TERM TWO BASIC FOUR WEEK THREE

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WEEKLY SCHEME OF LEARNING- WEEK THREE BASIC FOUR

Name of School.....

Week Endin	ng				
Class		Four			
Subject		ENGLIS	H LANGUAGE		
Reference		English	Language curricu	ulum Pa	age
Learning Inc	dicator(s)	B4.1.6.	3.3. B4.2.6	5.3.2	B4.3.3.1.1
		B4.4.9.	3.1 B4.5.4	4.1.3	B4.6.1.1.1.
Performanc	e Indicator	A.	Learners can ask	relevan	t questions to find out
			the opinion of ot	thers ab	out a given topic
		В.	Learners can de	duce m	eaning of words from
			how they relate	to one a	nother
		C.	Learners can id	entify a	nd use different types
			of pronouns		
		D.	Learners can r	eview a	and revise the one-
			paragraph draft	taking o	ut irrelevant details
		E.	Learners can use	e the pr	esent perfect form of
			verbs to relate p	ast even	ts to the present
		F. Learners can read a variety of age- and level			
		appropriate books and present a-two-			
			paragraph summ	nary of e	ach book read
Teaching/ L	earning Resources	Word o	cards, sentence ca	ards, let	ter cards, handwriting
		on a m	anila card and a d	class libr	ary.
-	etencies: Creativity and Inn				laboration Personal
Developme	nt and Leadership Critical 1	Thinking	and Problem So	lving.	
	T.				
DAYS	PHASE 1: STARTER 10		2: MAIN 40MINS		ASE 3: REFLECTION
	MINS	-	earning Including	_	∕IINS
	(Preparing The Brain	Assess	ment)	(Le	arner And Teacher)
	For Learning)				
Monday	Engage learners to sing		L LANGAUGE		at have we learnt
	songs and recite familiar		strate the activit	y tod	ay?
	rhymes	_	familiar topic. ners ask and	اء ۸	. La ava ava ta
			r questions for		learners to
			ation about what		nmarize the main
				poi	nts in the lesson

		other learners say on a given topic. Assessment: let learners ask relevant questions to find out the opinion of others about a given topic	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Reverse the meaning of the terms using examples. • Have learners play games (e.g. Synonym Tree Game) to reinforce their knowledge of antonyms and synonyms. • Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary. Assessment: let learners match words with their synonyms/antonyms.	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Interrogative pronouns – Who, What, Where, etc. • Introduce interrogative pronouns with several examples in context. • Provide a passage and have learners identify interrogative pronouns. Assessment: Let learners use interrogative pronouns in sentences.	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	D.WRITING Have pupils revise their first draft. Ask them to set aside their first draft for a while	What have we learnt today?

		and return to it to read over slowly and critically, and reread it several times. • Have learners use these questions as a revision guide i. Is my topic interesting? ii. Does the beginning catch the reader's attention? iii. Are the ideas easy to understand? iv. Do all the sentences say something about the topic? Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details	Ask learners to summarize the main points in the lesson
Friday		E.WRITING CONVENTION Learners in pairs plan what they will do during the next weekend. • They put their plan into writing using modal auxiliaries Assessment: let learners use the present perfect form of verbs to relate past events to the present	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers.	Have learners to tell what they read to the whole class

Ask each learner to
write a-two-paragraph
summary of the book
read.
Invite individuals to
present their work to the
class for feedback
Assessment: let learners
read a variety of age- and
level appropriate books
and present a-two-
paragraph summary of
each book read

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	Four	
	MATHEMATICS	
	Mathematics curriculum Page	
dicator(s)	B4.1.3.1.2 B4.1.3.1.3	
	Learners can Recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD). Learners can Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)	
	Number	
	Fractions	
earning Resources	Counters	
PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
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	Ask pupils to colour fractions that are equivalent to given fractions or write more equivalent fractions for give n fractions $\frac{1}{3} = \frac{1}{6} $	Review the lesson with Learners Assessment: have learners to practice with more examples
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) 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	Four MATHEMATICS Mathematics curriculum Page Mathematics c

		$\frac{3}{4} \qquad \frac{\square}{8} \qquad \frac{\square}{12}$	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	To determine the equivalent fractions of given fractions, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions that are comparable	Review the lesson with Learners Assessment: have learners to practice
		·	with more examples
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use pictorial representations to illustrate the simplest form of a fraction; e.g. $6/12 = 3/6 = \frac{1}{2}$	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one	Find the simplest form of a given fraction, divide through by the highest common factor $ \frac{8}{12} = \frac{2}{3} \frac{\text{divide by } 2^{2} + 2^{2}}{\text{or divide by } 2^{2} + 2^{2}} = \frac{2}{3} $ $ \frac{4}{4} + 4 = \frac{2}{3} \frac{\text{divide by } 2^{2} + 2^{2}}{\text{divide by } 2^{2} + 2^{2}} = \frac{2}{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 1 - One is one alone, alone it shall be.	Find the simplest form of a given fraction, express the numerator and denominators as factors and cancel through common factors. $\frac{8}{12} = \frac{2 \times 2 \times 2}{2 \times 2 \times 3} = \frac{2}{3}$	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Endi	ing			
Class		Four		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning Ir	ndicator(s)	B4.3.1.1.1		
Performan	ce Indicator	Learners can know the orga	Learners can know the organs of the digestive system	
		and their functions		
Strand		SYSTEMS		
Sub strand		THE HUMAN BODY SYSTEM	S	
Teaching/	Learning Resources	Pictures		
Core Comp	etencies: Creativity and In	novation Communication and	d Collaboration Personal	
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Show videos, pictures and	What have we learnt	
	songs and recite familiar	models of the digestive	today?	
	rhymes	system.		
		• Learners keenly observe	Ask learners to	
		the organs of the digestive	summarize the importan	
		system.	points of the lesson	
		Explain to learners the		
		functions of the various		
		organs in the digestive		
		system.		
		Assessment: let learners		
		draw a diagram of the		
		digestive system and cut		
		out the various parts of		
		the system into flash cards		
Thursday	Engage learners to sing	Learners randomly pick	What have we learnt	
	songs and recite familiar	the parts of the digestive	today?	
	rhymes	system on flashcards.		
		Learners build the	Ask learners to	
		digestive system by	summarize the importan	

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arranging the parts in an

points of the lesson

orderly manner as they appear in the digestive system. Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of	
Assessment: let learners identify the organs of the digestive system and their functions	

Week Ending	
Class	Four
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B4.2.2.1.2.
Performance Indicator	Learners can recognise the need to preserve living and
	non-living things in the environment as a responsible
Strand	ALL AROUND US
Sub strand	Plants and Animals
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g. Plants provide oxygen, food, medicine, fuel wood, clothes. Animals provide food, medicine, manure, clothes Assessment: let learners explain the importance of living to humans	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	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g.	What have we learnt today? Ask learners to summarize the main points in the lesson

Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods	
Assessment: let learners explain the importance of non-living things to humans	

Class Four	Four RELIGIOUS AND MORAL EDUCATION				
RELIGIOUS AND MORAL EDUCATION	Subject RELIGIOUS AND MORAL EDUCATION Reference RME curriculum Page Learning Indicator(s) B4 2.1.1.3 Performance Indicator Learners can differentiate between religious and non-religious songs. Strand Religious Practices and their Moral Implications Sub strand Religious Worship, Prayer and other Religious Practices Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (New Learning Including Assessment) Friday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious and non-religious songs portray worldly ideas, etc	Week Endi	ng		
Reference RME curriculum Page Learning Indicator(s) B4 2.1.1.3 Performance Indicator Learners can differentiate between religious and non-religious songs. Strand Religious Practices and their Moral Implications Religious Worship, Prayer and other Religious Practices Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 (New Learning Including Assessment) PHASE 3: REFLECTION 10MINS (New Learning Including Assessment) What have we learnt today? Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs	Reference RME curriculum Page Learning Indicator(s) B4 2.1.1.3 Performance Indicator Learners can differentiate between religious and non-religious songs. Strand Religious Practices and their Moral Implications Sub strand Religious Worship, Prayer and other Religious Practices Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (New Learning Including Assessment) Friday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious and non-religious songs portray worldly ideas, etc	Class	Four		
Learning Indicator(s) B4 2.1.1.3	Learning Indicator(s) B4 2.1.1.3	Subject		RELIGIOUS AND MORAL ED	UCATION
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Phase 1: Starter 10 Mins (Preparing The Brain For Learning)	Performance Indicator Learners can differentiate between religious and non-religious songs. Strand Religious Practices and their Moral Implications Religious Worship, Prayer and other Religious Practices Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious songs express faith in God while non-religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious son non-religious son non-religious and non-religious and non-religious and non-religious songs portray worldly ideas, etc	Reference		RME curriculum Page	
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Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (New Learning Including (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs	Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious and non-religious	Strand		Religious Practices and their Moral Implications	
Teaching/ Learning Resources Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs	Teaching/ Learning Resources Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious and non-religious	Sub strand		Religious Worship, Prayer a	nd other Religious
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners to sum religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious and non-religious			Practices	
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MINS (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs (New Learning Including Assessment) 10MINS (Learner And Teacher) What have we learnt today? Ask learners to songs volume in Ghana. • Let learners to songs sung in Ghana. • Let learners to songs volume in Ghana. Ask learners to songs volume in Ghana. In God while non-religious songs	MINS (Preparing The Brain For Learning) Friday Engage learners to sing songs and recite familiar rhymes - Let learners differentiate between religious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious and non-religious songs	Developme	ent and Leadership Critical	Thinking and Problem Solvin	ıg.
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Friday Engage learners to sing songs and recite familiar rhymes • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs • Sk learners to mention songs sung in Ghana. • Let learners to sing today? Ask learners to songs sung in Ghana. • Let learners to sing today? • Sk learners to songs sung in Ghana. • Let learners to songs sung in Ghana. • Let learners to songs sung in Ghana. • Let learners to songs sung in Ghana. • Sk learners to songs sung in Ghana. • Let learners to songs sung in Ghana.	Friday Engage learners to sing songs and recite familiar rhymes Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious		(Preparing The Brain	Assessment)	(Learner And Teacher)
songs and recite familiar rhymes • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs	songs and recite familiar rhymes • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious		For Learning)		
rhymes • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs	rhymes • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious	Friday	Engage learners to sing	Ask learners to mention	What have we learnt
differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs	differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious		songs and recite familiar	songs sung in Ghana.	today?
religious and irreligious summarize the main points in the lesson lyrics: religious songs express faith in God while non-religious songs	religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious		rhymes	• Let learners	
songs by comparing the lyrics: religious songs express faith in God while non-religious songs	songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious			differentiate between	Ask learners to
lyrics: religious songs express faith in God while non-religious songs	lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious			religious and irreligious	summarize the main
express faith in God while non-religious songs	express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious			songs by comparing the	points in the lesson
non-religious songs	non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious			lyrics: religious songs	
	Assessment: let learners differentiate between religious and non-religious			express faith in God while	
	Assessment: let learners differentiate between religious and non-religious			non-religious songs	
	differentiate between religious and non-religious				
	differentiate between religious and non-religious				
Assessment: let learners	religious and non-religious			Assessment: let learners	
differentiate between	religious and non-religious			differentiate between	
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Week Ending		
Class	Four	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B4.1.4.1.1	
Performance Indicator	Learners can describe the history of Ghana's major historical locations	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	
Care Compatencies Creativity and Imporation Communication and Callaboration Revenue		

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Retell the stories behind	What have we learnt
	songs and recite familiar	some of the historical	today?
	rhymes	locations including	
		Flagstaff house, GBC,	Ask learners to
		Burma camp, Kumasi	summarize the main
		military museum, Komfo	points in the lesson
		Anokye Sword in Kumasi	
		etc	
		Assessment: let learners	
		describe the history of	
		Ghana's major historical	
		locations	
Thursday	Engage learners to sing	Retell the stories behind	
	songs and recite familiar	some of the historical	
	rhymes	locations including	
		Flagstaff house, GBC,	
		Burma camp, Kumasi	
		military museum, Komfo	
		Anokye Sword in Kumasi	
		etc	
		Assessment: let learners	
		describe the history of	

	Ghana's major historical	
	locations	

Week Ending	
Class	four
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B4 1.2.2.2
Performance Indicator	Learners can experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities
Strand	Visual Arts
Sub strand	Planning, Making and Composing
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② explore the local	today?
	rhymes	environment to select	
		available materials and	Ask learners to
		tools that are suitable for	summarize the main
		making visual artworks;	points in the lesson
		2 study and test the use of	
		available materials and	
		tools by applying	
		appropriate methods and	
		skills:	
		discuss and share their	
		experiences through open	
		discussion and assessment	
		by peers;	
		Assessment: let learners	
		create artworks that	
		express own views	

Engage learners to sing	Learners are to:	What have we learnt
songs and recite familiar	use available materials in	today?
rhymes	the environment to make	
	artworks that look like the	Ask learners to
	visual artworks studied;	summarize the main
	discuss and compare	points in the lesson
	their artworks with the	
	visual artworks studied	
	Assessment: let learners	
	create artworks that	
	express own views	

\	p.		
Week End	ding		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference	e	PE curriculum Page	
Learning	Indicator(s)	B4.1.2.1.2	
Performa	nce Indicator	Learners can Roll smoothl	y in a backward directior
		(back roll).	
Strand		MOTOR SKILL AND MOVEM	IENT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULATI	IVE AND RHYTHMIC SKILLS
Teaching	Learning Resources	cones	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners demonstrate	What have we learnt
	demarcated area in files	how to roll backwards.	today?
	while singing and	Learners in pair by	
	clapping to warm-up the	supporting each other to	Use answers to
	body for maximal	bend backwards smoothly.	summarise the lesson.
	performance and to	Learners must be guided	
	prevent injuries	to avoid injuries. Those	
		who can roll backwards on	
		their own, should be	
		· ·	

granted the opportunity to demonstrate to their

peers.

Week Endin	g			
Class		Four		
Subject		COMPUTING		
Reference		Computing curriculum Pag	ge	
Learning Ind	licator(s)	B4.1.3.1.1		
Performance	e Indicator	Learners can use strategi	es for identifying data in	
		conversation and newspape	ers.	
Strand		WORD PROCESSING		
Sub strand		INTRODUCTION TO MS-WIF	NDOWS INTERFACE	
Teaching/ Le	earning Resources	Laptop		
Core Compe	tencies: Creativity and Inr	novation Communication and	d Collaboration Personal	
Developmer	nt and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage learners to sing	Guide learners to discuss	What have we learnt	
Wednesday	songs and recite familiar	strategies, which can be	today?	
	rhymes	used to identify data and		
		information. Use different	Ask learners to	
		approaches to aid identify	summarize the main	
		data in conversation and	points in the lesson	
		newspaper e.g. grouping		
		students, role play etc.		
		Assessment: let learners		
		identifying data in		
		conversation and		
		newspapers.		

Learning Indicator (s) (Ref. No.)		B4.2.5.1.3 Find meanings of figurative expressions.		
		B4.2.6.1.1. 1 Explain the meanings of unfamiliar		
		words.		
		B4.2.6.1.2 Explain the mear	nings of figurative	
		expressions		
Performano	ce Indicators	The learner should find meanings of figurative expressions.		
		 The learner should explain the meanings of unfamiliar words. 		
		_	should explain the	
		meanings of figurati	•	
Week Endir	ησ	meanings of figurati	VC CAPT C3310113	
Reference	<u>'</u> 8	Ghanaian Language curric	ulum	
		5 5	ululli	
Subject		GHANAIAN LANGUAGE		
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual	
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage leaners to sing	• Read a passage aloud.	What have we learnt	
	songs and recite	Write the figurative	today?	
	familiar rhymes	expressions in the passage		
		on the board.		
		 Lead learners through 		
		discussions to find the		
		meanings of the figurative		
		expressions.		
		Assessment: Let learners		
		find the meanings of more	Review the lesson with	
		figurative expressions	learners	
	Engage leaners to sing		What have we learnt	
	songs and recite	they know.	today?	
	familiar rhymes	 Read aloud a passage. 		
		Read the passage again		
		while learners repeat after		
		you.		
		• Let learners read the		
		passage as a group and		
		individually.		

	 Let learners read a 	
	paragraph of the passage	
	in turns.	
	 Ask learners to mention 	
	unfamiliar words they see	
	in the passage and write	
	the words on the board.	
	 Discuss the words with 	
	learners to get the	
	meanings of the words.	
	 Group learners and let 	
	them find the meanings of	
	given unfamiliar words.	Review the lesson with
		learners
	Assessment: Let learners	
	explain the meanings of	
	unfamiliar words.	
Engage leaners to sing	Read aloud a passage.	What have we learnt
songs and recite	 Write the figurative 	today?
familiar rhymes	expressions in the passage	
	on the board.	
	 Lead learners to read 	
	the figurative expressions	
	as a group and	
	individually.	
	 Lead learners through 	
	discussion to find the	
	meanings of the figurative	
	expressions.	
		Review the lesson with
	Assessment: Let learners	learners
	find the meanings of more	
	figurative expressions	
1		