> <tr> <td>4</td> <td>What is your worst subject?</td> </tr> <tr> <td>5</td> <td>What is the most important school subject?</td> </tr> <tr> <td>6</td> <td>The size of your shoe?</td> </tr> </table>	1	Hello, What is your name?	2	How old are you?	3	What is your favourite school subject?	4	What is your worst subject?	5	What is the most important school subject?	6	The size of your shoe?	Review the lesson with Learners
1	Hello, What is your name?														
2	How old are you?														
3	What is your favourite school subject?														
4	What is your worst subject?														
5	What is the most important school subject?														
6	The size of your shoe?														

	<p>4 - Follow me 5 – Fire</p>	<table border="1"> <tr> <td data-bbox="440 126 553 220">7</td> <td data-bbox="553 126 1105 220">What is your favourite drink?</td> </tr> <tr> <td data-bbox="440 220 553 357">8</td> <td data-bbox="553 220 1105 357">How much do you spend on bus fare to school every day?</td> </tr> </table>	7	What is your favourite drink?	8	How much do you spend on bus fare to school every day?																									
7	What is your favourite drink?																														
8	How much do you spend on bus fare to school every day?																														
		<p>Assessment: have learners to practice with more examples</p>																													
<p>Thursday</p>	<p>Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Guide learners in each group to use a table (like the one below) to organize the data obtained with the question form</p> <table border="1"> <thead> <tr> <th data-bbox="440 663 618 758">Name</th> <th data-bbox="618 663 732 758">Age</th> <th data-bbox="732 663 967 758">Favourite subject</th> <th data-bbox="967 663 1146 758">Worst subject</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 758 618 821">Kojo</td> <td data-bbox="618 758 732 821">12</td> <td data-bbox="732 758 967 821">English</td> <td data-bbox="967 758 1146 821">Maths</td> </tr> <tr> <td data-bbox="440 821 618 873">Aku</td> <td data-bbox="618 821 732 873">11</td> <td data-bbox="732 821 967 873">Science</td> <td data-bbox="967 821 1146 873">P.E.</td> </tr> <tr> <td data-bbox="440 873 618 926">Ami</td> <td data-bbox="618 873 732 926">11</td> <td data-bbox="732 873 967 926">Maths</td> <td data-bbox="967 873 1146 926">Art</td> </tr> <tr> <td data-bbox="440 926 618 978">Abu</td> <td data-bbox="618 926 732 978">13</td> <td data-bbox="732 926 967 978">Maths</td> <td data-bbox="967 926 1146 978">Art</td> </tr> <tr> <td data-bbox="440 978 618 1031">Ama</td> <td data-bbox="618 978 732 1031">12</td> <td data-bbox="732 978 967 1031">Science</td> <td data-bbox="967 978 1146 1031">Art</td> </tr> <tr> <td data-bbox="440 1031 618 1094">Paapa</td> <td data-bbox="618 1031 732 1094">11</td> <td data-bbox="732 1031 967 1094">Maths</td> <td data-bbox="967 1031 1146 1094">P.E.</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Name	Age	Favourite subject	Worst subject	Kojo	12	English	Maths	Aku	11	Science	P.E.	Ami	11	Maths	Art	Abu	13	Maths	Art	Ama	12	Science	Art	Paapa	11	Maths	P.E.	<p>Review the lesson with Learners</p>
Name	Age	Favourite subject	Worst subject																												
Kojo	12	English	Maths																												
Aku	11	Science	P.E.																												
Ami	11	Maths	Art																												
Abu	13	Maths	Art																												
Ama	12	Science	Art																												
Paapa	11	Maths	P.E.																												
<p>Friday</p>	<p>Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Guide learners in each group to use a table (like the one below) to organize the data obtained with the question form</p> <table border="1"> <thead> <tr> <th data-bbox="440 1356 618 1451">Name</th> <th data-bbox="618 1356 732 1451">Age</th> <th data-bbox="732 1356 967 1451">Favourite subject</th> <th data-bbox="967 1356 1146 1451">Worst subject</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1451 618 1514">Kojo</td> <td data-bbox="618 1451 732 1514">12</td> <td data-bbox="732 1451 967 1514">English</td> <td data-bbox="967 1451 1146 1514">Maths</td> </tr> <tr> <td data-bbox="440 1514 618 1566">Aku</td> <td data-bbox="618 1514 732 1566">11</td> <td data-bbox="732 1514 967 1566">Science</td> <td data-bbox="967 1514 1146 1566">P.E.</td> </tr> <tr> <td data-bbox="440 1566 618 1619">Ami</td> <td data-bbox="618 1566 732 1619">11</td> <td data-bbox="732 1566 967 1619">Maths</td> <td data-bbox="967 1566 1146 1619">Art</td> </tr> <tr> <td data-bbox="440 1619 618 1671">Abu</td> <td data-bbox="618 1619 732 1671">13</td> <td data-bbox="732 1619 967 1671">Maths</td> <td data-bbox="967 1619 1146 1671">Art</td> </tr> <tr> <td data-bbox="440 1671 618 1724">Ama</td> <td data-bbox="618 1671 732 1724">12</td> <td data-bbox="732 1671 967 1724">Science</td> <td data-bbox="967 1671 1146 1724">Art</td> </tr> <tr> <td data-bbox="440 1724 618 1787">Paapa</td> <td data-bbox="618 1724 732 1787">11</td> <td data-bbox="732 1724 967 1787">Maths</td> <td data-bbox="967 1724 1146 1787">P.E.</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Name	Age	Favourite subject	Worst subject	Kojo	12	English	Maths	Aku	11	Science	P.E.	Ami	11	Maths	Art	Abu	13	Maths	Art	Ama	12	Science	Art	Paapa	11	Maths	P.E.	<p>Review the lesson with Learners</p>
Name	Age	Favourite subject	Worst subject																												
Kojo	12	English	Maths																												
Aku	11	Science	P.E.																												
Ami	11	Maths	Art																												
Abu	13	Maths	Art																												
Ama	12	Science	Art																												
Paapa	11	Maths	P.E.																												

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : Military Rule	
Indicator (code)	B6.6.2.2.2		
Content standard (code)	B6.6.2.2.		
Performance Indicator	Learners can assess the consequences of military takeovers on Ghana's development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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	Show and discuss a documentary of any military takeover Assessment: let learners narrate any of the military takeovers	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Authority and Obedience	
Indicator (code)	B6.5.1.1.2		
Content standard (code)	B6.5.1.1.		
Performance Indicator	Learners can explain the need for cordial relationships among family members.		
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	Through group discussions, let learners write on the need for cordial relationships among family members. • Let groups read out their essays for class suggestions and corrections Assessment: Let learners write on the need for cordial relationships among family members	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)	B6.4.3.4.4		
Content standard (code)	B6.4.3.4.		
Performance Indicator	Learners can list the benefit of safety procedures and rules associated with physical activity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners come out with their best performance, give them confidence to participate in any physical activity, prevent injurie to increase performance, etc	What have we learnt today? Use answers to summarise the lesson.

	maximal performan ce and to prevent injuries		
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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 2.3.4.3		
Content standard (code)	B6 2.3.4.		
Performance Indicator	Learners can plan a display of own performing artworks to communicate, educate or sensitise the public on topical issues 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"> ☑ 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; ☑ discuss the need for performing compositions of own music, dance, drama, poetry etc.; ☑ develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience ☑ brainstorm to agree on a theme for the performance; 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> ☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners). <p>Assessment: Let learners plan a display of own performing artworks to communicate, educate or sensitise the public on topical issues in the world</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ 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 ☑ decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props); ☑ getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters, directors, stage managers, audience, health and security personnel); ☑ clean and prepare the venue and its environment and make it ready for the performance; ☑ Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting <p>Assessment: Let learners plan a display of own performing artworks to communicate, educate or sensitise the public on topical issues in the world</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: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Informative/ Academic Writing)	
Indicator (code)	B6.4.6.1.3	B6.4.6.1.4	B6.4.7.1.1
Content standard (code)	B6.4.6.1.	B6.4.6.1.	B6.4.7.1
Performance Indicator	<ul style="list-style-type: none"> • The learner should write good speeches, letter to the press and reports • The learner should write good reports on various activities. • The learner should compose a simple poem. 		
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 more samples of reports and speeches on various topics to learners and discuss the content. • Guide learners to write good speeches, letter to the press and reports. Assessment: let learners write good speeches, letter to the press and reports	What have we learnt today? Review the lesson with learners

	Engage learners to sing songs and recite familiar rhymes	<p>Discuss various activities on which reports can be written.</p> <ul style="list-style-type: none"> • Select an activity and write a sample report on the board; involve learners. • Guide learners to write good reports on various activities. <p>Assessment: let learners write good reports on various activities.</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a simple poem on a flashcard. • Discuss the composition of poems such as the choice of words, rhyme and stanzas and theme. • Use the flashcards with short poems on them to help learners compose a good simple poems <p>Assessment: let learners compose a simple poem.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 7

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. Silent Reading C. Adjective Phrases D. Argumentative/Persuasive Writing E. Using Simple, Compound and Compound Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B6.1.7.1.7	B6.2.8.1.3	B6.3.11.1.1	B6.4.13.2.4	B6.5.9.1.2.	B6.6.1.1.1
Content standard (code)	B6.1.7.1.	B6.2.8.1.	B6.3.11.1.	B6.4.13.2.	B6.5.9.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can make simple generalisations based on the main ideas and key details of a text</p> <p>B. Learners can ask and answer questions based on a passage read</p> <p>C. Learners can form and use adjective phrases correctly e.g. this is a very beautiful flower.</p> <p>D. Learners can provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic.</p> <p>E. Learners can construct complex sentences correctly</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Have learners listen to a 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. <p>Assessment: let learners make simple generalisations based on the main ideas and key details of a text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Prepare learners adequately before reading activities. E.g. Discussion of background knowledge, title and accompanying pictures of the reading text, prediction. • Provide “While-reading” questions. • Have learners read the text silently. <p>Assign learners to answer a variety of questions based on the text e.g. factual, inferential and applicative questions.</p> <p>Assessment: let learners ask and answer questions based on a passage read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise adjectives in context by having learners identify them in sentences and use them in their own sentences. • Introduce the adjective phrase as a grammatical structure with the adjective as head. <p>Assessment: let learners form and use adjective phrases correctly in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view. • Teach the features of a debate e.g. vocatives, taking a stand etc. <p>Put learners in groups and have them select a controversial or debatable topic. Divide the class into two to prepare using the writing process as a guide, and to debate on the topic.</p> <p>Assessment: let learners provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators. • Let learners join pairs of simple sentences into compound ones. • Introduce complex sentences with several examples • Elicit similar sentences from learners • Have learners change compound sentences into complex ones. • In groups learners study extract of reading passages to identify complex sentences. <p>Assessment: let learners construct complex sentences correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read 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>

SUBJECT: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B6.5.2.1.1		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can explain the causes, symptoms and prevention of Eczema		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners watch pictures of people suffering from eczema. • In groups, learners come out with the possible causes, symptoms and prevention. • Allow group presentations and write learners' ideas on the board. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners explain the causes and symptoms of Eczema	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Invite health personnel to give a talk on eczema and other common skin diseases Assessment: let learners explain the prevention of Eczema	What have we learnt today? Ask learners to summarize the important points of the lesson

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 : Farming in Ghana	
Indicator (code)	B6.4.4.1.1.		
Content standard (code)	B6.4.4.1.		
Performance Indicator	Learners can describe the agricultural value chain and the job opportunities		
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 agricultural value chain Learners talk about job opportunities in the agricultural value chain e.g. crop farming, livestock, fisheries Agro-chemicals industry, meat processing Assessment: Let learners describe the agricultural value chain and the job opportunities	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : NETWORK OVERVIEW WEB BROWSERS AND WEB PAGES	
Indicator (code)	B6.6.1.1.4	B6.6.2.1.6.	B6.6.2.1.7
Content standard (code)	B6.6.1.1.	B6.6.2.1.	B6.6.2.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can outline what one needs to connect to the Internet. • 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
Wednesday	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. NB: This is to help the learner with fundamental principle of problem-solving skills and creativity in computing and computer science.	What have we learnt today? Ask learners to summarize the main points in the lesson

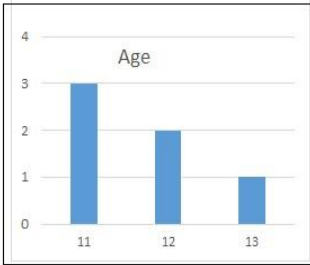
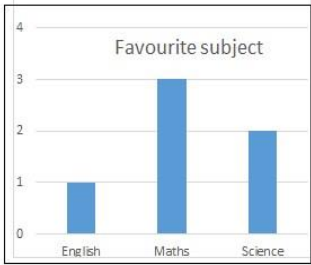
		<p>Guide the learners to navigate using the back button to go to a previous page</p> <p>Guide learners to search for items using the search textbox</p> <p>NB: This is to help the learner with fundamental principle of problem-solving skills and creativity in computing and Computer Science.</p> <p>Assessment: Let learners show how to find items on a page</p>	
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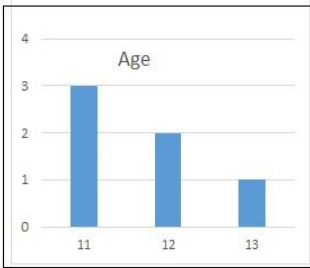
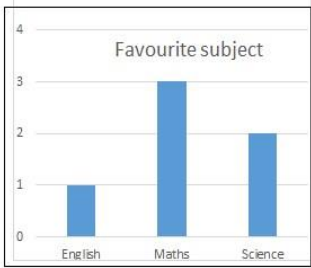
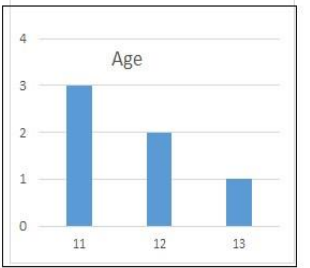
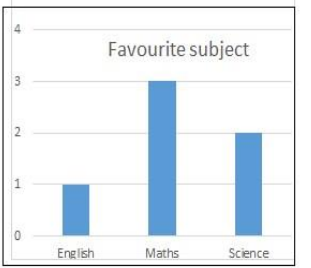
Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Chance or Probability	
Indicator (code)	B6.4.1.2.3		
Content standard (code)	B6.4.1.2.		
Performance Indicator	Learners can design and administer a questionnaire for collecting data to answer given question(s), record the data, analyse and graph the results to solve problems		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting	Guide learners (in each small group) to use tallies and count the results obtained in the organized data table (see P6.5.2.2.3 above) to do a frequency table for each question.	Review the lesson with Learners

	one, what is one	Assessment: have learners to practice with more examples																					
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one</p>	<p>Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th>Age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> </tr> <tr> <td>12</td> <td>2</td> </tr> <tr> <td>13</td> <td>1</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th>Favourite subject</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1</td> </tr> <tr> <td>Maths</td> <td>3</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Age	Frequency	11	3	12	2	13	1	Total	6	Favourite subject	Frequency	English	1	Maths	3	Science	2	Total	6	Review the lesson with Learners
Age	Frequency																						
11	3																						
12	2																						
13	1																						
Total	6																						
Favourite subject	Frequency																						
English	1																						
Maths	3																						
Science	2																						
Total	6																						
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs</p> <div style="display: flex; justify-content: space-around;">   </div> <p>and the results to solve problems. They may do surveys on the following situations or issues:</p> <ul style="list-style-type: none"> (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners																				
Thursday	Sing songs like:	Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs	Review the lesson with Learners																				

	<p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come</p>	<p>Assessment: have learners to practice with more examples</p> <div style="display: flex; justify-content: space-around;">   </div> <p>and the results to solve problems. They may do surveys on the following situations or issues:</p> <ul style="list-style-type: none"> (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students <p>Assessment: have learners to practice with more examples</p>	
Friday	<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</p>	<p>Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs</p> <div style="display: flex; justify-content: space-around;">   </div> <p>and the results to solve problems. They may do surveys on the following situations or issues:</p> <ul style="list-style-type: none"> (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : Military Rule	
Indicator (code)	B6.6.2.2.2		
Content standard (code)	B6.6.2.2.		
Performance Indicator	Learners can assess the consequences of military takeovers on Ghana's development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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	Brainstorm the effects of the coup d'états and military rule on Ghana's development (e.g. human right abuse, overthrow of constitutions and imposition of harsh rules). Assessment: let learners assess the consequences of military takeovers on Ghana's development	What have we learnt today? Ask learners to summarize the main points in the lesson

	How did the military takeovers affect Ghana's development?		
Thursday	Engage learners to sing songs and recite familiar rhymes How did the military takeovers affect Ghana's development?	Brainstorm the effects of the coup d'états and military rule on Ghana's development (e.g. human right abuse, overthrow of constitutions and imposition of harsh rules). Assessment: let learners assess the consequences of military takeovers on Ghana's development	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, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B6.5.2.1.1:		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can identify attitudes and behaviours of a responsible family member		
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"> • Let learners, in groups, discuss attitudes and behaviours of a responsible family member: <ul style="list-style-type: none"> - taking part in family activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. <p>Assessment: Let learners identify attitudes and behaviours of a responsible family member</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 : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SUBSTANCES/DRUGS	
Indicator (code)	B6.4.4.4.5		
Content standard (code)	B6.4.4.4.		
Performance Indicator	Learners can identify ways to minimise injuries when using PE equipment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners develop guidelines for equipment use. They observe ample space between peers when working in groups. Throw/serve balls in the same directions, retrieve balls, equipment at the same time, etc.	What have we learnt today? Use answers to summarise the lesson.

	maximal performan ce and to prevent injuries		
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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 1.4.6.3		
Content standard (code)	B6 1.4.6.		
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' visual artworks that communicate, educate and sensitise the public on topical issues 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: ☐ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it;	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: Let learners develop guidelines for appreciating and appraising own and others' visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. Assessment: Let learners develop guidelines for appreciating and appraising own and others' visual artworks	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 : Composition Writing		Sub-strand : Literary Writing	
Indicator (code)	B6.4.7.1.2	B6.4.7.1.3	B6.4.8.1.1
Content standard (code)	B6.4.7.1.	B6.4.7.1.	B6.4.8.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should create a prose on a given situation • The learner should write a good play using daily activities and experiences • The learner should comprehend the process in writing formal letters 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a simple prose on a flashcard. • Discuss the features of the prose with learners. • Use the flashcards with short prose written on them to help learners compose their own short prose on a given situation. 	What have we learnt today?

		Assessment: let learners create a prose on a given situation	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Allow learners to discuss a play they have watched. • Let learners watch a play and discuss the costume, characters and settings. • Discuss daily activities and experiences with learners. • Choose an experience and guide learners on how to write a play on that. • Allow learners to choose a daily activity in groups and write a short play on it. <p>Assessment: let learners write a good play using daily activities and experiences</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show types of letters to learners and discuss them. • Talk about formal letters and their structure. • Write a sample formal letter on the board. • Discuss with the learners the processes of writing letters. <ul style="list-style-type: none"> • Assist learners to understand the process in writing formal letters. <p>Assessment: let learners identify the process in writing formal letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 8

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. Presentation B. Fluency C. Adjective Phrases D. Expository /Informative Writing E. Using Simple, Compound and Compound Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B6.1.10.3.1	B6.2.9.1.2	B6.3.11.1.1	B6.4.14.1.1	B6.5.9.1.2.	B6.6.1.1.1
Content standard (code)	B6.1.10.3.	B6.2.9.1.	B6.3.11.1.	B6.4.14.1.	B6.5.9.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can research and deliver speeches on given informational topics</p> <p>B. Learners can read aloud with expressions that reflect the author’s purpose and meaning.</p> <p>C. Learners can form and use adjective phrases correctly e.g. this is a very beautiful flower.</p> <p>D. Learners can write short paragraphs to describe incidents. E.g. accidents, fire outbreak</p> <p>E. Learners can construct complex sentences correctly</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Have learners select topics of interest from informational texts read. • Help learners to identify the purpose and audience of sample speeches. • Have learners visit the library to research and plan their speeches. <p>Assessment: let learners research and deliver speeches on given informational topics</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners read texts independently paying attention to punctuation marks, words, sentences and paragraphs. Learners use self-correction, word recognition and re-reading strategies to confirm comprehension. <p>Assessment: let learners read aloud with expressions that reflect the author’s purpose and meaning</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise adjectives in context by having learners identify them in sentences and use them in their own sentences. • Introduce the adjective phrase as a grammatical structure with the adjective as head. <p>Assessment: let learners use adjective phrases correctly in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage. • Have learners select a topic and brainstorm to generate ideas. • Put them into groups to organise the points for the development of paragraphs. • Assign learners to individually develop the points into outlines and then into a draft. • Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups. <p>Assessment: let learners write short paragraphs to describe incidents</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators. • Let learners join pairs of simple sentences into compound ones. • Introduce complex sentences with several examples • Elicit similar sentences from learners • Have learners change compound sentences into complex ones. • In groups learners study extract of reading passages to identify complex sentences. <p>Assessment: let learners construct complex sentences correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read 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: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B6.5.2.1.2		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can know how to prevent meningitis		
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	Learners watch videos or pictures on the causes and prevention of meningitis. • Gather relevant charts on meningitis from a health centre and engage learners in a presentation on how to prevent it. Assessment: let learners	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Invite a health personnel or the SHEP coordinator to give a presentation on meningitis <p>Assessment: let learners causes, symptoms and prevention of Eczema</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Vetted by :..... Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B6.5.1.1.1		
Content standard (code)	B6.5.1.1.		
Performance Indicator	Learners can explain how Ghana co-operates with other nations		
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 recall countries that surround Ghana e.g. Togo, La Cote D'Ivoire, Burkina Faso. Learners identify countries surrounding Ghana on a map of West Africa. Learners discuss how Ghana co-operates with her neighbours e.g. trade, sports, political	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Learners talk about the reasons why Ghana should continue to co-operate with other nations e.g.</p> <ul style="list-style-type: none"> i. Some ethnic groups cut across political boundaries. E.g. Ewes in Ghana, Togo and Benin; Sissalas in Ghana and Burkina Faso. ii. She cannot supply all her needs. As a developing nation, Ghana gets many goods and services from other nations e.g. petroleum from Nigeria, tomato from Burkina Faso, eggs from La Cote D'Ivoire. iii. Ghana also trades with some of her neighbours. e.g. Ghana used to sell electricity to Togo and Cote D'Ivoire. <p>Assessment: Let learners explain how Ghana co-operates with other nations</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners dramatise the processes to follow in accepting help from other nations e.g.</p> <ul style="list-style-type: none"> i. Be wise so that the help will not be used as way to control your country. ii. Find out whether the help will not lead to negative effects on individuals or the country. iii. Find out if there is a hidden motive. iv. Decide on whether your nation is willing to be a friend to the nation giving the help or not. Accept the help if it will not have negative effects on the nation. <p>Assessment: Let learners mention processes to follow in accepting help from other nations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: 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 USING ONLINE FORMS CUSTOMIZING YOUR BROWSER	
Indicator (code)	B6.6.3.1.5.	B6.6.4.1.4	B6.6.5.1.5. B6.6.6.1.5
Content standard (code)	B6.6.3.1.	B6.6.4.1.	B6.6.5.1. B6.6.6.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can illustrate how to print pages. • Learners can use the links toolbar and Favourite Places. • Learners can discuss thoroughly security on the form submission. • Learners can show how to set cookies and demonstrate the steps in turning on cookies in a browser. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite	Guide learners on how to print pages e.g. selected pages, only selected pages etc.	What have we learnt today?


	familiar rhymes	<p>NB: This is to help the learner with fundamental principle of problem-solving skills and creativity in computing and Computer Science</p> <p>Guide learners to use the links toolbar.</p> <p>NB: This is to help the learner with fundamental principle of problem-solving skills and creativity in computing and computer science</p> <p>Guide learners to investigate and identify security issues when typing account details online (Antivirus, Credit card details, personal passwords etc.)</p> <p>NB: This is to give a foundation to the learner in computing and computer science which is more concerned with uses of and development of programming together with fundamental principles of problem-solving and creativity.</p> <p>Guide learners to turn on cookies in a browser :</p> <ol style="list-style-type: none"> 1. From the Tools menu, select Internet Options and enable session cookies, click the Privacy tab. 2. From the Settings section of the tab, click Advanced. <p>NB: Locate and click the checkbox next to Always allow session cookies</p> <p>Assessment: Let learners show how to set cookies and the steps in turning on cookies in a browser</p>	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 : Data		Sub-strand : Chance or Probability	
Indicator (code)	B6.4.2.2.1		
Content standard (code)	B6.4.2.2.		
Performance Indicator	Learners can list the possible outcomes of a probability experiment, such as tossing a coin, rolling a die with a given number of sides, spinning a spinner with a given number of sectors and determine the theoretical probability of an outcome occurring for a given probability experiment		
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 alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around</p>	<p>1. Through discussion guide learners to understand that theoretical probability is what we expect to happen, where experimental probability is what actually happens when we try it out. The both probabilities are calculated the same way, using the number of possible ways an outcome can occur divided by the total number of outcomes</p> <p>E.g. 2. Guide learners (in each small group) to carry out the following experiments 100 times, use tallies to record their results, and transfer it to frequency tables: (i) tossing a coin 100 times; (ii) throwing a dice 100 times</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="467 716 760 852"> <p>Tossing a coin 100 times</p> <table border="1"> <thead> <tr> <th>Outcome</th> <th>Number of throws</th> </tr> </thead> <tbody> <tr> <td>Head</td> <td>42</td> </tr> <tr> <td>Tail</td> <td>58</td> </tr> </tbody> </table> </div> <div data-bbox="802 716 1110 974"> <p>Throwing a dice 100 times</p> <table border="1"> <thead> <tr> <th>Outcome</th> <th>Number of throws</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>18</td> </tr> <tr> <td>2</td> <td>23</td> </tr> <tr> <td>3</td> <td>21</td> </tr> <tr> <td>4</td> <td>15</td> </tr> <tr> <td>5</td> <td>13</td> </tr> <tr> <td>6</td> <td>10</td> </tr> </tbody> </table> </div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;">  </div> <p>Assessment: have learners to practice with more examples</p>	Outcome	Number of throws	Head	42	Tail	58	Outcome	Number of throws	1	18	2	23	3	21	4	15	5	13	6	10	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Outcome	Number of throws																						
Head	42																						
Tail	58																						
Outcome	Number of throws																						
1	18																						
2	23																						
3	21																						
4	15																						
5	13																						
6	10																						
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1</p>	<p>3 Guide learners (in each small group) to use the results of the experiments above (recorded in the tables above) to work out the experimental probability and compare to the theoretical probability. E.g. the experiment probability of a head showing up out of the hundred outcomes is given by $=0.42$; and the theatrical probability is $= 0.5$.</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</p>	<p>Ask learners (in each small group) use the results of the experiments above (recorded in the tables above) to work out the experimental probability and compare to the theoretical probability of the following events (i.e. second table) i. rolling a 2</p>	<p>Review the lesson with Learners</p>																				

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

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : Military Rule	
Indicator (code)	B6.6.2.2.2		
Content standard (code)	B6.6.2.2.		
Performance Indicator	Learners can assess the consequences of military takeovers on Ghana's development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	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 Were the takeovers	Debate the effects of military takeovers on Ghana's development Assessment: let learners assess the consequences of military takeovers on Ghana's development	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B6.5.2.1.1:		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can identify attitudes and behaviours of a responsible family member		
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 importance of being committed to the family: <ul style="list-style-type: none"> - to promote unity, - to gain respect, - to be considered a trustworthy person, - to uplift family image, etc. <p>Assessment: Let learners identify the importance of being committed to the family</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 : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SUBSTANCES/DRUGS	
Indicator (code)	B6.4.5.4.6		
Content standard (code)	B6.4.5.4.		
Performance Indicator	Learners can discuss with learners the effects of drug addiction		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE 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	Learners discuss effects of drug addiction as; madness, uneasiness, death, etc	What have we learnt today? Use answers to summarise the lesson.

	maximal performance and to prevent injuries		
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Vetted by :..... Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B6 2.4.6.3		
Content standard (code)	B6 2.4.6.		
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' performing artworks that communicate, educate or sensitise the public on topical issues in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry etc.; ☐ agree on what to use the appraisal report for and how to share it; 	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: Let learners develop guidelines for appreciating and appraising own and others' performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation /appraisal/ jury <p>Assessment: Let learners develop guidelines for appreciating and appraising own and others' 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: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Letter Writing	
Indicator (code)	B6.4.8.1.2	B6.4.8.1.3.	
Content standard (code)	B6.4.8.1.	B6.4.8.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should write formal letters using controlled composition The learner should write good formal letters. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Read out the formal letter the board and ask learners to talk about it. Let learners write formal letters using controlled composition Assessment: let learners write formal letters using controlled composition	What have we learnt today? Review the lesson with learners

	Engage learners to sing songs and recite familiar rhymes	Choose a place and discuss letters that can be written to that place by different categories of people. Assessment: let learners write good formal letters.	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	Choose a place and discuss letters that can be written to that place by different categories of people. Assessment: let learners write good formal letters.	What have we learnt today? Review the lesson with learners

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 9

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. Presentation B. Fluency C. Adjective Phrases D. Expository /Informative Writing E. Using Simple, Compound and Compound Sentences F. Building the Love and Culture of Reading				
Indicator (code)	B6.1.10.3.2.	B6.2.9.1.2	B6.3.12.1.1	B6.4.14.2.1.	B6.5.10.1.1	B6.6.1.1.1
Content standard (code)	B6.1.10.3.	B6.2.9.1.	B6.3.12.1.	B6.4.14.2..	B6.5.10.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can draw on prior knowledge to identify subject matter and organisational structure of speech.</p> <p>B. Learners can read aloud with expressions that reflect the author’s purpose and meaning.</p> <p>C. Learners can form and use adverb phrases correctly. E.g. He comes to the house everyday.</p> <p>D. Learners can write articles on varied topics.</p> <p>E. Learners can check pieces of literary work for spelling.</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Help learners to draw on their prior knowledge about speech making. For instance, ensure that learners know the roles of participants, facilitators, advisors and time-keepers in the group. • Learners must be conversant with subject matter and the (organisational) structure of their speech. • Guide learners to choose their own topics for a speech. <p>Assessment: let learners identify subject matter and organisational structure of speech.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners read texts independently paying attention to punctuation marks, words, sentences and paragraphs. Learners use self-correction, word recognition and re-reading strategies to confirm comprehension. <p>Assessment: let learners read aloud with expressions that reflect the author’s purpose and meaning.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise adverbs of manner, place and time. • Introduce the adverb phrase in context and get learners to understand that an adverb phrase is a grammatical structure that modifies a verb. It is usually a single word or more than a single word. • Provide several examples in context for learners to read out. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Provide short texts for learners to identify the adverb phrases. • Let learners use the adverb phrases in sentences. E.g. He comes to the house every day. <p>Assessment: let learners use adverb phrases correctly in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <p>Write articles on varied topics</p> <p>Assessment: let learners write articles on varied topics.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Give learners an extract containing wrongly spelt words. Guide them to correct the spellings. • Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince. • Let their story begin from this end. Use a variety of local stories. • Each effort is followed by editing focused on spelling. • Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words. <p>Assessment: let learners check pieces of literary work for spelling</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read 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: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : SCIENCE AND INDUSTRY	
Indicator (code)	1.3.1.1		
Content standard (code)	1.3.1.1		
Performance Indicator	Learners can identify the scientific concepts and principles underlying the operation of some industries		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners watch a video of kenkey and salt production processes. • Learners go on a study visit to a local business venture such as kenkey, soap, salt production, cooking oil, or gari production centre. • Learners must observe the activities and interact with people at the workplace. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners write a report on their observation	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Engage learners, in groups, to discuss and identify the key scientific principles underlying the operations of the industries visited.</p> <ul style="list-style-type: none"> • Build vocabulary of learners by explaining key terms such as evaporation, salting-out, fermentation and saponification. <p>Project Give learners a project to work in groups to produce yoghurt, kenkey or soap based on the experiences from their study visits.</p> <p>Assessment: let learners identify the scientific concepts and principles underlying the operation of some industries</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 : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B6.5.1.2.1.		
Content standard (code)	B6.5.1.2.		
Performance Indicator	Learners can investigate the effects climate change on the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Use video clips, field trips and pictures to help learners identify the effects of over concentration of greenhouse gases and climate change on the environment e.g. change in rainfall pattern, change in temperature, agriculture, health. Discuss human activities (e.g. bush burning, fumes from vehicles) in their community that contribute to the emission of greenhouse gases (e.g. carbon dioxide,	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX


Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : ELECTRONIC EMAIL	
Indicator (code)	B6.6.7.1.5	B6.6.7.1.6	B6.6.7.1.7
Content standard (code)	B6.6.7.1.	B6.6.7.1.	B6.6.7.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can create address list. • Learners can demonstrate attaching files to e-mail messages. • Learners can demonstrate some e-mail tips. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to create an address list.</p> <p>Guide learners to attach files to email</p> <p>Assist learners in writing email using techniques as NOT writing in caps. Check the extension of files before downloading and use the subject line for summary etc.</p> <p>NB: This is to help the learner with the fundamental skills of creativity in computing and computer science.</p> <p>Assessment: Let learners identify some e-mail tips</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: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Chance or Probability	
Indicator (code)	B6.4.2.2.2		
Content standard (code)	B6.4.2.2.		
Performance Indicator	Learners can predict the probability of a given outcome occurring for a given probability experiment by using theoretical probability		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	. Guide learners (in each small group) to carry out the following experiments 100 times, use tallies to record their results, and transfer it to frequency tables: (i) spinning a 5-sector spinner 100 times; (ii) spinning an 8-sector spinner 100 times	Review the lesson with Learners

		<table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr><th colspan="2">8-sector spinner</th></tr> <tr><th>Outcome</th><th>Number of throws</th></tr> </thead> <tbody> <tr><td>1</td><td>15</td></tr> <tr><td>2</td><td>16</td></tr> <tr><td>3</td><td>15</td></tr> <tr><td>4</td><td>15</td></tr> <tr><td>5</td><td>13</td></tr> <tr><td>6</td><td>10</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>9</td></tr> </tbody> </table> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr><th colspan="2">5-sector spinner</th></tr> <tr><th>Outcome</th><th>Number of throws</th></tr> </thead> <tbody> <tr><td>1</td><td>18</td></tr> <tr><td>2</td><td>23</td></tr> <tr><td>3</td><td>25</td></tr> <tr><td>4</td><td>16</td></tr> <tr><td>5</td><td>18</td></tr> </tbody> </table> 	8-sector spinner		Outcome	Number of throws	1	15	2	16	3	15	4	15	5	13	6	10	7	7	8	9	5-sector spinner		Outcome	Number of throws	1	18	2	23	3	25	4	16	5	18	
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		<p>Assessment: have learners to practice with more examples</p>																																			
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Ask learners (in each small group) to use the results of the experiments above (recorded in the tables above) to work out the experimental probability and compare to the theoretical probability of the following events with each of the spinners (i.e. table above)</p> <ul style="list-style-type: none"> i. pinning a 2 ii. pinning a number greater than 4 iii. pinning a 1 or a 3 <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>Ask learners (in each small group) to use the results of the experiments above (recorded in the tables above) to work out the experimental probability and compare to the theoretical probability of the following events with each of the spinners (i.e. table above)</p> <ul style="list-style-type: none"> i. pinning a 2 ii. pinning a number greater than 4 iii. pinning a 1 or a 3 <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>Ask learners (in each small group) to use the results of the experiments above (recorded in the tables above) to work out the experimental probability and compare to the theoretical probability of the following events with each of the spinners (i.e. table above)</p> <ul style="list-style-type: none"> i. pinning a 2 ii. pinning a number greater than 4 iii. pinning a 1 or a 3 	Review the lesson with Learners																																		

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

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : Military Rule	
Indicator (code)	B6.6.2.2.2		
Content standard (code)	B6.6.2.2.		
Performance Indicator	Learners can assess the consequences of military takeovers on Ghana's development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	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 Were the takeovers positive or negative?	Debate the effects of military takeovers on Ghana's development Assessment: let learners assess the consequences of military takeovers on Ghana's development	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B6.5.2.1.1:		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can identify attitudes and behaviours of a responsible family member		
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	Put learners into two groups and have them debate on the motion for or against the motion, "It is good to be committed to one's family". Assessment: Let learners write the importance of being committed to the family	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SELF-RESPONSIBILITY	
Indicator (code)	B6.5.1.5.1		
Content standard (code)	B6.5.1.5.		
Performance Indicator	Learners can participate productively in group physical activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Emphasis during physical activity that without cooperation learners cannot positively work together. Learners participate in mini Handball, Volleyball, Basketball, Netball, Hockey, etc	What have we learnt today? Use answers to summarise the lesson.

	maximal performance and to prevent injuries		
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Vetted by :..... Signature: Date :

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. 1.1.1.6	B6. 2.1.1.6	
Content standard (code)	B6. 1.1.1.	B6. 2.1.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can brainstorm and generate ideas for creating own visual artworks that will reflect topical issues in some communities in the world • Learners can brainstorm and generate ideas for creating own performing artworks that reflect topical issues in 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"/> use available OERs (e.g. libraries, videos, documentaries, internet, Facebook) to research current topical issues of much concern in some communities in the world;	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <input type="checkbox"/> document results of findings in the forms of notes, statements, downloads and recordings for presentations and class discussions; <input type="checkbox"/> reflect on feedback from class discussions and peer reviews to generate concepts for designing and making own artworks that will reflect current topical issues of much concern in the world. <p>Assessment: Let learners generate ideas for creating own visual artworks that will reflect topical issues in some communities in the world</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"/> use available OERs (e.g. libraries, videos, documentaries, internet, Facebook) to research current topical issues of much concern in some communities in the world;. <input type="checkbox"/> document results of findings in the forms of notes, statements, downloads and recordings for presentations and class discussions; <input type="checkbox"/> reflect on feedback from class discussions and peer reviews to generate concepts for composing music, dance, drama, poem etc. on current topical issues of much concern in the world. For example: Choice, Choice, Choice! We can make a choice, This is our time, When to make choices, Choice, Choice, Choice On the world we want, On the way we learn We can make choices Choice, Choice, Choice Take a stand, brother Take a stand, sister When to make choices <p>Assessment: Let learners generate ideas for creating own performing artworks that reflect topical issues in 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>

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

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 simple and compound sentences)	
Indicator (code)	B6.5.6.1.1	B6.5.6.1.2	B6.5.7.1.1
Content standard (code)	B6.5.6.1.	B6.5.6.1.	B6.5.7.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise conjunctions such as unless in sentences writing • The learner should use conjunctions in forming compound sentences correctly • The learner should write nine and ten-letter words correctly 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development 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 learners form simple sentences and write some on the board. • Join some of the sentences and discuss with the learners the word used in joining the two simple sentences. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Explain what conjunctions are to learners and give more examples. • Write some more sentences and allow learners to recognise and underline the conjunctions in them. <p>Assessment: let learners identify conjunctions such as unless in sentences writing</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners write some conjunctions in their books. • Call learners in turns to mention and write them out on the board. • Let learners use the conjunctions to form about three sentences. • Explain to learners the sentence type formed (Compound sentence). • Let learners write some more compound sentences and read them aloud <p>Assessment: let learners use conjunctions in forming compound sentences correctly</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give a passage to learners to read. • Select all the nine and ten letter words in the passage and write them on the board. • Discuss the words with learners. • Spell out, together with learners, the words on the board. • Call individual learners to spell the words to the class. • Dictate the words for learners to write in their books. • Put learners into groups and do a spelling game among the groups <p>Assessment: let learners write nine and ten-letter words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 10

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. Presentation B. Fluency C. Adverb Phrases D. Expository /Informative Writing E. Spelling F. Building the Love and Culture of Reading	
Indicator (code)	(B6.1.10.3.3 B6.1.10.3.4) B6.2.10.1 B6.3.12.1.1 B6.4.15.1.1 B6.5.10.1 B6.6.1.1.1		
Content standard (code)	(B6.1.10.3. B6.1.10.3.) B6.2.10. B6.3.12.1. B6.4.15.1. B6.5.10. B6.6.1.1.		
Performance Indicator	A. Learners can gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture. Support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context. B. Learners can summarise level-appropriate passages/text orally C. Learners can form and use adverb phrases correctly. E.g. He comes to the house everyday D. Learners can write to friends to express their views on given topics using appropriate letter formats E. Learners can check pieces of literary work for spelling. 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 style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Through discussion, let learners generate ideas and details appropriate to the purpose, audience, context and culture on given topics. • Provide model speeches (e.g. downloaded from the internet) for discussion. These will help learners to generate ideas for their speeches. • Guide the learners to download important speeches from the internet. <p>Discuss the organisational structure of the speeches with them</p> <ul style="list-style-type: none"> • Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources appropriate to the purpose, audience context and culture <p>Assessment: let learners support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Learners identify the most important ideas and restate them in their own words. • Begin from sentences and short paragraphs. <p>E.g. Sentence: This is the boy who killed the snake. Summary: The boy killed the snake.</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"> • Lead learners with questions to do this. E.g. What did you learn from this text? <p>Assessment: let learners summarise level-appropriate passages/text orally</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revise adverbs of manner, place and time. • Introduce the adverb phrase in context and get learners to understand that an adverb phrase is a grammatical structure that modifies a verb. It is usually a single word or more than a single word. • Provide several examples in context for learners to read out. • Provide short texts for learners to identify the adverb phrases. • Let learners use the adverb phrases in sentences. E.g. He comes to the house every day. <p>Assessment: let learners use adverb phrases correctly in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Discuss the features of informal letters with learners. • Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters. • Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic. • Learners identify purpose and audience and make a mind map to guide the writing. • Each group writes an informal letter and edits it. The letters are passed round the groups for editing. <p>Assessment: let learners write to friends to express their views on given topics using appropriate letter formats</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Give learners an extract containing wrongly spelt words. Guide them to correct the spellings. • Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince. • Let their story begin from this end. Use a variety of local stories. 	<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"> • Each effort is followed by editing focused on spelling. • Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words. <p>Assessment: let learners check pieces of literary work for spelling</p>	
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read 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: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B6.5.4.1.1		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can know the effects of climate change 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	<ul style="list-style-type: none"> Learners are assigned to find out from their parents or elderly people what the weather situation has been since 2000. Learners share their information with the whole class. Show pictures and videos displaying activities that contribute to climate change and the associated effects on the earth. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<ul style="list-style-type: none"> • Stress the effects of climate change on weather conditions such as drought, flooding, increase in temperature, etc. • Learners are engaged in a think-pair-share activity to come out with ways of controlling the causes of climate change. <p>Assessment: let learners mention the effects of climate change on humans</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to design a concept map on climate change, showing its causes, effects and prevention. • Build the vocabulary of learners by explaining terms such as climate change, drought, flooding and temperature. <p>Assessment: let learners design a concept map on climate change, showing its causes, effects and prevention.</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 : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B6.5.1.2.1.		
Content standard (code)	B6.5.1.2.		
Performance Indicator	Learners can investigate the effects climate change on the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Use video clips, field trips and pictures to help learners identify the effects of over concentration of greenhouse gases and climate change on the environment e.g. change in rainfall pattern, change in temperature, agriculture, health. Discuss human activities (e.g. bush burning, fumes from vehicles) in their community that contribute to the emission of greenhouse gases (e.g. carbon dioxide,	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : INTERNET OF THINGS (IOT) INTERNET ETIQUETTE	
Indicator (code)	B6.6.8.1.2	B6.6.8.1.3	B6.6.10.1.2
Content standard (code)	B6.6.8.1.	B6.6.8.1.	B6.6.10.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can give more examples of internet of things with a consumer part and an industrial/business segment. • Learners can Mention at least five more terms and acronyms of IoT. • Learners can investigate on the responsible use of computers. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to list at least five gadgets used for IoT (e.g. Nest Smart Thermostat, Samsung SmartThings Hub, August Smart Lock, etc.) Guide learners to describe IoT use.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>NB: This is to help the learner to fundamental knowledge of hardware such as robots and sensors).</p> <p>Guide learners to investigate the responsible use of computers.</p> <ul style="list-style-type: none">i. Information privacyii. Copyright. <p>Hardware, Software and information theft</p> <p>Assessment: Let learners identify the responsible use of computers</p>	
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Vetted by :..... Signature: Date :

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Chance or Probability	
Indicator (code)	P6.4.2.2.3		
Content standard (code)	P6.4.2.2.		
Performance Indicator	Learners can explain that the experimental probability approaches the theoretical probability of a particular outcome as the number of trials in an experiment increases		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>E.g. 1 Put the results from all the small groups for (a) spinning the 5-sector spinner, (b) spinning the 8-sector spinner, together. Ask the class to work out the experimental probabilities and compare to the theoretical probabilities of the events</p> <ul style="list-style-type: none"> i. pinning a 2 ii. pinning a number greater than 4 iii. pinning a 1 or a 3 <p>E.g. 2 Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</p>	Review the lesson with Learners

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

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : Military Rule	
Indicator (code)	B6.6.2.2.2		
Content standard (code)	B6.6.2.2.		
Performance Indicator	Learners can assess the consequences of military takeovers on Ghana's development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	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 Were the takeovers	Debate the effects of military takeovers on Ghana's development Assessment: let learners assess the consequences of military takeovers on Ghana's development	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B6.5.2.1.1		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can identify attitudes and behaviours of a responsible family member		
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	Put learners into two groups and have them debate on the motion for or against the motion, “It is good to be committed to one’s family”. Assessment: Let learners write the importance of being committed to the family	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SOCIAL INTERACTION	
Indicator (code)	B6.5.2.5.2		
Content standard (code)	B6.5.2.5.2		
Performance Indicator	Learners can provide positive feedback to peers during physical activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners provide positive feedback to their peers during physical activities by telling them the specific good performances and what they should improve on for high performance	What have we learnt today? Use answers to summarise the lesson.

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

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 1.2.3.3	B6 2.2.3.3	
Content standard (code)	B6 1.2.3.	B6 2.2.3.	
Performance Indicator	<ul style="list-style-type: none"> Learners can create own symbolic visual artworks that communicate, educate or sensitise the public on some topical issues in the world Learners can create own performing artworks that communicate, educate or sensitise the public on topical issues 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: present and share design concepts intended to communicate, educate or sensitise the public on the advantages and disadvantages of current topical issues of much concern in the world. 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

		<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 symbolic visual artworks that communicate, educate or sensitise the public on some topical issues in the world</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>Learners are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present and share their concepts intended to communicate, educate or sensitise the public on the advantages and disadvantages of current topical issues of much concern in the world <input type="checkbox"/> demonstrate embedded knowledge, skill and experience in the application and use of performing arts skills, knowledge, experience, techniques, movement patterns, melodies, elements, rhythms etc. to compose own creative and expressive artworks. <input type="checkbox"/> discuss, compare and share composition and experiences through peer review. <p>Assessment: Let learners create own performing artworks that communicate, educate or sensitise the public on topical issues in the world</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: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language Integrating Grammar in Written Language (spelling) and (Conjunctions)	
Indicator (code)	B6.5.7.1.2	B6.5.7.1.3	B6.5.8.1.1.
Content standard (code)	B6.5.7.1.	B6.5.7.1.	B6.5.8.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should fill in missing words from a short passage • The learner should write dictated passages • The learner should identify and use the conjunctions — so that, when, while, if, unless to express purpose, time, condition, etc 		
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"> • Give a passage with nine and ten letter words missing from it. • Write the missing words on the board. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Ask learners to fill in the missing words in the passage. <p>Assessment: let learners fill in the missing words from a short passage.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read passages for learners to listen to. • Discuss the unfamiliar words. • Give the passages to learners to read. • Dictate the passage for the learners to write <p>Assessment: let learners write dictated passages</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the coordinating conjunctions – and, or, nor, and but, and subordinating conjunctions by having learners use them in sentences. • Provide sentences for learners to join them with coordinating and subordinating conjunctions. • Provide passages and let learners identify the conjunctions in those passages. • Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own sentences. • Introduce the conjunctions "so that, when, while, if etc" in context. e.g. Take a hot bath so that you can sleep well. I drank the soup while my mother was in the kitchen. • Provide opportunities for learners to use the conjunctions learnt. <p>Assessment: let learners use the conjunctions — so that, when, while, if, unless to express purpose, time, condition, etc in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 11

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. Presentation B. Summarizing C. Direct and Reported Speech D. Letter Writing E. Spelling F. Building the Love and Culture of Reading	
Indicator (code)	(B6.1.10.3.5 B6.1.10.3.6) B6.2.10.1.2 B6.3.13.1.1 B6.4.15.1.1 B6.5.10.1.1 B6.6.1.1.1		
Content standard (code)	(B6.1.10.3.5 B6.1.10.3.) B6.2.10.1. B6.3.13.1. B6.4.15.1. B6.5.10.1. B6.6.1.1.		
Performance Indicator	A. Learners can identify and use the appropriate register for formal and informal contexts. Elaborate on points using experiences and feelings B. Learners can write short summary of a level appropriate passage/text read C. Learners can form and use reported speech appropriately D. Learners can write to friends to express their views on given topics using appropriate letter formats E. Learners can check pieces of literary work for spelling 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 style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <p>formal and informal contexts</p> <ul style="list-style-type: none"> • Present sample speeches to groups to study. • Provide topics and guide learners to identify related key vocabulary. <p>• Provide topics and lead class discussions to:</p> <ul style="list-style-type: none"> – generate ideas; – expand the points with such details such as facts, examples, explanations and personal experiences. • Learners repeat the activity in pairs and in groups. <p>Assessment: let learners elaborate on points using experiences and feelings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners read the passage. • Discuss it briefly with learners. • Working in groups, learners write a summary of the passage taking note of the main idea(s). • Let learners present their write up for discussion. E.g. Select main ideas from the passage without examples/illustrations/words in parenthesis. • Learners use the sequence order to write down the events that took place in the correct order. <p>Assessment: let learners write short summary of a level appropriate passage/text read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revision: Provide situations for learners to identify and use them in both present and past tenses. • Introduce the direct speech with several examples of sentences. E.g. "We saw an eagle," said Aba. "Esi is tired," said Mum. "Joe has become rich," said Atongo. • Lead learners, with examples, to change direct speech into reported speech by: <ul style="list-style-type: none"> i. Introducing a reporting clause E.g. a. Aba said that b. Mum said that..... c. Atongo said that..... ii. Introducing "that" and completing the sentences. E.g. a. Aba said that they had seen an eagle. iii. Removing the quotation marks. E.g. b. Mum said that Esi was tired. • Put learners in pairs. Let one produce direct speech and let the other change it into reported speech. Let them change over after some time. <p>Assessment: let learners form and use reported speech appropriately</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Discuss the features of informal letters with learners. • Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters. • Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic. • Learners identify purpose and audience and make a mind map to guide the writing. • Each group writes an informal letter and edits it. The letters are passed round the groups for editing. <p>Assessment: let learners write to friends to express their views on given topics using appropriate letter formats</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Give learners an extract containing wrongly spelt words. Guide them to correct the spellings. • Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince. • Let their story begin from this end. Use a variety of local stories. • Each effort is followed by editing focused on spelling. • Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words. <p>Assessment: let learners check pieces of literary work for spelling</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read 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: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B6.5.4.1.1		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can know the effects of climate change 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	<ul style="list-style-type: none"> Engage learners in an awareness campaign on climate change issues in the school and nearby community, using placards, posters and banners. Assessment: let learners design placards, posters and banners on climate change	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners work in groups to plant and nurture trees at vantage points in the school environment. • Learners predict what will happen if there are no trees in the world. <p>Assessment: let learners mention the effects of climate change on humans</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B6.5.1.2.1.		
Content standard (code)	B6.5.1.2.		
Performance Indicator	Learners can Investigate the effects climate change on the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Use video clips, field trips and pictures to help learners identify the effects of over concentration of greenhouse gases and climate change on the environment e.g. change in rainfall pattern, change in temperature, agriculture, health. Discuss human activities (e.g. bush burning, fumes from vehicles) in their community that contribute to the emission of greenhouse gases (e.g. carbon dioxide,	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTERNET AND SOCIAL MEDIA		Sub-strand : DIGITAL LITERACY	
Indicator (code)	B6.6.9.1.2.	B6.6.9.1.3	B6.6.9.1.4
Content standard (code)	B6.6.9.1.	B6.6.9.1.	B6.6.9.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners can devise various techniques on how to protect oneself from online identity theft. • Learners can debate a spam and solicited messages. • Learners can differentiate between virtual friends and real friends. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to use strong passwords or passphrases in online sites, etc. Guide learners to differentiate spam from solicited messages Guide learners to characterise virtual and real friends. Assessment: Let learners differentiate between virtual friends and real friends.	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 : Data		Sub-strand : Chance or Probability	
Indicator (code)	P6.4.2.2.3		
Content standard (code)	P6.4.2.2.		
Performance Indicator	Learners can explain that the experimental probability approaches the theoretical probability of a particular outcome as the number of trials in an experiment increases		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>E.g. 1 Put the results from all the small groups for (a) spinning the 5-sector spinner, (b) spinning the 8-sector spinner, together. Ask the class to work out the experimental probabilities and compare to the theoretical probabilities of the events</p> <ul style="list-style-type: none"> i. pinning a 2 ii. pinning a number greater than 4 iii. pinning a 1 or a 3 <p>E.g. 2 Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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>1 –</p>	<p>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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>1 - One is one</p>	<p>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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</p>	<p>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</p>	Review the lesson with Learners

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

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : Military Rule	
Indicator (code)	B6.6.2.2.2		
Content standard (code)	B6.6.2.2.		
Performance Indicator	Learners can assess the consequences of military takeovers on Ghana's development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	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 Were the takeovers	Debate the effects of military takeovers on Ghana's development Assessment: let learners assess the consequences of military takeovers on Ghana's development	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B6.5.2.1.1:		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can identify attitudes and behaviours of a responsible family member		
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	Put learners into two groups and have them debate on the motion for or against the motion, "It is good to be committed to one's family". Assessment: Let learners write the importance of being committed to the family	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : GROUP DYNAMICS	
Indicator (code)	B6.5.3.5.3		
Content standard (code)	B6.5.3.5.		
Performance Indicator	Learners can Identify and agree on a common goal when participating in a cooperative physical activity.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners appreciate each individual's strengths, weaknesses and contributions in group settings to appreciate physical games and activities from different cultures around the globe. Should work together in decision making.	What have we learnt today? Use answers to summarise the lesson.

	maximal performance and to prevent injuries		
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Vetted by :..... Signature: Date :

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 1.3.5.3	B6 2.3.5.3	
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 that communicate, educate or sensitise the public on topical issues in the world Learners can stage a display of own performing artworks to share creative experiences that communicate, educate and sensitise the public on topical issues in the world 		
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: ☑ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition (e.g. artworks that	What have we learnt today?

	familiar rhymes	<p>reflect the medium and style of international artists studied);</p> <ul style="list-style-type: none"> ☑ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; ☑ label the works using manual (calligraphy writing) or ICT (computer prints): name of artist, title of work, size of work, date of production; ☑ assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors' books). <p>Assessment: Let learners exhibit own visual artworks to share creative experiences that communicate, educate or sensitise the public on topical issues 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"> ☑ decide on the types and number of compositions to be performed during the event to communicate, educate and sensitise the public on the advantages and disadvantages of current topical issues of much concern in the world based on the selected theme, time available and the expected audience; ☑ assign individual and group tasks and responsibilities and ensure they are carried out successfully (e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show for explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions); ☑ arrange the sequence of performances to best tell the story of the event from the beginning to the end; ☑ follow the programme of the day: opening, performances and closing. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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)	B6.6.3.1.3	B6.6.3.1.4	
Content standard (code)	B6.6.3.1.	B6.6.3.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should read paragraphs, passages and stories of different text at a reasonable speed • The learner should find the meaning of unfamiliar words from the dictionary and context. 		
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"> • Read a passage aloud for learners to listen. • Make learners read paragraphs in turns • Allow learners to read passages and stories of different texts at a reasonable speed as a game 	What have we learnt today?

	familiar rhymes	Assessment: let learners read paragraphs, passages and stories of different text at a reasonable speed	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a passage or text aloud for learners to listen. • Let learners mention unfamiliar words and write them on the board • Allow learners to find the meaning of unfamiliar words from the dictionary and context <p>Assessment: let learners find the meaning of unfamiliar words from the dictionary and context.</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a passage or text aloud for learners to listen. • Let learners mention unfamiliar words and write them on the board. • Allow learners to find the meaning of unfamiliar words from the dictionary and context <p>Assessment: let learners should find the meaning of unfamiliar words from the dictionary and context.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC SIX
WEEK 12

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. Presentation B. Summarizing C. Direct and Reported Speech D. Letter Writing E. Spelling F. Building the Love and Culture of Reading				
Indicator (code)	B6.1.10.3.7	B6.2.10.1.2	B6.3.13.1.1	B6.4.15.1.1	B6.5.10.1.1	B6.6.1.1.1
Content standard (code)	B6.1.10.3.	B6.2.10.1.2	B6.3.13.1.	B6.4.15.1.	B6.5.10.1.	B6.6.1.1.
Performance Indicator	<p>A. Learners can speak with confidence before different audiences using appropriate verbal and non-verbal cues to convey meaning</p> <p>B. Learners can write short summary of a level appropriate passage/text read</p> <p>C. Learners can form and use reported speech appropriately</p> <p>D. Learners can write to friends to express their views on given topics using appropriate letter formats</p> <p>E. Learners can check pieces of literary work for spelling</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Through discussion, explain the need to be able to speak with confidence before an audience. • Show video clips of well-known persons delivering speeches for learners to observe and comment on. Let learners practise these in pairs and groups. <p>Assessment: let learners speak with confidence before different audiences using appropriate verbal and non-verbal cues to convey meaning</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners read the passage. • Discuss it briefly with learners. • Working in groups, learners write a summary of the passage taking note of the main idea(s). • Let learners present their write up for discussion. E.g. Select main ideas from the passage without examples/illustrations/words in parenthesis. • Learners use the sequence order to write down the events that took place in the correct order. <p>Assessment: let learners write short summary of a level appropriate passage/text read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. GRAMMAR</u></p> <ul style="list-style-type: none"> • Revision: Provide situations for learners to identify and use them in both present and past tenses. • Introduce the direct speech with several examples of sentences. E.g. "We saw an eagle," said Aba. "Esi is tired," said Mum. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>“Joe has become rich,” said Atongo.</p> <ul style="list-style-type: none"> • Lead learners, with examples, to change direct speech into reported speech by: <ul style="list-style-type: none"> i. Introducing a reporting clause E.g. <ul style="list-style-type: none"> a. Aba said that b. Mum said that..... c. Atongo said that..... ii. Introducing “that” and completing the sentences. E.g. <ul style="list-style-type: none"> a. Aba said that they had seen an eagle. iii. Removing the quotation marks. E.g. <ul style="list-style-type: none"> b. Mum said that Esi was tired. • Put learners in pairs. Let one produce direct speech and let the other change it into reported speech. Let them change over after some time. <p>Assessment: let learners form and use reported speech appropriately</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>D. WRITING</u></p> <ul style="list-style-type: none"> • Discuss the features of informal letters with learners. • Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters. • Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic. • Learners identify purpose and audience and make a mind map to guide the writing. • Each group writes an informal letter and edits it. The letters are passed round the groups for editing. <p>Assessment: let learners write to friends to express their views on given topics using appropriate letter formats</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>E. WRITING CONVENTION AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Give learners an extract containing wrongly spelt words. Guide them to correct the spellings. • Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince. • Let their story begin from this end. Use a variety of local stories. • Each effort is followed by editing focused on spelling. 	<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 write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words. <p>Assessment: let learners check pieces of literary work for spelling</p>	
Friday	Guide learners to choose and read books during the library period	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read 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: SCIENCE

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B6.5.4.1.1		
Content standard (code)	B6.5.4.1.		
Performance Indicator	Learners can know the effects of climate change 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	<ul style="list-style-type: none"> • Learners are assigned to find out from their parents or elderly people what the weather situation has been since 2000. • Learners share their information with the whole class. • Show pictures and videos displaying activities that contribute to climate change and the associated effects on the earth. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<ul style="list-style-type: none"> • Stress the effects of climate change on weather conditions such as drought, flooding, increase in temperature, etc. • Learners are engaged in a think-pair-share activity to come out with ways of controlling the causes of climate change. <p>Assessment: let learners mention the effects of climate change on humans</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to design a concept map on climate change, showing its causes, effects and prevention. • Build the vocabulary of learners by explaining terms such as climate change, drought, flooding and temperature. <p>Assessment: let learners design a concept map on climate change, showing its causes, effects and prevention.</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 : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B6.5.1.2.1.		
Content standard (code)	B6.5.1.2.		
Performance Indicator	Learners can Investigate the effects climate change on the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Use video clips, field trips and pictures to help learners identify the effects of over concentration of greenhouse gases and climate change on the environment e.g. change in rainfall pattern, change in temperature, agriculture, health. Discuss human activities (e.g. bush burning, fumes from vehicles) in their community that contribute to the emission of greenhouse gases (e.g. carbon dioxide,	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HEALTH AND SAFETY IN USING ICT TOOLS		Sub-strand : HEALTH AND SAFETY IN USING ICT TOOLS	
Indicator (code)	B6.7.1.1.1.	B6.7.1.1.2.	
Content standard (code)	B6.7.1.1.	B6.7.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can identify five (5) major health hazards associated with the use of ICT tools. Discuss Eye strain, Eye irritation and Eye fatigue. Learners can demonstrate solutions for the health related problems in ICT. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to discuss some major health hazards associated with the use of ICT tools</p> <p>Guide learners to brainstorm finding the solutions to the health hazards associated with the use of ICT tools.</p> <p>Assessment: Let learners mention solutions for the health related problems in ICT.</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: MATHEMATICS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Data		Sub-strand : Chance or Probability	
Indicator (code)	P6.4.2.2.3		
Content standard (code)	P6.4.2.2.		
Performance Indicator	Learners can explain that the experimental probability approaches the theoretical probability of a particular outcome as the number of trials in an experiment increases		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>.</p>	<p>E.g. 1 Put the results from all the small groups for (a) spinning the 5-sector spinner, (b) spinning the 8-sector spinner, together. Ask the class to work out the experimental probabilities and compare to the theoretical probabilities of the events</p> <ul style="list-style-type: none"> i. pinning a 2 ii. pinning a number greater than 4 iii. pinning a 1 or a 3 <p>E.g. 2 Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</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>Ask learners their observations as to whether or not the experimental probability is getting closer to the theoretical probability. Ask them to explain the difference between theoretical probability and experimental probability</p>	Review the lesson with Learners

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

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Independent Ghana		Sub-strand : Military Rule	
Indicator (code)	B6.6.2.2.2		
Content standard (code)	B6.6.2.2.		
Performance Indicator	Learners can assess the consequences of military takeovers on Ghana's development		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	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 Were the takeovers	Debate the effects of military takeovers on Ghana's development Assessment: let learners assess the consequences of military takeovers on Ghana's development	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family, Authority and Obedience		Sub-strand : Roles, Relationships in the Family and Character Formation	
Indicator (code)	B6.5.2.1.1:		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can identify attitudes and behaviours of a responsible family member.		
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	Put learners into two groups and have them debate on the motion for or against the motion, "It is good to be committed to one's family". Assessment: Let learners the importance of being committed to the family	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : CRITICAL THINKING	
Indicator (code)	B6.5.4.5.4:		
Content standard (code)	B6.5.4.5.		
Performance Indicator	Learners can Evaluate individual responsibility in group efforts		
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	Evaluate individual learners' responsibility in group efforts and encourage them to do better.	What have we learnt today? Use answers to summarise the lesson.

	maximal performance and to prevent injuries		
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Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Appreciating and Appraising	
Indicator (code)	B6 1.4.7.3	B62.4.7.3	
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 communicate, educate or sensitise public on topical issues in the world Learners can analyse and appreciate own or others' performing artworks and present reports as feedback on artworks that communicate, educate or sensitise the public on topical issues 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"/> display (real/photographs/video) selected works (own or that of others) that communicate, educate or sensitise the public on the advantages and disadvantages of emerging topical/global issues.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<input type="checkbox"/> talk about the works dispassionately using agreed guidelines. <input type="checkbox"/> use the outcome of the appreciation/appraisal to modify the product or to produce similar or another artwork. <input type="checkbox"/> record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp). Assessment: Let learners analyse and appreciate own or others' performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> display (photographs/video) of selected performances (own or that of others) that communicate, educate or sensitise the advantages and disadvantages of current topical issues of much concern in the world; <input type="checkbox"/> talk about the performances dispassionately using agreed guidelines; <input type="checkbox"/> use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance; <input type="checkbox"/> record and document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp). Assessment: Let learners analyse and appreciate own or others' performing artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: GHANAIAAN 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)	B6.6.3.1.5	B6.6.3.1.6	
Content standard (code)	B6.6.3.1.5	B6.6.3.1.6	
Performance Indicator	<ul style="list-style-type: none"> • The learner should answer factual and inferential questions from the passage read • The learner should write a summary of the passage or text read 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask questions based on the text read. • Allow learners to answer factual and inferential questions from the text read. 	What have we learnt today?

		Assessment: let learners answer factual and inferential questions from the passage read	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the topic on how to do summary with learners. • Let learners summarise a paragraph from the text read. • Listen to some of the ideas from the learners on the paragraph summary. • Read a text aloud for learners to listen and allow learners to read on their own. • Allow learners to write a summary of the text read <p>Assessment: let learners write a summary of the passage or text read</p>	What have we learnt today?
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the topic on how to do summary with learners. • Let learners summarise a paragraph from the text read. • Listen to some of the ideas from the learners on the paragraph summary. • Read a text aloud for learners to listen and allow learners to read on their own. • Allow learners to write a summary of the text read <p>Assessment: let learners write a summary of the passage or text read</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :