

**THE GODFATHER  
TERM ONE  
SAMPLE BASIC FIVE  
ANNUAL SCHEME OF LEARNING  
TERMLY SCHEME OF LEARNING  
WEEK 1 - 12**

NANA FIFIA ACQUAH SCHOOL

WHATSAPP 0245350591

NANA FIFI ACQUAH

**TERM ONE  
BASIC FIVE  
ANNUAL SCHEME OF LEARNING  
TERMLY SCHEME OF LEARNING  
WEEK 1 - 12**

NANA FIFI ACQUAH SCHOOL

## GENERAL INFORMATION

Name of school.....

District .....

Management Unit.....

Name of Class Teacher .....

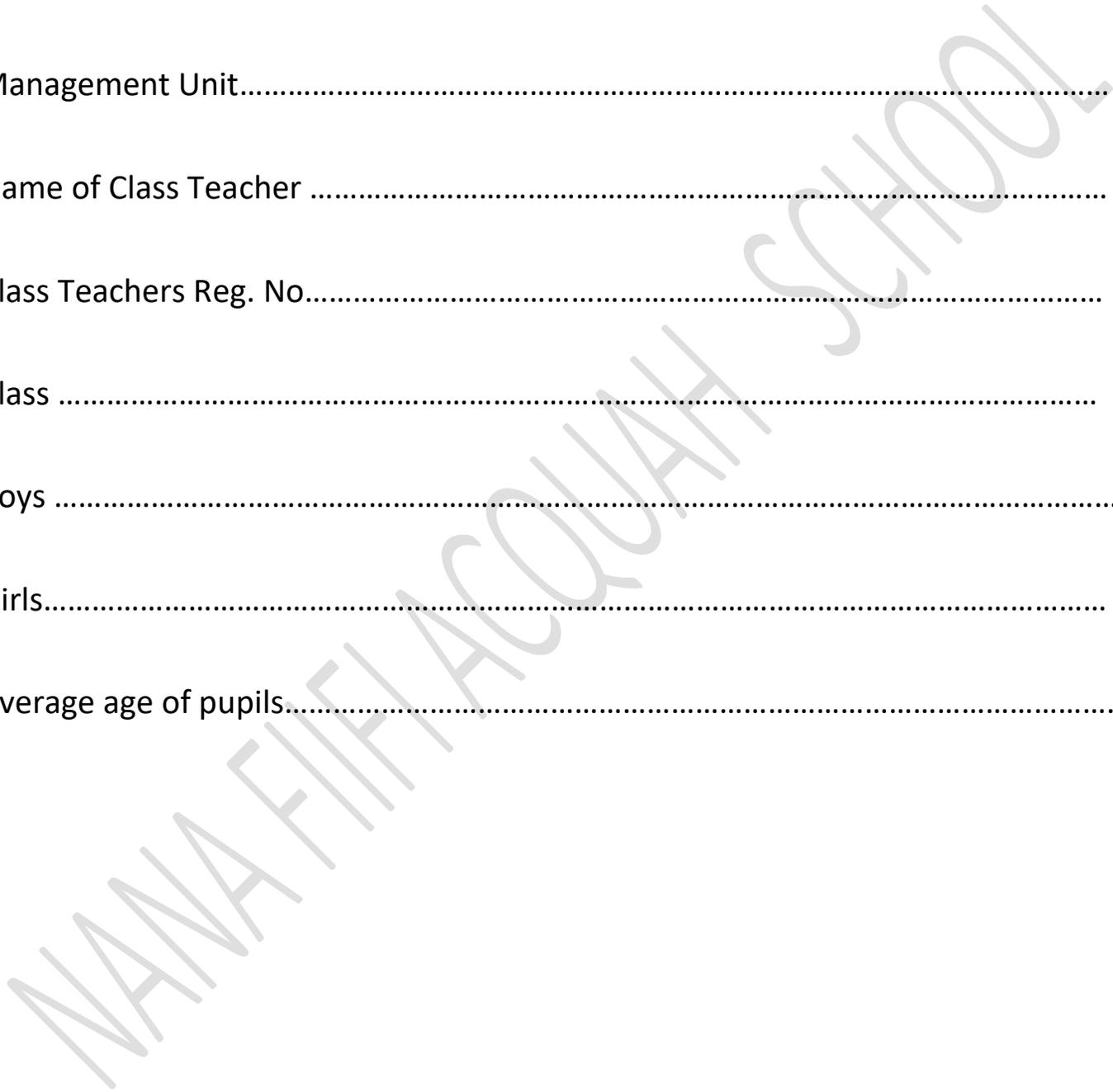
Class Teachers Reg. No.....

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 CAPITALISATION	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 POEMS	SONGS	POEMS
	PHONICS	WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS	VOCABULARY
	NOUNS	NOUNS	NOUNS
	PARAGRAPH DEVELOPMENT	PENMANSHIP AND HANDWRITING	PARAGRAPH DEVELOPMENT
	USING CAPITALISATION	USING CAPITALISATION	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	STORY TELLING	POEMS	DRAMATIZATION AND ROLE PLAY
	WORD FAMILIES	WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS	COMPREHENSION
	NOUNS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING

NANA FIIFI ACQUAH

4	DRAMATIZATION AND ROLE PLAY	STORY TELLING	CONVERSATION
	DIPHTHONGS	BLENDS AND CONSONANT CLUSTERS	COMPREHENSION
	DETERMINERS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	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		DRAMATIZATION AND ROLE PLAY	CONVERSATION
	DRAMATIZATION AND ROLE PLAY	BLENDS AND CONSONANT CLUSTERS	SILENT READING
	BLENDS AND CONSONANT CLUSTERS	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
6	BUILDING THE LOVE AND CULTURE OF READING	CONVERSATION - TALKING ABOUT ONESELF, FAMILY, PEOPLE, CUSTOMS, SOCIAL/CULTURAL VALUES AND MANNERS	LISTENING COMPREHENSION
	CONVERSATION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING

NANA FIIFI ACQUAH

7	BUILDING THE LOVE AND CULTURE OF READING	LISTENING COMPREHENSION	PRESENTATION
	LISTENING COMPREHENSION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	CONJUNCTIONS
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY WRITING
	NARRATIVE WRITING	USING QUALIFYING WORDS- ADJECTIVES	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
8	BUILDING THE LOVE AND CULTURE OF READING	ASKING AND ANSWERING QUESTIONS/ QUESTION TAGS	PRESENTATION
	LISTENING COMPREHENSION	COMPREHENSION	SUMMARISING
	VOCABULARY	VERBS	CONJUNCTIONS
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY WRITING
	NARRATIVE WRITING	USING QUALIFYING WORDS- ADJECTIVES	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
9	BUILDING THE LOVE AND CULTURE OF READING	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS/DIRECTIONS AND MAKING AND RESPONDING TO REQUESTS	PRESENTATION
	ASKING AND ANSWERING QUESTIONS	COMPREHENSION	SUMMARISING
	LISTENING COMPREHENSION	ADVERBS	MODALS

NANA FIIFI ACQUAH

	ADJECTIVES	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
10	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	GIVING AND FOLLOWING COMMANDS	COMPREHENSION	SUMMARISING
	LISTENING COMPREHENSION	ADVERBS	MODALS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
11	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING COMPREHENSION	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
12	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION

NANA FIIFI ACQUAH

	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING COMPREHENSION	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING

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

NANA FIIFI ACQUAH SCHOOL

**YEARLY SCHEME OF LEARNING**

## SCIENCE

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

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

## YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	NATURE OF GOD	MY FAMILY AND THE COMMUNITY	MY FAMILY AND THE COMMUNITY
2	NATURE OF GOD	MY FAMILY AND THE COMMUNITY	MY FAMILY AND THE COMMUNITY
3	MYSELF	THE ENVIRONMENT AND THE WEATHER	THE ENVIRONMENT AND THE WEATHER
4	MY FAMILY AND THE COMMUNITY	FESTIVALS	BEING A CITIZEN
5	HOME AND SCHOOL	BASIC HUMAN RIGHTS	BEING A CITIZEN
6	THE ENVIRONMENT AND THE WEATHER	BEING A LEADER	AUTHORITY AND POWER
7	PLANTS AND ANIMALS	BEING A CITIZEN	FARMING IN GHANA
8	MAP MAKING AND LAND MARKS	BEING A CITIZEN	OUR NEIGHBOURING COUNTRIES
9	POPULATION AND SETTLEMENT	AUTHORITY AND POWER	OUR NEIGHBOURING COUNTRIES
10	WORSHIP	AUTHORITY AND POWER	OUR NEIGHBOURING COUNTRIES
11	WORSHIP	RESPONSIBLE USE OF RESOURCES	OUR NEIGHBOURING COUNTRIES
12	WORSHIP	RESPONSIBLE USE OF RESOURCES	OUR NEIGHBOURING COUNTRIES

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

**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 (COMMUNICATION)  INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)  INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)
5	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.

	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)		
6	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.	INTRODUCTION TO ELECTRONIC SPREADSHEET(TABS AND RIBBONS MANIPULATION)  NETWORK OVERVIEW	INTRODUCTION TO ELECTRONIC SPREADSHEET  NETWORK OVERVIEW
7	INTRODUCTION TO ELECTRONIC SPREADSHEET  NETWORK OVERVIEW	WEB BROWSERS AND WEB PAGES	WEB BROWSERS AND WEB PAGES
8	WEB BROWSERS AND WEB PAGES	SURFING THE WORLD WIDE WEB  FAVOURITE PLACES AND SEARCH ENGINE  USING ONLINE FORMS	SURFING THE WORLD WIDE WEB  FAVOURITE PLACES AND SEARCH ENGINE  USING ONLINE FORMS
9	SURFING THE WORLD WIDE WEB	CUSTOMIZING YOUR BROWSER	CUSTOMISING YOUR BROWSER
10	FAVOURITE PLACES AND SEARCH ENGINE  USING ONLINE FORMS	ELECTRONIC EMAIL	ELECTRONIC EMAIL  INTERNET OF THINGS (IOT)
11	CUSTOMISING YOUR BROWSER	INTERNET OF THINGS (IOT)	DIGITAL LITERACY
12	ELECTRONIC EMAIL	DIGITAL LITERACY	HEALTH AND SAFETY IN USING ICT TOOLS

**YEARLY SCHEME OF LEARNING**

## MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	ALGEBRAIC EXPRESSIONS
2	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	LINES AND SHAPES. MEASUREMENT -PERIMETER, AREA, CAPACITY/VOLUME AND ANGLE
3	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT
4	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT
5	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT - ANGLES
6	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	GEOMETRIC REASONING
7	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	INTERPRETATION AND ANALYSIS DATA COLLECTION, ORGANISATION, PRESENTATION,
8	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	INTERPRETATION AND ANALYSIS DATA COLLECTION, ORGANISATION, PRESENTATION,
9	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	CHANCE (PROBABILITY)
10	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	CHANCE (PROBABILITY)
11	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)
12	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)

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

**YEARLY SCHEME OF LEARNING**

RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
2	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
3	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
4	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
5	GOD THE CREATOR	RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
6	GOD THE CREATOR	RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
7	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
8	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
9	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
10	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
11	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
12	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION

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

**YEARLY SCHEME OF LEARNING**

## HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
2	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
3	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
4	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	EARLY PROTEST MOVEMENTS
5	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
6	SOME SELECTED INDIVIDUALS	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
7	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
8	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
9	INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
10	INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
11	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
12	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER

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

**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 (VISUAL ARTS)	THINKING AND EXPLORING (VISUAL ARTS)
2	THINKING AND EXPLORING (PERFORMING ARTS)	THINKING AND EXPLORING (PERFORMING ARTS)	THINKING AND EXPLORING (PERFORMING ARTS)
3	THINKING AND EXPLORING IDEAS (VISUAL ARTS)	PLANNING, MAKING AND COMPOSING (VISUAL ARTS)	PLANNING, MAKING AND COMPOSING (VISUAL ARTS)
4	PLANNING, MAKING AND COMPOSING (PERFORMING ARTS)	PLANNING, MAKING AND COMPOSING (PERFORMING ARTS)	PLANNING, MAKING AND COMPOSING (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)	DISPLAY AND SHARING (PERFORMING ARTS)	DISPLAY AND SHARING (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)	APPRECIATING AND APPRAISING (PERFORMING ARTS)
9	DISPLAYING AND SHARING / APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL ARTS)	APPRECIATING AND APPRAISING (VISUAL ARTS)
10	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND

NANA FIIFI ACQUAH

	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRAISING (PERFORMING ARTS)	APPRAISING (PERFORMING ARTS)
11	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	DISPLAY AND SHARING SCHOOL-BASED PROJECT (VISUAL AND PERFORMING ARTS)	DISPLAY AND SHARING SCHOOL-BASED PROJECT (VISUAL AND PERFORMING ARTS)
12	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)

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

NANA FIIFI ACQUAH

**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	LISTENING AND STORY TELLING  DRAMATISATION AND ROLE PLAY	TALKING ABOUT ONESELF, FAMILY,  PEOPLE AND PLACES / ASKING AND ANSWERING	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS
3	PHONICS: LETTER SOUND KNOWLEDGE	VOCABULARY (SIGHT AND CONTENT VOCABULARY) / COMPREHENSION	FLUENCY
4	PHONICS: LETTER SOUND KNOWLEDGE  VOCABULARY (SIGHT AND CONTENT VOCABULARY)	SILENT READING	SUMMARISING
5	PENMANSHIP/HANDWRITING	PENMANSHIP/ HANDWRITING	PENMANSHIP/ HANDWRITING
6	NARRATIVE WRITING	DESCRIPTIVE WRITING / PERSUASIVE WRITING	LITERARY WRITING
7	CREATIVE/ FREE WRITING	PERSUASIVE WRITING / ARGUMENTATIVE WRITING	LETTER WRITING
8	DESCRIPTIVE WRITING	ARGUMENTATIVE WRITING	LETTER WRITING

NANA FIIFI ACQUAH

9	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (CAPITALIZATION)	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 POSTPOSITIONS) & (USE OF SIMPLE AND COMPOUND SENTENCES)	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING) (CONJUNCTIONS)
11	BUILDING THE LOVE AND CULTURE OF READING IN LEARNERS	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	READING TEXTS, POEMS, NARRATIVE, AND SHORT STORIES AND RESPOND TO THEM
12	READ ALOUD WITH CHILDREN	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	READING TEXTS, POEMS, NARRATIVE, AND SHORT STORIES AND RESPOND TO THEM

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

**YEARLY SCHEME OF LEARNING**

## PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	ENDURANCE
2	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	FLEXIBILITY
3	MANIPULATIVE SKILLS	RHYTHMIC SKILLS	BODY COMPOSITION
4	MANIPULATIVE SKILLS	SPACE AWARENESS	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	DYNAMICS	FITNESS PROGRAMME,
6	MANIPULATIVE SKILLS	RELATIONS	HEALTHY DIET
7	MANIPULATIVE SKILLS	BODY MANAGEMENT	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	STRATEGIES	SAFETY AND INJURIES,
9	MANIPULATIVE SKILLS	BODY MANAGEMENT	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	STRATEGIES	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	AEROBIC	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	STRENGTH	CRITICAL THINKING

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

## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B5 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.1	
	Writing	Penmanship and Handwriting	B5.4.2.1..	B5.4.2.1.1.	
	Using Writing Conventions	Using Capitalisation	B5.5.1.1..	B5.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
2	Oral Language	Songs Poems	B5.1.1.1. B5.1.3.1.	B5.1.1.1.1 B5.1.3.1.1	Word cards sentence cards, class library
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.1	
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.1	
	Using Writing Conventions	Using Capitalisation	B5.5.1.1..	B5.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
3	Oral Language	STORY TELLING	B5.1.4.1..	B5.1.4.1.1.	Word cards sentence cards, class library
	Reading	Word Families	B5.2.3.1.	B5.2.3.1.1	
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.2	
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B5.5.2.1	B5.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
4	Oral Language	Dramatization and Role Play	B5.1.5.1..	B5.1.5.1.1.	Word cards sentence cards, class library
	Reading	Diphthongs	B5.2.4.1.	B5.2.4.1.1	
	Grammar Usage At Word	Determiners	B5.3.2.1.	B5.3.2.1.1	
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.2	
	Using Writing Conventions	Using Punctuation	B5.5.2.1.	B5.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1.	

NANA FIIFI ACQUAH

5	Oral Language	Dramatization and Role Play	B5.1.5.2..	B5.1.5.2.1.	Word cards sentence cards, class library
	Reading	Blends and Consonant Clusters	B5.2.5.1.	B5.2.5.1.1	
	Grammar Usage At Word	Determiners	B5.3.2.1.	B5.3.2.1.2	
	Writing	Writing as a Process	B5.4.9.1..	B5.4.9.1.1.	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1..	B5.5.3.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
6	Oral Language	Conversation	B5.1.6.1.. B5.1.6.2.	B5.1.6.1.1. B5.1.6.2.1	Word cards sentence cards, class library
	Reading	Vocabulary	B5.2.6.1.	B5.2.6.1.1	
	Grammar Usage At Word	Determiners	B5.3.2.1.	B5.3.2.1.2	
	Writing	Writing as a Process	B5.4.9.2..	B5.4.9.2.1.	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1..	B5.5.3.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
7	Oral Language	Listening Comprehension	B5.1.7.1.. B5.1.7.1.	B5.1.7.1.1. B5.1.7.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B5.2.6.1.	B5.2.6.1.2	
	Grammar Usage At Word	Pronouns	B5.3.3.1.	B5.3.3.1.1	
	Writing	Narrative Writing	B5.4.10..1	B5.4.10.1.1	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1.	B5.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
8	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B5.2.6.2.	B5.2.6.2.1	
	Grammar Usage At Word	Pronouns	B5.3.3.1.	B5.3.3.1.1	
	Writing	Narrative Writing	B5.4.10.1.	B5.4.10.1.1	
	Using Writing Conventions	Naming Words/Nouns	B5.5.3.1.	B5.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
9	Oral Language	Asking and Answering Questions	B5.1.8.1.	B5.1.8.1.1	Word cards sentence cards, class library
	Reading	Listening Comprehension	B5.1.7.1.	B5.1.7.1.1	
	Grammar Usage At Word	Adjectives	B5.3.4.1.	B5.3.4.1.1	
	Writing	Creative/ Free Writing	B5.6.1.1..	B5.4.11.1.1	

NANA FIIFI ACQUAH

	Using Writing Conventions	Using action Words	B5.5.4.1.	B5.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
10	Oral Language	Giving and Following Commands	B5.1.9.1..	B5.1.9.1.1.	Word cards sentence cards, class library
	Reading	Listening Comprehension	B5.1.7.1.	B5.1.7.1.2	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.1	
	Writing	Creative/ Free Writing	B5.4.11.1	B5.4.11.1.1	
	Using Writing Conventions	Using action Words	B5.5.4.1..	B5.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
11	Oral Language	Presentation	B5.1.10.1.	B5.1.10.1.1	Word cards sentence cards, class library
	Reading	Listening Comprehension	B5.1.7.1.	B5.2.7.1.3	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.2	
	Writing	Descriptive Writing	B5.4.12.1.	B5.4.12.1.1	
	Using Writing Conventions	Using action Words	B5.5.4.1.	B5.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
12	Oral Language	Presentation	B5.1.10.1.	B5.1.10.1.2	Word cards sentence cards, class library
	Reading	Listening Comprehension	B5.1.7.1.	B5.2.7.1.3	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.2	
	Writing	Descriptive Writing	B5.4.12.1.	B5.4.12.1.1	
	Using Writing Conventions	Using action Words	B5.5.4.1.	B5.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	

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

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B5 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B5.1.1.1.	B5.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B5.1.1.1.	B5.1.1.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B5.1.2.1.	B5.1.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	EARTH SCIENCE	B5.2.1.1.	B5.2.1.1.1	
5	CYCLES	EARTH SCIENCE	B5.2.1.2.	B5.2.1.2.1	
6	CYCLES	EARTH SCIENCE	B5.2.1.3.	B5.2.1.3.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	CYCLES	LIFE CYCLES OF ORGANISMS	B5.2.2.1.	B5.2.2.1.1	
8	SYSTEMS	THE HUMAN BODY SYSTEMS	B5.3.1.1.	B5.3.1.1.1	
9	SYSTEMS	THE SOLAR SYSTEM	B5.3.2.1.	B5.3.2.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
10	FORCES AND ENERGY	ECOSYSTEM	B5.3.3.1.	B5.3.3.1.1	
11	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B5.4.1.1.	B5.4.1.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
12	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B5.4.1.1	B5.4.1.1.1	

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

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B5 Term 1 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.1.1.2	Laptops, Images of clipboard,
2	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B5.1.1.1. B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.1.1.2 B5.1.1.1.3	Laptops,
3	Introduction to computing	Data, sources and usage	B5.1.3.1.. B5.1.3.1. B5.1.3.1. B5.1.3.1.	B5.1.3.1.1. B5.1.3.1.2 B5.1.3.1.3 B5.1.3.1.4	Laptops,
4	Introduction to computing	Technology in the community (communication)	B5.1.4.1. B5.1.4.1.	B5.1.4.1.1 B5.1.4.1.2	Laptops,
5	Presentation  Word processing	Introduction to MS-PowerPoint (Tabs and ribbons of MS-PowerPoint)  Introduction to Word Processing (Tabs and ribbons of word processing)	B5.2.1.1.  B5.3.1.1.	B5.2.1.1.1  B5.3.1.1.1	Laptops,
6	Programming and databases	Introduction to databases, algorithm and programming.	B5.5.1.3. B5.5.1.3.	B5.5.1.3.1 B5.5.1.3.2	Laptops,
7	Programming and databases  Internet and social media	Introduction to Electronic Spreadsheet  Network Overview	B5.5.1.3.  B5.6.1.1.	B5.5.1.3.1  B5.6.1.1.1	Laptops, smart phones
8	Internet and social media	Web browsers and Web Pages	B5.6.2.1.. B5.6.2.1. B5.6.2.1.	B5.6.2.1.1. B5.6.2.1.2 B5.6.2.1.3	Laptops, smart phones
9	Internet and social media	Surfing the world wide web	B5.6.3.1. B5.6.3.1.	B5.6.3.1.1 B5.6.3.1.2	Laptops, smart phones
10	Internet and social media	Favourite places and Search engine Using Online Forms	B5.6.4.1.. B5.6.5.1.	B5.6.4.1.1. B5.6.5.1.1.	Laptops, smart phones
11	Internet and social media	Customising your browser	B5.6.6.1. B5.6.6.1.	B5.6.6.1.1 B5.6.6.1.2	Laptops, smart phones
12	Internet and social media	Electronic Email	B5.6.7.1. B5.6.7.1.	B5.6.7.1.1 B5.6.7.1.2	Laptops, smart phones

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

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B5 Term 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Number	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.3 B5.1.1.1.4	
3	Number	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.5 B5.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Counting, Representation & Cardinality	B5.1.1.2. B5.1.1.2.	B5.1.1.2.1 B5.1.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Counting, Representation & Cardinality	B5.1.1.3. B5.1.1.3.	B5.1.1.3.1 B5.1.1.3.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Counting, Representation & Cardinality	B5.1.1.3. B5.1.1.3.	B5.1.1.3.3 B5.1.1.3.4	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Counting, Representation & Cardinality	B5.1.1.3. B5.1.2.1.	B5.1.1.3.5 B5.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Counting, Representation & Cardinality	B5.1.2.1. B5.1.2.2.	B5.1.2.1.2 B5.1.2.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Number	Counting, Representation & Cardinality	B5. 1.2.3 B5.1.2.4.	B5. 1.2.3.1 B5.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Number	Counting, Representation & Cardinality	B5.1.2.5. B5.1.2.6.	B5.1.2.5.1 B5.1.2.6.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Number	Fractions	B5.1.3.1. B5.1.3.1.	B5.1.3.1.1 B5.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Number	Fractions	B5.1.3.1. B5.1.3.1.	B5.1.3.1.1 B5.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards

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

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B5 Term 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.2	A map of Ghana, Posters, documentary
5	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.2	A map of Ghana, Posters, documentary
6	My Country Ghana	Some Selected Individuals	B5.2.5.1.	B5.2.5.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	Some Selected Individuals	B5.2.5.1.	B5.2.5.1.1	A map of Ghana, Posters, documentary
8	My Country Ghana	Some Selected Individuals	B5.2.5.1.	B5.2.5.1.1	A map of Ghana, Posters, documentary
9	Europeans in Ghana	International Trade Including the Slave Trade	B5.3.2.1.	B5.3.2.1.1	A map of Ghana,

NANA FIIFI ACQUAH

					Posters, documentary
10	Europeans in Ghana	International Trade Including the Slave Trade	B5.3.2.1.	B5.3.2.1.1	A map of Ghana, Posters, documentary
11	Developments Under Colonial Rule	Colonisation and Developments under Colonial Rule in Ghana	B5.4.2.1.	B5.4.2.1.1	A map of Ghana, Posters, documentary
12	Developments Under Colonial Rule	Colonisation and Developments under Colonial Rule in Ghana	B5.4.2.1.	B5.4.2.1.1	A map of Ghana, Posters, documentary

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

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B5 Term 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall words, posters, video clip, etc
2	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall words, posters, video clip, etc
3	His Creation and Attributes	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall words, posters, video clip, etc
4	His Creation and Attributes	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall words, posters, video clip, etc
5	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.3	wall charts, wall words, posters, video clip, etc
6	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.3	wall charts, wall words, posters, video clip, etc
7	His Creation and Attributes	The Environment	B5.1.2.1..	B5.1.2.1.1.	wall charts, wall words, posters, video clip, etc
8	His Creation and Attributes	The Environment	B5.1.2.1..	B5.1.2.1.1.	wall charts, wall words, posters, video clip, etc
9	His Creation and Attributes	The Environment	B5.1.2.1	B5.1.2.1.2	wall charts, wall words, posters, video clip, etc
10	His Creation and Attributes	The Environment	B5.1.2.1.	B5.1.2.1.2	wall charts, wall words, posters, video clip, etc
11	His Creation and Attributes	The Environment	B5.1.2.1.	B5.1.2.1.2	wall charts, wall words, posters, video clip, etc
12	His Creation and Attributes	The Environment	B5.1.2.1.	B5.1.2.1.2	wall charts, wall words, posters, video clip, etc

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

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B5 Term 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B5.1.1.1.	B5.1.1.1.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B5.1.1.1..	B5.1.1.1.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B5.1.2.1..	B5.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B5.1.3.1..	B5.1.3.1.1.	Pictures, Charts, Video Clip
5	ALL ABOUT US	Home and School	B5.1.4.1.	B5.1.4.1.1	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B5.2.1.1..	B5.2.1.1.1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Plants and Animals	B5.2.1.2 ..	B5.2.1.2 .1.	Pictures, Charts, Video Clip
8	ALL AROUND US	Map Making and Land Marks	B5.2.3.1..	B5.2.3.1.1.	Pictures, Charts, Video Clip
9	ALL AROUND US	Population and Settlement	B5.2.4.1..	B5.2.4.1.1.	Pictures, Charts, Video Clip
10	OUR BELIEFS AND VALUES	Worship	B5. 3.1.1. .	B5. 3.1.1. 1.	Pictures, Charts, Video Clip
11	OUR BELIEFS AND VALUES	Worship	B5. 3.1.1. .	B5. 3.1.1. 1.	Pictures, Charts, Video Clip
12	OUR BELIEFS AND VALUES	Worship	B5. 3.1.1. .	B5. 3.1.1. 1.	Pictures, Charts, Video Clip

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

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B5 Term 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B5.1.1.1.	B5.1.1.1.1	Balls, Videos and Picture,
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B5.1.1.1.	B5.1.1.1.2	Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.1	Balls, Videos and Picture,
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.2	Drums, Speakers
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.:	B5.1.2.1.3:	Balls, Videos and Picture,
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.4	Drums, Speakers
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.5	Balls, Videos and Picture,
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.6	Drums, Speakers
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.7	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.8	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.9	Videos and Picture, Drums
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.:	B5.1.2.1.10:	

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

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B5 Term 1 CREATIVE ART

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B5 1.1.1.	B5 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B5 2.1.1.	B5 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B5 1.2.2.	B5 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B5.2.2.2.	B5.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B5 1.2.3.	B5 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B5 2.2.3.	B5 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B5 1.3.5.	B5 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B5 2.3.5.	B5 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B5 1.4.6. B5 2.4.6.	B5 1.3.4.1 B5 2.4.6.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B5 1.4.7. B5 2.4.7.	B5 1.3.5.1 B5 2.4.7.2	-do-
11	Visual and Performing Arts	Appreciating and Appraising	B5 2.3.4.	B5 1.4.6.2 B5 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B5.1.4.7. B5.2.4.7.	B5 1.4.6.2 B5 2.4.6.2	-do-

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

## TERMLY SCHEME OF LEARNING

Scheme of Learning for B5 Term 1 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	SONGS  Poems	B5.1.1.1.  B5.1.3.1. B5.1.3.1.	B5.1.1.1.1:  B5.1.3.1.1 B5.1.3.1.2	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Listening and Story Telling  Dramatisation and Role Play	B5.1.4.1. B5.1.4.1.  B5.1.5.1. B5.1.5.1.	B5.1.4.1.1 B5.1.4.1.2  B5.1.5.1.1 B5.1.5.1.2	
3.	Reading	Phonics: Letter Sound Knowledge	B5.2.4.1. B5.2.4.1. B5.2.4.1.	B5.2.4.1.1 B5.2.4.1.2 B5.2.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics: Letter Sound Knowledge  vocabulary (Sight and content vocabulary)	B5.2.4.1.  B5.2.5.1.	B5.2.4.1.4  B5.2.5.1.1	Manila cards, markers, recorded audio-visual
5.	Writing	Penmanship/Handwriting	B5.3.1.1. B5.3.1.1.	B5.3.1.1.1 B5.3.1.1.2	Manila cards, markers, recorded audio-visual
6.	Composition Writing	Narrative Writing	B5.4.1.1. B5.4.1.1. B5.4.1.1.	B5.4.1.1.1 B5.4.1.1.2 B5.4.1.1.3	Manila Cards, Class reader
7.	Composition Writing	Creative/ Free Writing	B5.4.2.1. B5.4.2.1. B5.4.2.1.	B5.4.2.1.1 B5.4.2.1.2 B5.4.2.1.3	Manila Cards, Markers
8.	Composition Writing	Descriptive Writing	B5.4.3.1. B5.4.3.1.	B5.4.3.1.1 B5.4.3.1.2	Word cards, Manila card Markers Word cards Manila card Markers

NANA FIIFI ACQUAH

9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization)	B5.5.1.1. B5.5.1.1. B5.5.1.1.	B5.5.1.1.1 B5.5.1.1.2 B5.5.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation)  Integrating Grammar in Written Language (Use of action words)	B5.5.2.1. B5.5.2.1. B5.5.2.1.  B5.5.3.1.	B5.5.2.1.1 B5.5.2.1.2 B5.5.2.1.3  B5.5.3.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading in Learners	B5.6.1.1. B5.6.1.1.	B5.6.1.1.1 B5.6.1.1.2	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud with Children	B5.6.2.1. B5.6.2.1.	B5.6.2.1.1 B5.6.2.1.2	Manila Cards, Markers

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

NANA FIIFI ACQUAH

**TERM ONE**  
**BASIC FIVE**  
**WEEK 1**

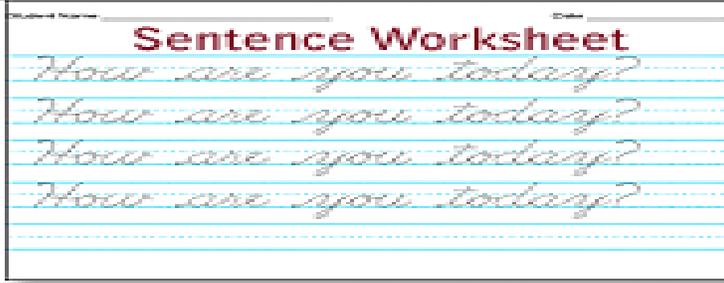
NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> A. Reading B. Grammar Usage At Word C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Phonics B. Nouns C. Penmanship and Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading			
<b>Indicator (code)</b>	B5.2.2.1.1.	B5.3.1.1.1.	B5.4.2.1.1	B5.5.1.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.2.2.1.	B5.3.1.1.	B5.4.2.1.	B5.5.1.1.	B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can apply common phonic generalisations (e.g. hard and soft “c” and “g”) when reading continuous texts B. Learners can Identify and use nouns or noun phrases to refer to quantities or units. C. Learners can copy sentences clearly in joint script maintaining legible handwriting D. Learners can follow appropriate mechanical convention E. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	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><b>B.READING</b></p> <p>e.g.  “c” as in country and cell  “g” as in gain and age</p> <ul style="list-style-type: none"> <li>• Review the hard form of the sound, e.g. “c” as in cut; “g” as in get.</li> <li>• Introduce the soft form using lots of examples, e.g. “c” as in centre, cent, circle; “g” as in gent, gin, etc.</li> <li>• In groups, encourage learners to come out with words in which the sounds occur.</li> <li>• Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.</li> </ul> <p>Assessment: let learners mention words in which the sounds occur.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Revise nouns briefly.</li> <li>• Introduce quantities and units in context.</li> </ul> <p>e.g.:</p> <ul style="list-style-type: none"> <li>– Please, give me a piece of paper.</li> <li>– I have a pair of trousers.</li> </ul> <ul style="list-style-type: none"> <li>• Have learners identify more examples of these in text and use them in sentences.</li> <li>• Learners make up their own noun phrases and use them in sentences.</li> </ul> <p>Assessment: let learners use nouns or noun phrases to refer to quantities or units.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <ul style="list-style-type: none"> <li>• Select sentences from texts learners have read and write them on the board, using joint script.</li> </ul> <p>e.g.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

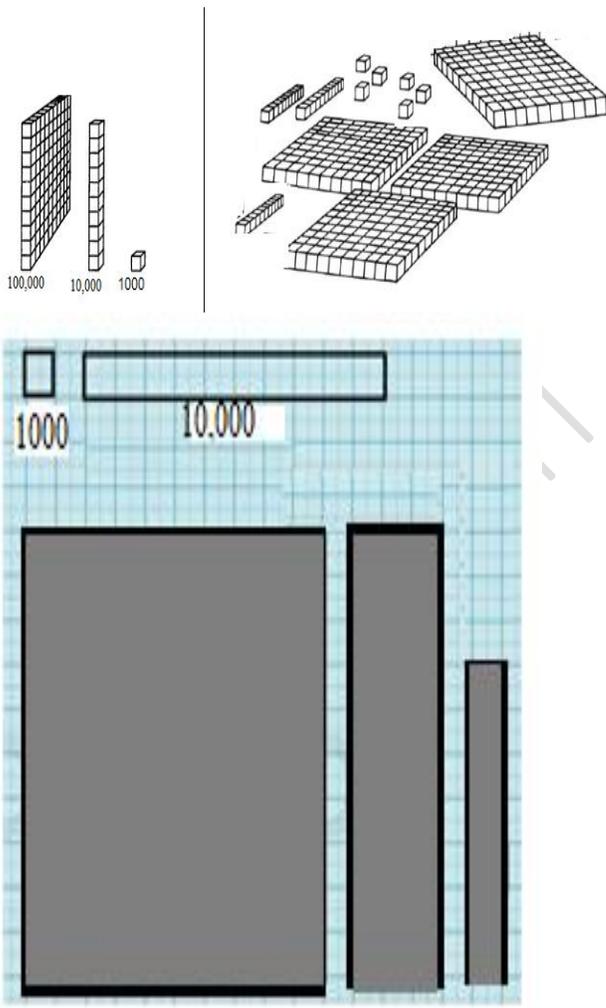
		 <ul style="list-style-type: none"> <li>• Have learners read out the sentence. (in pairs, small groups, large groups)</li> <li>• Have learners copy the sentences into their exercise books.</li> <li>• Go round to support struggling learners.</li> </ul> <p>Assessment: let learners copy sentences clearly in joint script maintaining legible handwriting</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b>                  Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation mark, apostrophe, hyphen etc.</p> <p>Assessment: let learners write a formal letter each on a given topic</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><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

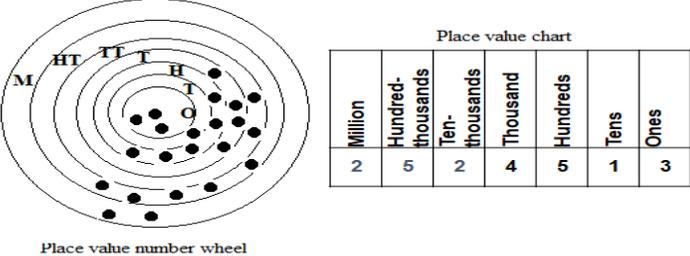
Vetted by : ..... Signature: ..... Date : .....

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.1.1	B5.1.1.1.2	
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.1.1.	
<b>Performance Indicator</b>	Learners can model number quantities up to 1,000,000 using graph sheets and multi-base block Learners can read and write numbers in figures and in words up to 1000,000		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Counters			
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod =	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Ask pupils to model the number 137,000 shading graph sheet square as shown below, where 1cm×1cm square represents 1000 units .</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>Give learners teacher-make token currency notes [¢10, ¢100&amp; ¢500 notes] on different coloured-paper and ask them to work out how many will be required to model given amounts up to ¢10,000; e.g. ¢23,480</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Play the place value number wheel game: Use the million number wheel to generate 7-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousands' ring making the number twenty-thousand or 20,000)</p>  <table border="1" data-bbox="794 764 1157 905"> <caption>Place value chart</caption> <thead> <tr> <th>Million</th> <th>Hundred-thousands</th> <th>Ten-thousands</th> <th>Thousand</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td>2</td> <td>4</td> <td>5</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones	2	5	2	4	5	1	3	<p>Review the lesson with Learners</p>
Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones											
2	5	2	4	5	1	3											
<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>Ask pupils to write given numbers on the expanded form of the number : 2,524,513=1000,000× 2 +100,000× 5 + 10,000 × 2+1000 × 4+ 100× 5 + 10× 1+ 1× 3 = 2,000,000 + 500,000 + 20,000 + 4,000 + 500 + 10 + 3</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>														

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

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSTY OF MATTER</b>		<b>Sub-strand : LIVING AND NON-LIVING THINGS</b>	
<b>Indicator (code)</b>	B5.1.1.1.1		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)		
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	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	Learners go outside the classroom to observe and identify various living and non-living things and discuss their observation.  • Learners go on a nature walk to observe sensitivity in the mimosa plant when touched.  Assessment: let learners describe the sensitivity in the mimosa plant when touched.	What have we learnt today? Ask learners to summarize the important points of the lesson

Vetted by : ..... Signature: ..... Date : .....  
 .....: LESSON PLAN

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.1		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	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	Identify the kinds of food they ate, the clothes they wore and how they travelled  Assessment: let learners Identify the kinds of food our ancestors ate, the clothes they wore and how they travelled	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Identify the kinds of food they ate, the clothes they wore and how they travelled	What have we learnt today?

NANA FIIFI ACQUAH

	familiar rhymes  How did our ancestors live?	Assessment: let learners Identify the kinds of food our ancestors ate, the clothes they wore and how they travelled	Ask learners to summarize the main points in the lesson
--	--	---	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : ALL ABOUT US</b>		<b>Sub-strand : Nature of God</b>	
<b>Indicator (code)</b>	B5.1.1.1.1.		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can explain that human beings are unique compared to other creatures		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things.  Assessment: Let learners describe the nature of God as the Creator	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.	What have we learnt today?

NANA FIIFI ACQUAH

	familiar rhymes	Assessment: Let learners describe how they are different from animals	Ask learners to summarize the main points in the lesson
--	-----------------	---	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B5.1.1.1.1		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can walk on straight lines edges.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Draw a straight line on the floor for learners to walk on. Learners walk individually and in a group under the watch of the teacher. Organise competitions for learners. End the lesson with cool down activities and use questions to end the lesson	What have we learnt today?  Use answers to summarise the lesson.

Vetted by : .....

Signature: .....

Date : .....

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.1:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can explain how special each individual is.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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"> <li>Through various activities such as working in pairs or in groups, let learners discuss how each person is unique and different from one another: some are short, tall, intelligent, fair in complexion, dark in complexion, serious, etc.</li> <li>Lead learners to demonstrate the uniqueness of each individual, using themselves.</li> </ul> <p>Assessment: let learners explain how special each individual is</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTRODUCTION TO COMPUTING		<b>Sub-strand :</b> INTRODUCTION TO COMPUTING	
<b>Indicator (code)</b>	B5.1.1.1.1.	B5.1.1.1.2	
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can recognise and use output devices</li> <li>• Learners can describe the types of output device and identify their use</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	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 recall what they learnt in the previous classes and ask them to mention computer devices that produce output. Softcopy- computer monitor/projector, audio electrical signals etc. Hardcopy- printed images, pictures documents Guide learners to identify types of output devices and their uses. Assist them to list them on the board as well as their uses.  Assessment: Let learners identify types of output devices and their uses	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B5 1.1.1.1		
<b>Content standard (code)</b>	B5 1.1.1.		
<b>Performance Indicator</b>	Learners can study some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	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	Learners are to: ☑ Study the artworks e.g. sculpture, textiles, metal arts, paintings, cartoons, photography, ceramics created by Ghanaian and African visual artists e.g. El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda, Abdoulaye Konate, Peju Alatise, William J. Kentridge, Justine Mahoney living in Africa by: a) gathering information through library studies, surfing the internet, visiting art studios, galleries, museums,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>exhibitions etc. watching short videos/documentaries or observing photographs of sample works of the collections of other Ghanaian and African artists. For example, ‘Warrior’ an installation art by El-Anatsui (2015), and ‘Story Maps of no Location’, painting by Julie Mehretu;</p> <p>b) talking about the works of the artists in relation to the history and culture of the people of Africa;</p> <p>c) identifying and discussing various items (symbols) found in the works being studied that reflect the history and culture of the people of Africa;</p> <p>d) writing a brief about their choice of artist using the following guidelines:</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Country of origin</li> <li>- Training</li> <li>- Type of artworks</li> <li>- Title of some works</li> <li>- Medium of expression.</li> </ul> <p>Assessment: let learners describe some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa</p>	
--	--	--	--

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

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Songs Poems	
<b>Indicator (code)</b>	B5.1.1.1.1.:	B5.1.3.1.1	B5.1.3.1.2
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.3.1.	B5.1.3.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.</li> <li>Learners should explore a poem of about six to seven lines correctly</li> <li>Learners should recognise the key words in the poem and discuss the theme of the poem.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	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"> <li>Show a clip of a baby crying to learners.</li> <li>Ask learners to tell you what a mother does when a child is crying.</li> </ul>	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss the answers with the learners and talk about what a lullaby is.</li> <li>• Play a recorded cradle song or lullaby to the hearing of learners.</li> <li>• Lead learners to sing cradle songs/lullaby with correct rhythm.</li> <li>• Allow individual learners to sing a lullaby.</li> <li>• Let learners brainstorm the importance of lullaby.</li> <li>• Lead them to discuss the importance of cradle songs to the baby.</li> <li>• Write some of the benefits discussed on the board, and allow learners to copy them into books. E.g. It makes the baby sleep. It makes the baby happy. It enables the baby to play.</li> <li>• Assist learners to discuss the importance of cradle songs to the mother and caretaker. E.g. It allows the mother to do her work. It helps the mother to rest etc.</li> <li>• Write the outcome from the discussion with the learners.</li> <li>• Let learners role play mother singing a lullaby and holding a child.</li> </ul> <p>Assessment: let learners sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Ask a learner to explore a poem and listen to a poem accompanied by audio.</li> <li>• Let the learners perform the gestures that accompany the poems.</li> <li>• Explore a poem for learners to listen.</li> <li>• Lead learners to explore poems correctly</li> </ul> <p>Assessment: let learners describe a poem of about six to seven lines correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite</p>	<ul style="list-style-type: none"> <li>• Let learners listen to a poem recital.</li> <li>• Read a poem and discuss key issues in the poem.</li> <li>• Let learners explore poems they know.</li> <li>• Lead learners to recognise the key words in the poem they explore.</li> </ul>	<p>What have we learnt today?</p>

NANA FIIFI ACQUAH

	familiar rhymes	<ul style="list-style-type: none"><li>• Put learners into groups and let the groups discuss the key issues and present to the class.</li><li>• Allow a learner to explore a poem for learners to listen.</li><li>• Allow learners to write down what they think about the poem and let them discuss.</li><li>• In groups, help learners to discuss the theme of the poem.</li></ul> <p>Assessment: let learners identify the key words in the poem and discuss the theme of the poem.</p>	Review the lesson with learners
--	-----------------	---	---------------------------------

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

NANA FIIFI ACQUAH SCHOOL

NANA FIIFI ACQUAH

**TERM ONE**  
**BASIC FIVE**  
**WEEK 2**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Songs , Poems B. Phonics C. Nouns D. Paragraph Development E. Using Capitalisation F. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	(B5.1.1.1.1 B5.1.3.1.1) B5.2.2.1.1 B5.3.1.1.1 B5.4.3.1.1 B5.5.1.1.1. B5.6.1.1.1.		
<b>Content standard (code)</b>	(B5.1.1.1. B5.1.3.1.) B5.2.2.1. B5.3.1.1. B5.4.3.1. B5.5.1.1. B5.6.1.1..		
<b>Performance Indicator</b>	A. Learners can explain the central messages in songs. Respond to poems by discussing their central messages and expressing own opinion B. Learners can Apply common phonic generalisations (e.g. hard and soft “c” and “g”) when reading continuous texts. C. Learners can identify and use: nouns - refer to festivals; Count/non-count, Singular, Plural (regular, irregular), plural without plural marker, D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audiences and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features E. Learners can Follow appropriate mechanical convention F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read		

<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Have learners sing some familiar patriotic songs.</li> <li>• Have learners listen to you sing a selected song.</li> <li>• Guide learners to sing lines of the song with appropriate stress and rhythm.</li> <li>• Let them sing individually and in groups.</li> <li>• Using questions discuss the central message of the target song: Who composed this song? What is the song telling us?</li> <li>• Invite individuals to explain the central message(s) of the song.</li> <li>• Ask learners to recite a poem of their choice with actions.</li> <li>• Choose a poem appropriate for the grade level.</li> <li>• Recite and act out the poem as learners listen attentively to you and observe.</li> <li>• Allow some individual learners to recite as others listen.</li> <li>• Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm.</li> </ul> <p>Assessment: let learners explain the central messages in songs and 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	<p>B.READING</p> <p>e.g. “c” as in country and cell “g” as in gain and age</p>	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> <li>• Review the hard form of the sound, e.g. “c” as in cut; “g” as in get.</li> <li>• Introduce the soft form using lots of examples, e.g. “c” as in centre, cent, circle; “g” as in gent, gin, etc.</li> <li>• In groups, encourage learners to come out with words in which the sounds occur.</li> <li>• Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.</li> </ul> <p>Assessment: let learners mention words in which the sounds occur.</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Proper nouns</p> <ul style="list-style-type: none"> <li>• Introduce the concept in context. E.g. Christmas is coming. The people of Ga celebrate Homowo.</li> <li>- In pairs have learners give more examples of festivals and write them as proper nouns.</li> </ul> <p>Count and non-count nouns.</p> <ul style="list-style-type: none"> <li>• Revise the concept of proper nouns and common nouns. (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.)</li> <li>• Elicit examples from learners.</li> <li>• Briefly discuss what common nouns are giving and eliciting several examples.</li> <li>• Use several examples to explain and exemplify count and non-count nouns and provide activities for practice.</li> </ul> <p>Assessment: let learners use nouns to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>• Work with learners to select sample texts from a variety of models of writing from learners’ readers and teacher’s resources e.g. newspapers, magazines etc. You may take learners to the library for this exercise. Examples of modes of writing.</li> <li>i. Process</li> <li>ii. Narration</li> <li>iii. Description</li> <li>iv. Comparison</li> <li>v. Problem solution</li> <li>vi. Classification</li> <li>vii. Argument</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Put learners into small groups and assign each group a mode of writing</li> <li>• Have learners study the sample text.</li> <li>• Guide them through appropriate questions to identify the:               <ol style="list-style-type: none"> <li>i. Mode of writing/types of essay</li> <li>ii. Purpose</li> <li>iii. Audience</li> </ol> </li> </ul> <p>Assessment: let learners choose one of the modes of writing, to write on</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p>Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation mark, apostrophe, hyphen etc.</p> <p>Assessment: let learners write a formal letter each on a given topic</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><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

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

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.1.3	B5.1.1.1.4	
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.1.1.	
<b>Performance Indicator</b>	Learners can identify numbers in different positions around a given number in a number chart Learners can compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</p> <table border="1" data-bbox="454 441 1136 766"> <tr><td>10,000</td><td>11,500</td><td>12,000</td><td>13,500</td><td>15,000</td><td>16,500</td></tr> <tr><td>20,000</td><td>21,500</td><td>22,000</td><td>23,500</td><td>24,000</td><td>25,500</td></tr> <tr><td>30,000</td><td>31,500</td><td>33,000</td><td>34,500</td><td>36,000</td><td>37,500</td></tr> <tr><td>40,000</td><td>41,500</td><td>43,000</td><td>44,500</td><td>46,000</td><td>47,500</td></tr> <tr><td>50,000</td><td>51,500</td><td>53,000</td><td>54,500</td><td>56,000</td><td>57,500</td></tr> <tr><td>60,000</td><td>61,500</td><td>63,000</td><td>64,500</td><td>66,000</td><td>67,500</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	10,000	11,500	12,000	13,500	15,000	16,500	20,000	21,500	22,000	23,500	24,000	25,500	30,000	31,500	33,000	34,500	36,000	37,500	40,000	41,500	43,000	44,500	46,000	47,500	50,000	51,500	53,000	54,500	56,000	57,500	60,000	61,500	63,000	64,500	66,000	67,500	<p>Review the lesson with Learners</p>
10,000	11,500	12,000	13,500	15,000	16,500																																		
20,000	21,500	22,000	23,500	24,000	25,500																																		
30,000	31,500	33,000	34,500	36,000	37,500																																		
40,000	41,500	43,000	44,500	46,000	47,500																																		
50,000	51,500	53,000	54,500	56,000	57,500																																		
60,000	61,500	63,000	64,500	66,000	67,500																																		
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</p> <table border="1" data-bbox="454 1228 1153 1543"> <tr><td>10,000</td><td>11,500</td><td>12,000</td><td>13,500</td><td>15,000</td><td>16,500</td></tr> <tr><td>20,000</td><td>21,500</td><td>22,000</td><td>23,500</td><td>24,000</td><td>25,500</td></tr> <tr><td>30,000</td><td>31,500</td><td>33,000</td><td>34,500</td><td>36,000</td><td>37,500</td></tr> <tr><td>40,000</td><td>41,500</td><td>43,000</td><td>44,500</td><td>46,000</td><td>47,500</td></tr> <tr><td>50,000</td><td>51,500</td><td>53,000</td><td>54,500</td><td>56,000</td><td>57,500</td></tr> <tr><td>60,000</td><td>61,500</td><td>63,000</td><td>64,500</td><td>66,000</td><td>67,500</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	10,000	11,500	12,000	13,500	15,000	16,500	20,000	21,500	22,000	23,500	24,000	25,500	30,000	31,500	33,000	34,500	36,000	37,500	40,000	41,500	43,000	44,500	46,000	47,500	50,000	51,500	53,000	54,500	56,000	57,500	60,000	61,500	63,000	64,500	66,000	67,500	<p>Review the lesson with Learners</p>
10,000	11,500	12,000	13,500	15,000	16,500																																		
20,000	21,500	22,000	23,500	24,000	25,500																																		
30,000	31,500	33,000	34,500	36,000	37,500																																		
40,000	41,500	43,000	44,500	46,000	47,500																																		
50,000	51,500	53,000	54,500	56,000	57,500																																		
60,000	61,500	63,000	64,500	66,000	67,500																																		
<p>Wednesday</p>	<p>Sing songs like:  I'm counting</p>	<p>Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "&lt;", "=", "&gt;" to compare numbers up to</p>	<p>Review the lesson with Learners</p>																																				

NANA FIIFI ACQUAH

	one, what is one	10,000 taking into consideration the place value of each digit in the given number. E.g. $251200 = 251,200$ ; $132,734 > 132,635$  Assessment: have learners to practice with more examples	
Thursday	Sing songs like:  I'm counting one, what is one	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873,  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc  Assessment: have learners to practice with more examples	Review the lesson with Learners

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

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSTY OF MATTER</b>		<b>Sub-strand : LIVING AND NON-LIVING THINGS</b>	
<b>Indicator (code)</b>	B5.1.1.1.1		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	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	Engage learners to watch pictures or animated videos of different living things (e.g. birds, insects, trees, reptiles, mammals, etc.) and comment on them. <ul style="list-style-type: none"> <li>• Ask learners to identify the names of the living things from the video.</li> <li>• Use relevant examples and illustrations to demonstrate or explain sensitivity, respiration and excretion as life processes.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		Assessment: let learners explain excretion as life processes.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Assist learners to understand growth by observing a seedling and a mature plant of the same kind.</li> <li>• Let learners breathe in and out to demonstrate respiration.</li> </ul> <p>Plants show movement within their parts and animals move from place to place.</p> <p>Assessment: let learners explain respiration as life processes.</p>	<p>What have we learnt today?</p> <p>Project: Learners plant a seed and observe its growth pattern.</p> <ul style="list-style-type: none"> <li>• Learners to collect and bring a variety of everyday materials from the home, school and community. Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen and straw for the next lesson</li> </ul>

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

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.1		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  How did our ancestors live? Compare how our ancestors lived and how we live today?	1. Identify the kinds of food they ate, the clothes they wore and how they travelled etc.  2. Compare life today to life in ancient days. e.g. Food eaten, Clothes worn, Mode of travel, buildings, Communication, Trading, Professions and Technology.  Assessment: let learners compare life today to life in ancient days.	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Produce a photo album (Tactile photo album for visually impaired) of family members including learners.  Assessment: let learners produce a photo album	What have we learnt today?  To Visit ancient sites and museums as next lesson
----------	--	---	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Nature of God	
<b>Indicator (code)</b>	B5.1.1.1.1.		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can explain that human beings are unique compared to other creatures		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	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 reflect and make a poster on the characteristics of human beings that make them different from other creatures e.g. having a unique personality, ability to be creative and think rationally, ability to communicate and collaborate, ability to exercise judgement and make choices between right and wrong, ability to learn. Learners display their posters for class discussion and peer-review	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		Assessment: Let learners make a poster on the characteristics of human beings that make them different from other creatures	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners reflect on why God created human beings and why God made man different from other creatures. Learners debate on the topic 'animals do not reason'.  Assessment: Let learners write a debate on the topic 'animals do not reason'.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : LOCOMOTOR SKILLS</b>	
<b>Indicator (code)</b>	B5.1.1.1.2:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can skip and leap continuously		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners bend their knees, push against the ground to skip and leap as many times as they can at their own pace in a demarcated area. Learners practice the activities as individuals and in groups at their own pace. Organise competitions for learners in groups. End the lesson with cool down activities and use questions to summarise the lesson	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.1:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can explain how special each individual is.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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"> <li>Put learners into groups according to: height, colour, mass, intelligence, etc.</li> <li>Let learners put in writing how different they are from each other.</li> </ul> Assessment: let learners write how different they are from each other	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTRODUCTION TO COMPUTING		<b>Sub-strand :</b> INTRODUCTION TO MS-WINDOWS INTERFACE	
<b>Indicator (code)</b>	B5.1.1.1.1.	B5.1.2.1.2	B5.1.2.1.3
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.2.1.	B5.1.2.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can list the features of Windows Interface</li> <li>• Learners can personalise the Desktop Background and edit its images (e.g. image, icons and Taskbar of the background).</li> <li>• Learners can recognise how to customise the Desktop Background using Change Background, Start menu and Pin to taskbar or start menu.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Laptop	
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	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 the features (i.e. Start Menu Returns, Cortana on Desktop, Xbox App, Project Spartan Browser, etc.) and compatibility issues of Windows 10. Do this by using leading questions, or any other method.  Guide learners to create their own background picture using any application (e.g. paints). Guide them to use it as background picture.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Guide learners to identify and use task bar, start menu, etc.</p> <p>Assessment: Let learners create their own background picture using any application</p>	
--	--	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B5 2.1.1.1		
<b>Content standard (code)</b>	B5 2.1.1.		
<b>Performance Indicator</b>	Learners can Explore and study some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	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"> <li>☑ Study the compositions and performances of Ghanaian and other African performing artists (e.g. Salif Keita, Angelique Kidjo, Chinua Achebe, Jack Mapanje, Dada Masilo, Anton Robert Krueger, Hugh Masekela, Miriam Makeba, Asabea Cropper, John Okafor, Ositalkema) by</li> <li>a) gathering information through OERs: library studies, internet surfing recorded videos, documentaries and</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>other social media, as well as visits to recording studios, theatre, festival, cultural performances, concert parties, For example, 'Things fall Apart' by Chinua Achebe, and 'Shaka the Zulu' a South African television series was written by Joshua Sinclair and directed by William C. Faure;</p> <p>b) appreciate: discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans;</p> <p>Assessment: let learners describe some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: write a brief about any of the artists of their choice using the following guidelines:</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Country of origin</li> <li>- Training</li> <li>- Type of compositions and performances</li> <li>- Title of some works</li> <li>- Style.</li> </ul> <p>Assessment: let learners describe some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>		
<b>Day :</b>		<b>Date :</b>		
<b>Period :</b>		<b>Lesson :</b>		
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Listening and Story Telling Dramatisation and Role Play		
<b>Indicator (code)</b>	B5.1.4.1.1..	B5.1.4.1.2	B5.1.5.1.1	B5.1.5.1.3
<b>Content standard (code)</b>	B5.1.4.1...	B5.1.4.1.	B5.1.5.1.	B5.1.5.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should retell a folktale of about five scenes and discuss the moral/values of it.</li> <li>• Learners should recognise the characters in the folktales.</li> <li>• Learners should narrate a story of about six to seven characters and recognise the characters, setting and stage.</li> <li>• Learners should perform a drama of about six to seven characters.</li> </ul>			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
<b>Keywords</b>				
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual				
<b>Ref:</b> Ghanaian Language curriculum				
<b>DAY</b>	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	• Ask learners to say what is done in the evenings when there are no electrical gadgets around.		What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss answers with learners and talk about folktales.</li> <li>• Tell a folktale to learners.</li> <li>• Allow learners to retell the folktale.</li> <li>• Allow learners to discuss the structure of, and the values/moral lessons in the folktale.</li> <li>• In groups, let learners summarise the structure and values of folktales and present to the class.</li> <li>• Let a learner tell a folktale and discuss key issues among themselves.</li> <li>• Allow learners to recognise the characters in the folktales.</li> <li>• Let learners write briefly on the characters identified</li> </ul> <p>Assessment: let learners retell a folktale of about five scenes and discuss the moral/values of it and identify the characters in the folktales</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Assist learners to read a story of about three paragraphs long.</li> <li>• Discuss some unfamiliar words with learners.</li> <li>• Let learner retell the story in groups.</li> <li>• Discuss key considerations in issues in changing a story to a drama.</li> <li>• Show a video clip to learners.</li> <li>• Put learners in groups to retell the story.</li> <li>• Discuss with learners the features of a drama.</li> <li>• Show learners the processes involved in changing a story into drama.</li> <li>• Assist learners to recognise the characters, setting, costumes and the stage in a drama composed from the story.</li> </ul> <p>Assessment: let learners narrate a story of about six to seven characters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Revise the features of a drama and the processes or ways to change a story into a drama.</li> <li>• Let learners mention some of the key points to be considered in turning a story into a drama.</li> <li>• Direct learners to perform a drama piece with the story line.</li> </ul>	<p>What have we learnt today?</p>

NANA FIIFI ACQUAH

		Assessment: let learners perform a drama of about six to seven characters.	Review the lesson with learners
--	--	--	---------------------------------

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

NANA FIIFI ACQUAH SCHOOL

NANA FIIFI ACQUAH

**TERM ONE**  
**BASIC FIVE**  
**WEEK 3**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. STORY TELLING B. Word Families C. Nouns D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.4.1.1	B5.2.3.1.1	B5.3.1.1.2.	B5.4.3.1.1	B5.6.1.1.1.	B5.5.2.1.1.
<b>Content standard (code)</b>	B5.1.4.1.	B5.2.3.1.	B5.3.1.1.	B5.4.3.1.	B5.6.1.1.	B5.5.2.1.
<b>Performance Indicator</b>	<p>A. Learners can demonstrate understanding of lessons in stories by making relevant comments</p> <p>B. Learners can use common minimal pairs to decode words. e.g. –sash, wash</p> <p>C. Learners can Identify and use: nouns - refer to festivals; Count/non-count, Singular, Plural (regular, irregular), plural without plural marker</p> <p>D. Learners can Choose appropriate ways and modes of writing for a variety of purposes, audiences and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features</p> <p>E. Learners can use punctuations: (the comma) to write an address; (the apostrophe) in contraction</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

<b>Keywords</b>															
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.													
<b>Ref:</b>	English Language curriculum Page														
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections												
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE Tell a story using the appropriate procedure or stages. With examples, guide learners to identify the beginning, middle and ending. Invite learners to retell story sequentially.</p> <table border="1"> <tr> <td>Story Element:</td> <td>What are the key details about this story?</td> </tr> <tr> <td>Who is the main character?</td> <td></td> </tr> <tr> <td>What is the setting?</td> <td></td> </tr> <tr> <td>What event(s) happened at the beginning of the story?</td> <td></td> </tr> <tr> <td>What event(s) happened at the middle of the story?</td> <td></td> </tr> <tr> <td>What event(s) happened at the end of the story?</td> <td></td> </tr> </table> <p>Have learners take turns to comment on the story.</p> <p>Assessment: let learners take turns to comment on the story.</p>	Story Element:	What are the key details about this story?	Who is the main character?		What is the setting?		What event(s) happened at the beginning of the story?		What event(s) happened at the middle of the story?		What event(s) happened at the end of the story?		<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Story Element:	What are the key details about this story?														
Who is the main character?															
What is the setting?															
What event(s) happened at the beginning of the story?															
What event(s) happened at the middle of the story?															
What event(s) happened at the end of the story?															

<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• Give examples of minimal pairs, e.g. watch, catch</li> <li>• In groups let learners come up with more examples</li> <li>• Select two paragraphs from the reading passage and let learners identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth</li> <li>• Drill learners on pronunciation of words.</li> <li>• Learners read the words containing minimal pairs, e.g. church, search, perch, fetch.</li> <li>• Work together with learners to write simple sentences with the minimal pairs.</li> <li>• Learners in pairs identify more words from reading passages and make a list on a chart. Let each pair read the words.</li> </ul> <p>Assessment: let learners identify common minimal pairs from reading passages and make a list on a chart</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>C.GRAMMAR</b></p> <p>Singular and Plural (regular, irregular) nouns</p> <ul style="list-style-type: none"> <li>• Introduce singular and plural nouns in context. e.g. I need a table. Can you give me one of these tables? This child looks sick, but those children look healthy.</li> <li>• Have learners read the sentences and observe the underlined words.</li> <li>• Show pictures of objects/people to help learners to identify regular and irregular nouns e.g. picture of a child, and a picture of children.</li> <li>• Guide learners to discover the difference between regular and irregular plural forms:             <ul style="list-style-type: none"> <li>– Regular count nouns take s or es to form their plural. – e.g. table – tables, chair – chairs</li> <li>– Irregular count nouns are nouns that do not take s or es to form their plural. e.g. child – children; ox – oxen; man – men; goose – geese</li> </ul> </li> </ul> <p>Plural nouns without plural markers</p> <ul style="list-style-type: none"> <li>• Have learners discover the plural nouns without plural marker in context. E.g. The sheep are grazing outside.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>I met a lot of people at the party.</p> <p>Assessment: let learners use nouns to form sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>Put learners into small groups and assign each group a mode of writing</li> </ul> <p>Examples of modes of writing.</p> <ol style="list-style-type: none"> <li>Process</li> <li>Narration</li> <li>Description</li> <li>Comparison</li> <li>Problem solution</li> <li>Classification</li> <li>Argument</li> </ol> <ul style="list-style-type: none"> <li>Have learners study the sample text.</li> <li>Guide them through appropriate questions to identify the:                     <ol style="list-style-type: none"> <li>Mode of writing/types of essay</li> <li>Purpose</li> <li>Audience</li> </ol> </li> </ul> <p>Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece.</p> <ul style="list-style-type: none"> <li>Encourage learners to use search engines to search for the different modes of writing they have studied.</li> <li>Discuss the various modes of writing with learners. Have learners read a text to identify the structure of each mode.</li> </ul> <p>Assessment: let learners choose one of the modes of writing, to write on</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me?</li> <li>Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide sample sentences/texts for learners to identify the target punctuations. Introduce one punctuation at a time</li> </ul> <p>e.g. I live at Adu Street, Adukrom. They can't do the work.</p> <ul style="list-style-type: none"> <li>Have learners practise using the comma to write an address, and the apostrophe in contraction. Give pairs of learner's unpunctuated sentences/texts to punctuate.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: Give learners unpunctuated sentences/texts to punctuate.	
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"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

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

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.1.5	B5.1.1.1.6	
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens.</li> <li>Learners can skip count forwards and backwards in 500s 1000s etc. up to and from 100,000</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

NANA FIIFI ACQUAH

<p>Monday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Learners round off numbers to the nearest 10,000, 1000 and 100. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>2 Learners round up and round down to estimate sums and differences NB: To round down learners consider the smaller of the two approximated numbers, while round up considers the bigger of the two numbers. The table below may bring the meaning of these two concepts clearer</p> <table border="1" data-bbox="456 716 1122 1108"> <thead> <tr> <th>214765</th> <th>Round up</th> <th>Round down</th> <th>Round off</th> </tr> </thead> <tbody> <tr> <td>to the nearest ten</td> <td>214770</td> <td>214760</td> <td>214770</td> </tr> <tr> <td>to the nearest hundred</td> <td>214800</td> <td>214700</td> <td>214800</td> </tr> <tr> <td>to the nearest thousand</td> <td>215000</td> <td>214000</td> <td>215000</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	214765	Round up	Round down	Round off	to the nearest ten	214770	214760	214770	to the nearest hundred	214800	214700	214800	to the nearest thousand	215000	214000	215000	<p>Review the lesson with Learners</p>
214765	Round up	Round down	Round off																
to the nearest ten	214770	214760	214770																
to the nearest hundred	214800	214700	214800																
to the nearest thousand	215000	214000	215000																
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one.</p>	<p>Put learners into convenient groups. A learner mention a number and another makes skip count in 500s or 1000s to include the fifth count. For instance. Learner 1: Shout out "15290" skip counting up in 500s Learner 2: 15790, 16290, 17290, 17790, 18290, etc. Learner 3; Shout out "31285" skip counting up in 1000s Learner 4; 32285, 33285, 34285, 35285, 36285....etc</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																
<p>Thursday</p>	<p>Sing songs like:  I'm counting</p>	<p>Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error.</p>	<p>Review the lesson with Learners</p>																

NANA FIIFI ACQUAH

	one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like:  I'm counting one, what is one.	Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error.  Assessment: have learners to practice with more examples	Review the lesson with Learners

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSITY OF MATTER</b>		<b>Sub-strand : MATERIALS</b>	
<b>Indicator (code)</b>	B5.1.2.1.1		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can classify everyday materials based on their properties (soft, hard, rough, smooth, opaque, transparent and bendable)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Learners to collect and bring a variety of everyday materials from the home, school and community. Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen and straw.</li> <li>Learners are assisted to sort and group the materials based on texture (hard or soft), and size (big or small).</li> </ul>	<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"> <li>• Demonstrate by assisting learners to group materials into those that we can see through (transparent) and those that we cannot see through (opaque).</li> <li>• Learners sort the materials into those that can bend and those that cannot bend.</li> <li>• Learners feel and draw materials that are hard, soft, smooth, etc.</li> <li>• Learners are tasked to display their drawings in class for discussion.</li> </ul> <p>Assessment: let learners classify everyday materials based on their properties</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Learners are assisted to know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking. Raffia palm is used in basketry because it can bend easily.</li> <li>• Learners work in groups to classify different materials based on various similarities and differences.</li> </ul> <p>Project: Learners use different materials to create new items such as paper fans, toy cars, toy planes, cooking pans, hats and earthenware pots and bowls and exhibit their work.</p> <p>Assessment: let learners identify properties of a given material enable it to be used for making certain products,</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.1		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> History curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Visit ancient sites and museums  Assessment: let learners describe how our ancestors lived in ancient times	What have we learnt today?
Thursday	Engage learners to sing songs	Use videos/ documentaries/internet to highlight how life today has changed from the past	What have we learnt today?

NANA FIIFI ACQUAH

	and recite familiar rhymes	Assessment: let learners compare life today to life in ancient days.	Ask learners to summarize the main points in the lesson
--	----------------------------	--	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : ALL ABOUT US</b>		<b>Sub-strand : Myself</b>	
<b>Indicator (code)</b>	B5.1.2.1.1.		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can describe changes that occur during adolescence		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Our World Our People curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners brainstorm on the term, Adolescence e.g. Young people are people within the ages 10 -24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).  Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class e.g.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Physical changes in boys e.g. breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight,</p> <p>Some physical changes in girls e.g. development of breast, broadening of hips, growth of armpit and pubic hair, onset of ovulation and menstruation, acquisition of excess</p> <p>Assessment: Let learners describe physical changes that occur during adolescence</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class e.g.</p> <p>Some emotional and psychological changes in both boys and girls e.g. easily irritated (anger), worry/fear, love (strong attachment to the opposite sex), shyness, excitement, happiness/sadness, adventurous</p> <p>Assessment: Let learners describe emotional and psychological changes that occur during adolescence</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5.1.2.1.1		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can roll ball using a stick through obstacles (arranged cones)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Cones			
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Arrange ten cones in a straight form and zigzag. Learners roll balls through in turns. As learners move, the teacher checks their movements, control of the balls with the stick and gives corrective feedback for correct mastery of skill. Learners are allowed to progress at their own pace during practice. Organise competition for learners. End the lesson with cool down activities and use questions to summarise the lesson.	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.2:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can state the qualities of God that humankind should demonstrate.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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"> <li>Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc.</li> <li>Let learners discuss among those qualities of God they should possess to make them God’s children</li> </ul> Assessment: let learners state the qualities of God that humankind should demonstrate	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : INTRODUCTION TO COMPUTING</b>		<b>Sub-strand : DATA, SOURCES AND USAGE</b>	
<b>Indicator (code)</b>	B5.1.3.1.1. B5.1.3.1.2	B5.1.3.1.3	B5.1.3.1.4
<b>Content standard (code)</b>	B5.1.3.1. B5.1.3.1.	B5.1.3.1.	B5.1.3.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can use strategies for identifying data from results of an experiment.</li> <li>• Learners can identify primary sources of information e.g. photographs, audio, video recordings, letters etc.</li> <li>• Learners can identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc.</li> <li>• Learners can demonstrate sending and sharing information e.g. arranging data, sorting and calculations etc.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	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 identify the types of data (qualitative and quantitative) by asking leading questions. Task them to convert data from one format to another without losing its value.	What have we learnt today?

	<p>familiar rhymes</p>	<p>Guide learners to mention or talk about primary sources of information. Task learners to record data from the primary source and bring them to class for discussion. List items recorded and ask learners to group according to their similarities.</p> <p>Guide learners to mention or talk about where one can receive or send information by asking leading questions. Task learners to record data from the news on the radio and bring to class for discussion. List items recorded and ask learners to group according to their similarities.</p> <p>Task learners to sort data in alphabetical order (increasing and decreasing order) and perform basic calculations such as multiplying, dividing and adding vales of sample data.</p> <p>Learners can also be guided to generate age data from their dates of birth.</p> <p>NB: recall content in B4 and add to it.</p> <p>Assessment: Let learners sort data in alphabetical order</p>	<p>Ask learners to summarize the main points in the lesson</p>
--	------------------------	--	--

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

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B5 1.2.2.1		
<b>Content standard (code)</b>	B5 1.2.2.		
<b>Performance Indicator</b>	Learners can experiment with available relevant visual arts media and methods to create own visual artworks that reflect the physical and social environments of some African communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	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: explore the local environment to select available materials and tools that are good for making artworks ☐ study and experiment with available materials and tools to create simple artworks that reflect the physical and social environments of some African communities using appropriate methods and skills: e.g. - clay, plasticine, papier mâché (paper pulp), etc. for modelling and casting;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>- straw, yarn, paper, etc. for weaving;</li> <li>- odds and ends for constructing and assembling;</li> <li>- brushes and paint for painting;</li> </ul> <p>☑ discuss and share their experiences through jury and peer review;</p> <p>☑ use available materials in the environment to make artworks similar to the works studied;</p> <p>☑ discuss and compare their artworks to the artworks studied.</p> <p>Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>explore the local environment to select available materials and tools that are good for making artworks</p> <p>☑ study and experiment with available materials and tools to create simple artworks that reflect the physical and social environments of some African communities using appropriate methods and skills: e.g.</p> <ul style="list-style-type: none"> <li>- craft tools for perforating, shaping and punching;</li> <li>- folding and shaping paper to make origami and quilling;</li> <li>- spatula and scooping tools for modelling;</li> <li>- needle for sewing, etc.</li> </ul> <p>☑ discuss and share their experiences through jury and peer review;</p> <p>☑ use available materials in the environment to make artworks similar to the works studied;</p> <p>☑ discuss and compare their artworks to the artworks studied.</p> <p>Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Phonics: Letter Sound Knowledge	
<b>Indicator (code)</b>	B5.2.4.1.1	B5.2.4.1.2	B5.2.4.1.3
<b>Content standard (code)</b>	B5.2.4.1.	B5.2.4.1.	B5.2.4.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should read and recognise words with familiar sounds..</li> <li>• Learners should read and recognise diagraphs in words found in paragraphs.</li> <li>• Learners should blend two or more syllables to form words and read them</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	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 familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to mention some sounds of the letters of the alphabet.</li> <li>• Write down some of these sounds on the board.</li> <li>• Select one sound and lead learners to form words using that sound.</li> <li>• Read to learners words with familiar sounds.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Assist learners to read and recognise word with familiar sounds at word medial.</li> <li>• Read to learners some simple poems.</li> <li>• In groups, lead learners to read simple poems of about ten lines.</li> <li>• Ask learners to note the words in the poems that have similar sounds.</li> <li>• Group the words identified and categorise them into words with similar sounds.</li> </ul> <p>Assessment: let learners identify words with familiar sounds..</p>	<p>Review the lesson with learners</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>		<ul style="list-style-type: none"> <li>• Let learners mention some words and write them on the board.</li> <li>• Group the words into two: those without diagraphs and those with diagraphs.</li> <li>• Write out the diagraphs on the board and pronounce them to the hearing of learners.</li> <li>• Assist learners to recognise diagraphs in the words in a given paragraph.</li> <li>• Call learners to write the diagraphs identified from the words on the board.</li> <li>• Group the diagraphs and put learners into groups and ask learners to form more words with the diagraph assigned to each group.</li> </ul> <p>Assessment: let learners identify diagraphs in words found in paragraphs.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>		<ul style="list-style-type: none"> <li>• Let learners mention some words and write them on the board.</li> <li>• Divide the words into syllables and discuss with learners.</li> <li>• Allow learners to use some of the syllables to form new words.</li> <li>• Let learners say the words to the class and write some on the board. .</li> <li>• Assist learners to blend two or more syllables to form words and read them.</li> <li>• Let learners use some of the words to form sentences orally.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

NANA FIIFI ACQUAH

		Assessment: let learners blend two or more syllables to form words and read them	
--	--	--	--

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

NANA FIIFI ACQUAH SCHOOL

**TERM ONE  
BASIC FIVE  
WEEK 4**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Dramatization and Role Play B. Diphthongs C. Determiners D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.5.1.1.	B5.2.4.1.1	B5.3.2.1.1	B5.4.3.1.2	B5.5.2.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.5.1.	B5.2.4.1.	B5.3.2.1.	B5.4.3.1.	B5.5.2.1.	B5.6.1.1.
<b>Performance Indicator</b>	<p>A. Learners can use costume to dramatise or role-play parts/whole of stories</p> <p>B. Learners can use closing diphthongs, e.g. /aʊ/, /eɪ/to make meaningful sentences</p> <p>C. Learners can identify and use indefinite and definite articles “a” and “an” to refer to a person, animal, event, time or objects in general</p> <p>D. Learners can identify the main idea and minor ideas/supporting details in a paragraph</p> <p>E. Learners can use punctuations: (the comma) to write an address; (the apostrophe) in contraction</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
<b>Keywords</b>						

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Lead learners to select a familiar story for dramatisation.</li> <li>• Ask questions to review the story.</li> <li>• Assign groups to prepare (share roles, select costume and rehearse) and dramatise/role-play the story using improvised lines.</li> <li>• Invite groups to perform for the class to critique their performances.</li> </ul> <p>Assessment: let learners costume to dramatise or role-play parts/whole of stories</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Revise the activity on minimal pairs words. Let learners pick partners, think-pair-share. Learners use their rhyming words in meaningful sentences.</li> <li>• Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g. /eŪ/ - go, no, boat, load etc. /aŪ/ - how, fowl etc.</li> </ul> <p>Note: Do not write the symbols of the sounds</p> <ul style="list-style-type: none"> <li>• Learners read and identify the common sound in the words. In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day.</li> </ul> <p>Assessment: let learners use closing diphthongs, e.g. /aŪ/, /eŪ/to make meaningful sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Provide an appropriate text containing abstract, concrete nouns.</li> </ul>	<p>What have we learnt today?</p>

	familiar rhymes	<ul style="list-style-type: none"> <li>• Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles. Guide learners with examples to list the articles in the passage.</li> <li>• Help learners to form sentences using the articles.</li> </ul> <p>Assessment: let learners use indefinite and definite articles “a” and “an” to form sentences</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <ul style="list-style-type: none"> <li>• Display a Model Paragraph, e.g. The children of Boti go to great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Boti work very hard studying during the school year. Every day they learn something new. Finally, at the end of the year, their minds become fat with knowledge. This is how the children of Boti work hard to seek the power of education and reading.</li> </ul> <ul style="list-style-type: none"> <li>• Have learners read it (or read it to them). Have them do Think-Pair-Share and answer the questions: <ul style="list-style-type: none"> <li>i. What is this paragraph about?</li> <li>ii. How do you know?</li> </ul> </li> <li>• Guide learners towards the idea that the main idea of the paragraph is revealed in the first sentence. Underline the first sentence of the paragraph and write “Topic Sentence” in the margin next to it.</li> <li>• Guide learners to identify the details of the paragraph and the sentences that contain these details.</li> <li>• Repeat the same process for other sentences.</li> <li>• Have learners write their own paragraphs (Guide them to select a topic). Move round to support them.</li> </ul> <p>Assessment: let learners identify the main idea and minor ideas/supporting details 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><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <ul style="list-style-type: none"> <li>• Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me?</li> <li>• Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>sample sentences/texts for learners to identify the target punctuations. Introduce one punctuation at a time                      e.g. I live at Adu Street, Adukrom.                      They can't do the work.</p> <ul style="list-style-type: none"> <li>• Have learners practise using the comma to write an address, and the apostrophe in contraction. Give pairs of learners unpunctuated sentences/texts to punctuate.</li> </ul> <p>Assessment: Give learners unpunctuated sentences/texts to punctuate.</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"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

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

SUBJECT: Mathematics

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.2.1	B5.1.1.2.2	
<b>Content standard (code)</b>	B5.1.1.2.	B5.1.1.2.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can recognize roman Numerals system up to C (i.e. 100)</li> <li>Learners can count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Counters			
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the	Review the lesson with Learners

NANA FIIFI ACQUAH

	I'm counting one, what is one	numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C  Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one .	Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5; IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one	Learners read the chart sequentially forwards and backwards, vertically (up and down), zig-zag, diagonally and randomly without pointing to the numbers. Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.  Assessment: have learners to practice with more examples	Review the lesson with Learners

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

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : CYCLES</b>		<b>Sub-strand : EARTH SCIENCE</b>	
<b>Indicator (code)</b>	B5.2.1.1.1		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can know how day and night are formed		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Science curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Assemble materials such as polystyrene (plastic) balls, football, ice-cream stick, torch, pen and globe.</li> <li>• Learners are assisted to understand the terms, rotation and axis using a ball.</li> <li>• Explain how the motion of the earth causes day and night, with the aid of a globe.</li> <li>• Learners observe a demonstration of day and night, using appropriate materials, e.g. globe of the earth, blu tac, and lamp without shade and a dark room.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"> <li>• Learners, in their groups, demonstrate the formation of day and night using, polystyrene balls, ice-cream stick, torch, pen and globe.</li> </ul> <p>Assessment: let learners explain how day and night come about</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners explain how day and night come about and draw diagrams to represent their work.</p> <p>Assessment: let learners draw diagrams to represent how day and night come about.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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

NANA FIIFI ACQUAH

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.2		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe some ancient towns in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	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 were the ancient	1. List some ancient towns and places in Ghana (Begho, Bono-Manso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya). 2. Locate some of these towns and places on a map of Ghana.  Assessment: let learners list some ancient towns and places in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIFI ACQUAH

	towns in Ghana? Where were they located?		
Thursday	Engage learners to sing songs and recite familiar rhymes  Which were the ancient towns in Ghana? Where were they located? Who founded them?	Locate some of these towns and places on a map of Ghana.  Use the internet to learn about these places and share in class  Assessment: let learners locate some of these towns and places on a map of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : ALL ABOUT US</b>		<b>Sub-strand : My Family and the Community</b>	
<b>Indicator (code)</b>	B5.1.3.1.1.		
<b>Content standard (code)</b>	B5.1.3.1.		
<b>Performance Indicator</b>	Learners can explain the need to be a committed member of the family		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	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 mention behaviours and attitudes needed to be a committed family member e.g. 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, be present at family meetings, respond to family needs, etc.  Learners talk about the need to be a committed family member e.g. to promote unity, to gain respect, to bring unity and peace in the family, to strengthen the family	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		<p>support system, to be considered a trustworthy person, etc.</p> <p>Assessment: Let learners explain the need to be a committed member of the family</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners role play commitment to the family. The role play should have as a climax reward for being committed.</p> <p>Assessment: Let learners explain the need to be a committed member of the family</p>	What have we learnt today?

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5.1.2.1.2		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can perform simple small-group balance stunts by distributing weight and base of support		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learner stands straight and hold on to another person. Rise up and move as high as possible and distribute body weight on toes. Organise competition for learners and use time declare winners based on how long it takes a member of the group loses a balance. End the lesson with cool down activities and use questions to summarise the lesson	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.2:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can state how they can use their God-given unique qualities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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"> <li>Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities:                             <ul style="list-style-type: none"> <li>- Serve God and humankind,</li> <li>- Protect and preserve the environment,</li> <li>- Live together in harmony,</li> <li>- Contribute to development, etc.</li> </ul> </li> <li>Let learners present their work for appreciation and discussion in class</li> </ul> <p>Assessment: let learners state how they can use their God-given unique qualities</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTRODUCTION TO COMPUTING		<b>Sub-strand :</b> TECHNOLOGY IN THE COMMUNITY	
<b>Indicator (code)</b>	B5.1.4.1.1	B5.1.4.1.2.	
<b>Content standard (code)</b>	B5.1.4.1.	B5.1.4.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can list the effects of technology on the community.</li> <li>• Learners can explain the fundamentals of digital system components (hardware, software and networks).</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	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 investigate the types and importance of compression of document Positive effects – health care, education, manufacturing, agriculture etc. Negative effects – resource depletion ,pollution, privacy and security etc. Guide learners to brainstorm the basics of digital system components such as hardware, software and networks).  Assessment: Let learners explain the fundamentals of digital system components	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B5 2.2.2.1		
<b>Content standard (code)</b>	B5 2.2.2.		
<b>Performance Indicator</b>	Learners can Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the history and culture of the people of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ explore the local environment to select available instruments, equipment, sounds, melody, rhythms, movement patterns that are good for composing/arranging and performing music, dance, drama, poems, appellations, etc.;; ☑ experiment with the available instruments, equipment, sounds, movement patterns, melody, etc. to perform some of the compositions of the Ghanaian artists studied that reflect the history and culture of the people of Africa;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>☒ discuss and share their experiences through peer review</p> <p>Assessment: let learners create own performing artworks that reflect the history and culture of the people of Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☒ explore the local environment to select available instruments, equipment, sounds, melody, rhythms, movement patterns that are good for composing/arranging and performing music, dance, drama, poems, appellations, etc.;</p> <p>☒ experiment with the available instruments, equipment, sounds, movement patterns, melody, etc. to perform some of the compositions of the Ghanaian artists studied that reflect the history and culture of the people of Africa;</p> <p>☒ discuss and share their experiences through peer review</p> <p>Assessment: let learners create own performing artworks that reflect the history and culture of the people of Africa</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Phonics: Letter Sound Knowledge Vocabulary (Sight and content vocabulary)	
<b>Indicator (code)</b>	B4.2.4.1.4	B5.2.5.1.1	
<b>Content standard (code)</b>	B4.2.4.1.	B5.2.5.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should recognise and say consonant clusters in words found in paragraphs</li> <li>Learners should read paragraphs of passages aloud with correct pronunciation and tone.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	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"> <li>Let learners mention some words and write the words on the board.</li> <li>Discuss the words on the board and bring out the sound combination differences.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Write out the consonant clusters found in the words on the board and read them aloud.</li> <li>• Let learners recognise words that contain consonant clusters in a given paragraph.</li> <li>• Let learners use the consonant clusters found to form new words</li> </ul> <p>Assessment: let learners say consonant clusters in words found in paragraphs</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write some sentences on flashcards and show them to learners.</li> <li>• Ask some of the learners to say the words and then read the sentences in full.</li> <li>• In groups, guide learners to read sentences aloud with correct pronunciation and tone.</li> <li>• Give a paragraph of a passage and allow learners to read in turns.</li> <li>• With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.</li> <li>• Give passages of about three paragraphs, and let learners read in their groups.</li> <li>• Call leaders of the groups to read the whole passage to the class.</li> </ul> <p>Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write some sentences on flashcards and show them to learners.</li> <li>• Ask some of the learners to say the words and then read the sentences in full.</li> <li>• In groups, guide learners to read sentences aloud with correct pronunciation and tone.</li> <li>• Give a paragraph of a passage and allow learners to read in turns.</li> <li>• With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.</li> <li>• Give passages of about three paragraphs, and let learners read in their groups.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"><li>• Call leaders of the groups to read the whole passage to the class.</li></ul> <p>Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone.</p>	
--	--	---	--

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

NANA FIIFI ACQUAH SCHOOL

NANA FIIFI ACQUAH

**TERM ONE**

**BASIC FIVE**

**WEEK 5**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Dramatization and Role Play B. Blends and Consonant Clusters C. Determiners D. Writing as a Process E. Naming Words/Nouns F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.5.2.1.	B5.2.5.1.1	B5.3.2.1.2.	B5.4.9.1.1.	B5.5.3.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.5.2.	B5.2.5.1.	B5.3.2.1.	B5.4.9.1.	B5.5.3.1	B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can interpret moral values in plays/stories B. Learners can orally produce two-syllable words by blending sounds (phonemes), including consonant blends C. Learners can Identify and use quantifiers to show qualities: ordinal first, second etc.), a few/a little etc., both each/every, another, other,,fewer, less, etc. D. Learners can select a topic of choice on issues in their community, brainstorm and organise ideas before writing E. Learners can Identify and use nouns or noun phrases to refer to quantities or units. F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

<b>Keywords</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>T. L .R. (s)</b>			
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Select stories or plays recently watched or read by learners.</li> <li>• Use questions to guide learners to identify the moral values (e. g. truthfulness, perseverance, etc.) in the story/play.</li> <li>• Put learners in groups to interpret the moral values identified and share their interpretation with the class.</li> <li>• Have learners discuss how to apply those values to day-to-day living.</li> </ul> <p>Assessment: let learners interpret moral values in plays/stories</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• Learners individually make meaningful sentences with words containing diphthongs. Every correct sentence is recorded for the group the individual belongs to.</li> <li>• Introduce two-syllable words with consonant blends.</li> <li>• Model the pronunciation and have learners say them after you.</li> <li>• Teacher and learners select a reading text to guide the class to identify words containing consonant blends.</li> <li>• List words on the board and drill learners in their pronunciation.</li> <li>• Learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff</li> </ul> <p>Assessment: let learners read sentences and pick out the two-syllable words with consonant blends</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	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Introduce other types of determiners like each, both, and all.</li> </ul>	<p>What have we learnt today?</p>

	and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners read the sentences containing these determiners and explain the sentences.</li> <li>• Provide a text and let learners identify the determiners in a group activity.</li> </ul> <p>Assessment: let learners identify the determiners in a given text</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <ul style="list-style-type: none"> <li>• Scaffold the writing process.</li> </ul> <p>i. Pre-writing</p> <ul style="list-style-type: none"> <li>• Have learners select and discuss topics of interest on issues in their community with their partners.</li> <li>• Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.</li> <li>• Have them organise the ideas into a writing plan using an outline, a chart or appropriate graphic organiser. e.g. line diagram</li> </ul> <div style="text-align: center;"> <p>Poor sanitation</p> <pre> graph TD     A[Poor sanitation] --- B[What is poor sanitation]     A --- C[causes/effects]     A --- D[solution]             </pre> </div> <p>Assessment: let learners select a topic of choice on issues in their community and write about it</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><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p>Introduce quantities and units in context.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>– Please, give me <u>a piece of paper</u>.</li> <li>I have <u>a pair of trousers</u></li> </ul> <p>Assessment: let learners use nouns or noun phrases 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	<p><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-three paragraph summary of the book read.</li> </ul>	Have learners to tell what they read to the whole class

NANA FIIFI ACQUAH

	library period	<ul style="list-style-type: none"><li>• Invite individuals to present their work to the class for feedback.</li></ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
--	----------------	---	--

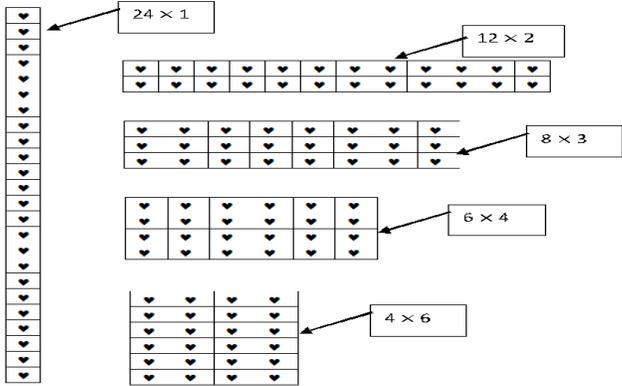
Vetted by : ..... Signature: ..... Date : .....

NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FIVE

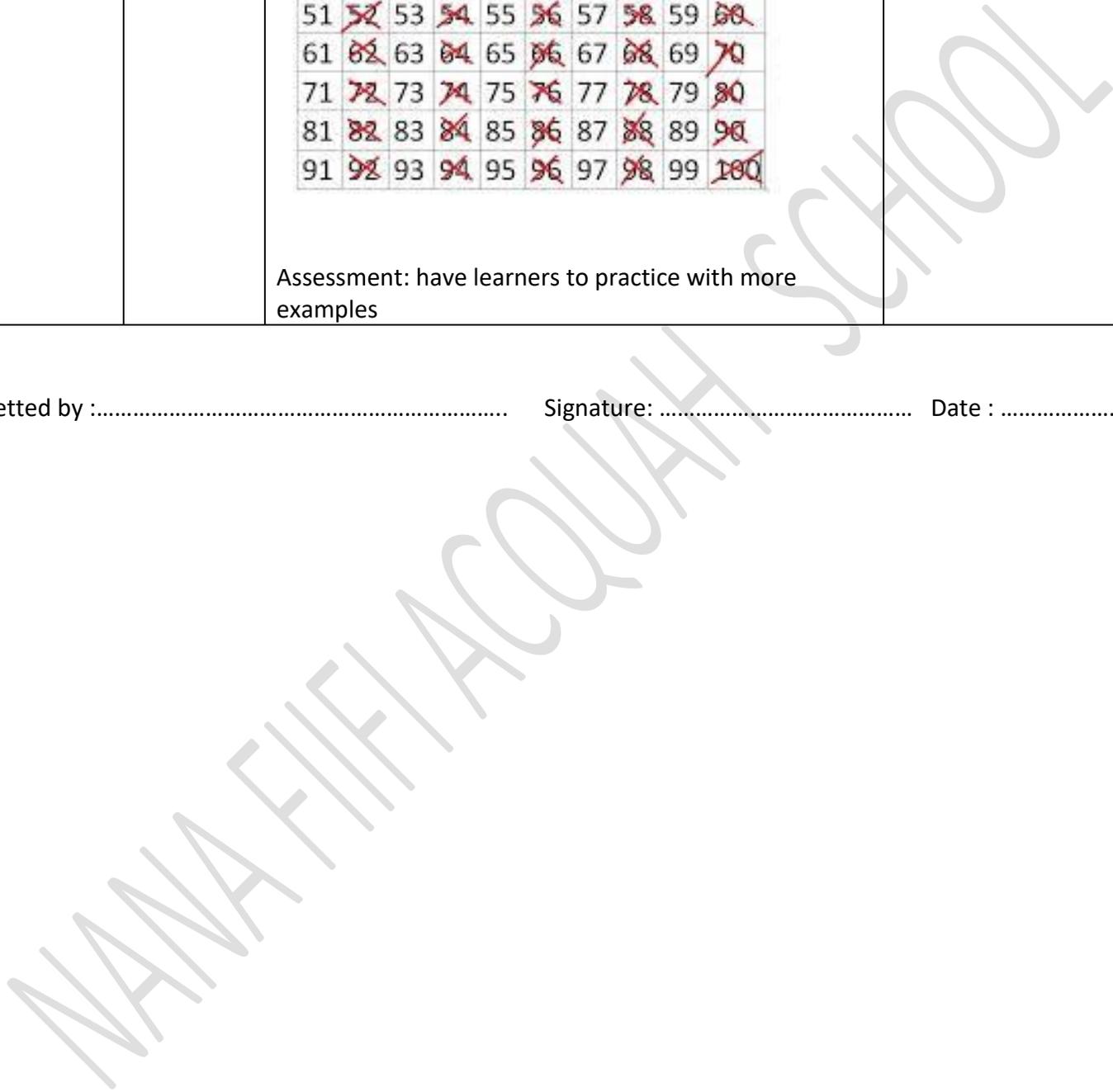
<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.3.1	B5.1.1.3.2	
<b>Content standard (code)</b>	B5.1.1.3.	B5.1.1.3.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can1 identify the factors of whole numbers 1 - 100</li> <li>• Learners can generate and identify prime numbers and composite numbers between 1 and 100</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Counters			
<b>Ref:</b> Mathematics curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Ask learners to use different arrangements of arrays of objects to find factors of whole numbers 1 – 100. For instance the factors of 24 can be obtained from the following arrays of 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 - One is one alone, alone it shall be.</p>	<p>Ask learner to collect from the arrays, pairs of number as the factors of the given number, 24. Hence the set of factors of 24 = {1, 2, 3, 4, 6, 8, 12, 24}</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																								
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below. Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" data-bbox="451 1486 1128 1940"> <thead> <tr> <th>Numbers</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>1, 2</td> <td>2</td> </tr> <tr> <td>3</td> <td>1, 3</td> <td>2</td> </tr> <tr> <td>4</td> <td>1, 2, 4</td> <td>3</td> </tr> <tr> <td>5</td> <td>1, 5</td> <td>2</td> </tr> <tr> <td>.</td> <td></td> <td></td> </tr> <tr> <td>.</td> <td></td> <td></td> </tr> </tbody> </table>	Numbers	Factors	Number of factors	1	1	1	2	1, 2	2	3	1, 3	2	4	1, 2, 4	3	5	1, 5	2	.			.			<p>Review the lesson with Learners</p>
Numbers	Factors	Number of factors																									
1	1	1																									
2	1, 2	2																									
3	1, 3	2																									
4	1, 2, 4	3																									
5	1, 5	2																									
.																											
.																											

		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">.</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">30</td> <td style="text-align: center;">1,2, 3, 5, 6, 10, 15, 30</td> <td></td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	.			30	1,2, 3, 5, 6, 10, 15, 30																																																																																																
.																																																																																																							
30	1,2, 3, 5, 6, 10, 15, 30																																																																																																						
<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>In convenient groups, have learners use the "Sieve of Eratosthenes" to identify prime numbers between 1 and 100, i.e. dividing through by whole numbers starting from 2; numbers that cannot be divided by other numbers except the number itself are prime numbers.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td><del>1</del></td><td>2</td><td>3</td><td><del>4</del></td><td>5</td><td><del>6</del></td><td>7</td><td><del>8</del></td><td>9</td><td><del>10</del></td></tr> <tr><td>11</td><td><del>12</del></td><td>13</td><td><del>14</del></td><td>15</td><td><del>16</del></td><td>17</td><td><del>18</del></td><td>19</td><td><del>20</del></td></tr> <tr><td>21</td><td><del>22</del></td><td>23</td><td><del>24</del></td><td>25</td><td><del>26</del></td><td>27</td><td><del>28</del></td><td>29</td><td><del>30</del></td></tr> <tr><td>31</td><td><del>32</del></td><td>33</td><td><del>34</del></td><td>35</td><td><del>36</del></td><td>37</td><td><del>38</del></td><td>39</td><td><del>40</del></td></tr> <tr><td>41</td><td><del>42</del></td><td>43</td><td><del>44</del></td><td>45</td><td><del>46</del></td><td>47</td><td><del>48</del></td><td>49</td><td><del>50</del></td></tr> <tr><td>51</td><td><del>52</del></td><td>53</td><td><del>54</del></td><td>55</td><td><del>56</del></td><td>57</td><td><del>58</del></td><td>59</td><td><del>60</del></td></tr> <tr><td>61</td><td><del>62</del></td><td>63</td><td><del>64</del></td><td>65</td><td><del>66</del></td><td>67</td><td><del>68</del></td><td>69</td><td><del>70</del></td></tr> <tr><td>71</td><td><del>72</del></td><td>73</td><td><del>74</del></td><td>75</td><td><del>76</del></td><td>77</td><td><del>78</del></td><td>79</td><td><del>80</del></td></tr> <tr><td>81</td><td><del>82</del></td><td>83</td><td><del>84</del></td><td>85</td><td><del>86</del></td><td>87</td><td><del>88</del></td><td>89</td><td><del>90</del></td></tr> <tr><td>91</td><td><del>92</del></td><td>93</td><td><del>94</del></td><td>95</td><td><del>96</del></td><td>97</td><td><del>98</del></td><td>99</td><td><del>100</del></td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	<del>1</del>	2	3	<del>4</del>	5	<del>6</del>	7	<del>8</del>	9	<del>10</del>	11	<del>12</del>	13	<del>14</del>	15	<del>16</del>	17	<del>18</del>	19	<del>20</del>	21	<del>22</del>	23	<del>24</del>	25	<del>26</del>	27	<del>28</del>	29	<del>30</del>	31	<del>32</del>	33	<del>34</del>	35	<del>36</del>	37	<del>38</del>	39	<del>40</del>	41	<del>42</del>	43	<del>44</del>	45	<del>46</del>	47	<del>48</del>	49	<del>50</del>	51	<del>52</del>	53	<del>54</del>	55	<del>56</del>	57	<del>58</del>	59	<del>60</del>	61	<del>62</del>	63	<del>64</del>	65	<del>66</del>	67	<del>68</del>	69	<del>70</del>	71	<del>72</del>	73	<del>74</del>	75	<del>76</del>	77	<del>78</del>	79	<del>80</del>	81	<del>82</del>	83	<del>84</del>	85	<del>86</del>	87	<del>88</del>	89	<del>90</del>	91	<del>92</del>	93	<del>94</del>	95	<del>96</del>	97	<del>98</del>	99	<del>100</del>	<p>Review the lesson with Learners</p>
<del>1</del>	2	3	<del>4</del>	5	<del>6</del>	7	<del>8</del>	9	<del>10</del>																																																																																														
11	<del>12</del>	13	<del>14</del>	15	<del>16</del>	17	<del>18</del>	19	<del>20</del>																																																																																														
21	<del>22</del>	23	<del>24</del>	25	<del>26</del>	27	<del>28</del>	29	<del>30</del>																																																																																														
31	<del>32</del>	33	<del>34</del>	35	<del>36</del>	37	<del>38</del>	39	<del>40</del>																																																																																														
41	<del>42</del>	43	<del>44</del>	45	<del>46</del>	47	<del>48</del>	49	<del>50</del>																																																																																														
51	<del>52</del>	53	<del>54</del>	55	<del>56</del>	57	<del>58</del>	59	<del>60</del>																																																																																														
61	<del>62</del>	63	<del>64</del>	65	<del>66</del>	67	<del>68</del>	69	<del>70</del>																																																																																														
71	<del>72</del>	73	<del>74</del>	75	<del>76</del>	77	<del>78</del>	79	<del>80</del>																																																																																														
81	<del>82</del>	83	<del>84</del>	85	<del>86</del>	87	<del>88</del>	89	<del>90</del>																																																																																														
91	<del>92</del>	93	<del>94</del>	95	<del>96</del>	97	<del>98</del>	99	<del>100</del>																																																																																														
<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>In convenient groups, have learners use the "Sieve of Eratosthenes" to identify prime numbers between 1 and 100, i.e. dividing through by whole numbers starting from 2; numbers that cannot be divided by other numbers except the number itself are prime numbers.</p>	<p>Review the lesson with Learners</p>																																																																																																				

		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td><del>1</del></td><td>2</td><td>3</td><td><del>4</del></td><td>5</td><td><del>6</del></td><td>7</td><td><del>8</del></td><td>9</td><td><del>10</del></td> </tr> <tr> <td>11</td><td><del>12</del></td><td>13</td><td><del>14</del></td><td>15</td><td><del>16</del></td><td>17</td><td><del>18</del></td><td>19</td><td><del>20</del></td> </tr> <tr> <td>21</td><td><del>22</del></td><td>23</td><td><del>24</del></td><td>25</td><td><del>26</del></td><td>27</td><td><del>28</del></td><td>29</td><td><del>30</del></td> </tr> <tr> <td>31</td><td><del>32</del></td><td>33</td><td><del>34</del></td><td>35</td><td><del>36</del></td><td>37</td><td><del>38</del></td><td>39</td><td><del>40</del></td> </tr> <tr> <td>41</td><td><del>42</del></td><td>43</td><td><del>44</del></td><td>45</td><td><del>46</del></td><td>47</td><td><del>48</del></td><td>49</td><td><del>50</del></td> </tr> <tr> <td>51</td><td><del>52</del></td><td>53</td><td><del>54</del></td><td>55</td><td><del>56</del></td><td>57</td><td><del>58</del></td><td>59</td><td><del>60</del></td> </tr> <tr> <td>61</td><td><del>62</del></td><td>63</td><td><del>64</del></td><td>65</td><td><del>66</del></td><td>67</td><td><del>68</del></td><td>69</td><td><del>70</del></td> </tr> <tr> <td>71</td><td><del>72</del></td><td>73</td><td><del>74</del></td><td>75</td><td><del>76</del></td><td>77</td><td><del>78</del></td><td>79</td><td><del>80</del></td> </tr> <tr> <td>81</td><td><del>82</del></td><td>83</td><td><del>84</del></td><td>85</td><td><del>86</del></td><td>87</td><td><del>88</del></td><td>89</td><td><del>90</del></td> </tr> <tr> <td>91</td><td><del>92</del></td><td>93</td><td><del>94</del></td><td>95</td><td><del>96</del></td><td>97</td><td><del>98</del></td><td>99</td><td><del>100</del></td> </tr> </table>	<del>1</del>	2	3	<del>4</del>	5	<del>6</del>	7	<del>8</del>	9	<del>10</del>	11	<del>12</del>	13	<del>14</del>	15	<del>16</del>	17	<del>18</del>	19	<del>20</del>	21	<del>22</del>	23	<del>24</del>	25	<del>26</del>	27	<del>28</del>	29	<del>30</del>	31	<del>32</del>	33	<del>34</del>	35	<del>36</del>	37	<del>38</del>	39	<del>40</del>	41	<del>42</del>	43	<del>44</del>	45	<del>46</del>	47	<del>48</del>	49	<del>50</del>	51	<del>52</del>	53	<del>54</del>	55	<del>56</del>	57	<del>58</del>	59	<del>60</del>	61	<del>62</del>	63	<del>64</del>	65	<del>66</del>	67	<del>68</del>	69	<del>70</del>	71	<del>72</del>	73	<del>74</del>	75	<del>76</del>	77	<del>78</del>	79	<del>80</del>	81	<del>82</del>	83	<del>84</del>	85	<del>86</del>	87	<del>88</del>	89	<del>90</del>	91	<del>92</del>	93	<del>94</del>	95	<del>96</del>	97	<del>98</del>	99	<del>100</del>	
<del>1</del>	2	3	<del>4</del>	5	<del>6</del>	7	<del>8</del>	9	<del>10</del>																																																																																														
11	<del>12</del>	13	<del>14</del>	15	<del>16</del>	17	<del>18</del>	19	<del>20</del>																																																																																														
21	<del>22</del>	23	<del>24</del>	25	<del>26</del>	27	<del>28</del>	29	<del>30</del>																																																																																														
31	<del>32</del>	33	<del>34</del>	35	<del>36</del>	37	<del>38</del>	39	<del>40</del>																																																																																														
41	<del>42</del>	43	<del>44</del>	45	<del>46</del>	47	<del>48</del>	49	<del>50</del>																																																																																														
51	<del>52</del>	53	<del>54</del>	55	<del>56</del>	57	<del>58</del>	59	<del>60</del>																																																																																														
61	<del>62</del>	63	<del>64</del>	65	<del>66</del>	67	<del>68</del>	69	<del>70</del>																																																																																														
71	<del>72</del>	73	<del>74</del>	75	<del>76</del>	77	<del>78</del>	79	<del>80</del>																																																																																														
81	<del>82</del>	83	<del>84</del>	85	<del>86</del>	87	<del>88</del>	89	<del>90</del>																																																																																														
91	<del>92</del>	93	<del>94</del>	95	<del>96</del>	97	<del>98</del>	99	<del>100</del>																																																																																														
		<p>Assessment: have learners to practice with more examples</p>																																																																																																					

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



SUBJECT: SCIENCE

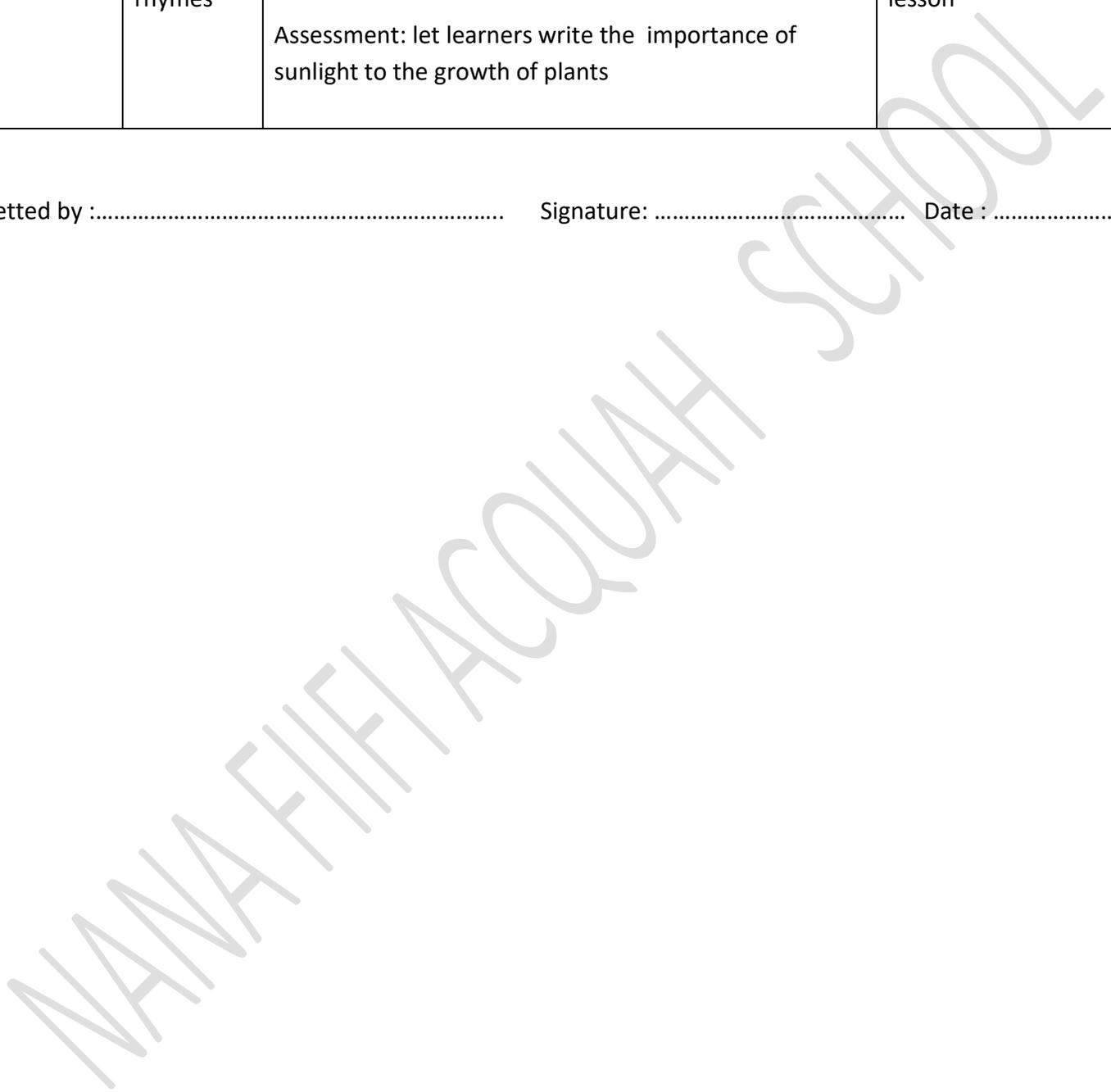
CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : CYCLES</b>		<b>Sub-strand : EARTH SCIENCE</b>	
<b>Indicator (code)</b>	B5.2.1.2.1		
<b>Content standard (code)</b>	B5.2.1.2.		
<b>Performance Indicator</b>	Learners can describe the benefits of the sun to the earth		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Science curriculum Page	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Put learners into groups to discuss the benefits the earth derives from the sun. <ul style="list-style-type: none"> <li>Learners, in their groups, present their findings. These may include the following; the sun provides warmth to the earth, light for plants to grow well, provides day and night cycles and energy.</li> </ul> Assessment: let learners describe the benefits of the sun to the earth	What have we learnt today?  Project: Importance of the sun to plant growth

NANA FIIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners brainstorm on what will happen if there was no sun</p> <p>Learners demonstrate the importance of sunlight to the growth of plants</p> <p>Assessment: let learners write the importance of sunlight to the growth of plants</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: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.2		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe some ancient towns in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> History curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary/pictures of some of these towns and places.  Assessment: let learners describe some ancient towns in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Show and discuss a documentary/pictures of some of these towns and places.	What have we learnt today?

NANA FIIFI ACQUAH

	familiar rhymes	Assessment: let learners describe some ancient towns in Ghana	Ask learners to summarize the main points in the lesson
--	-----------------	---	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

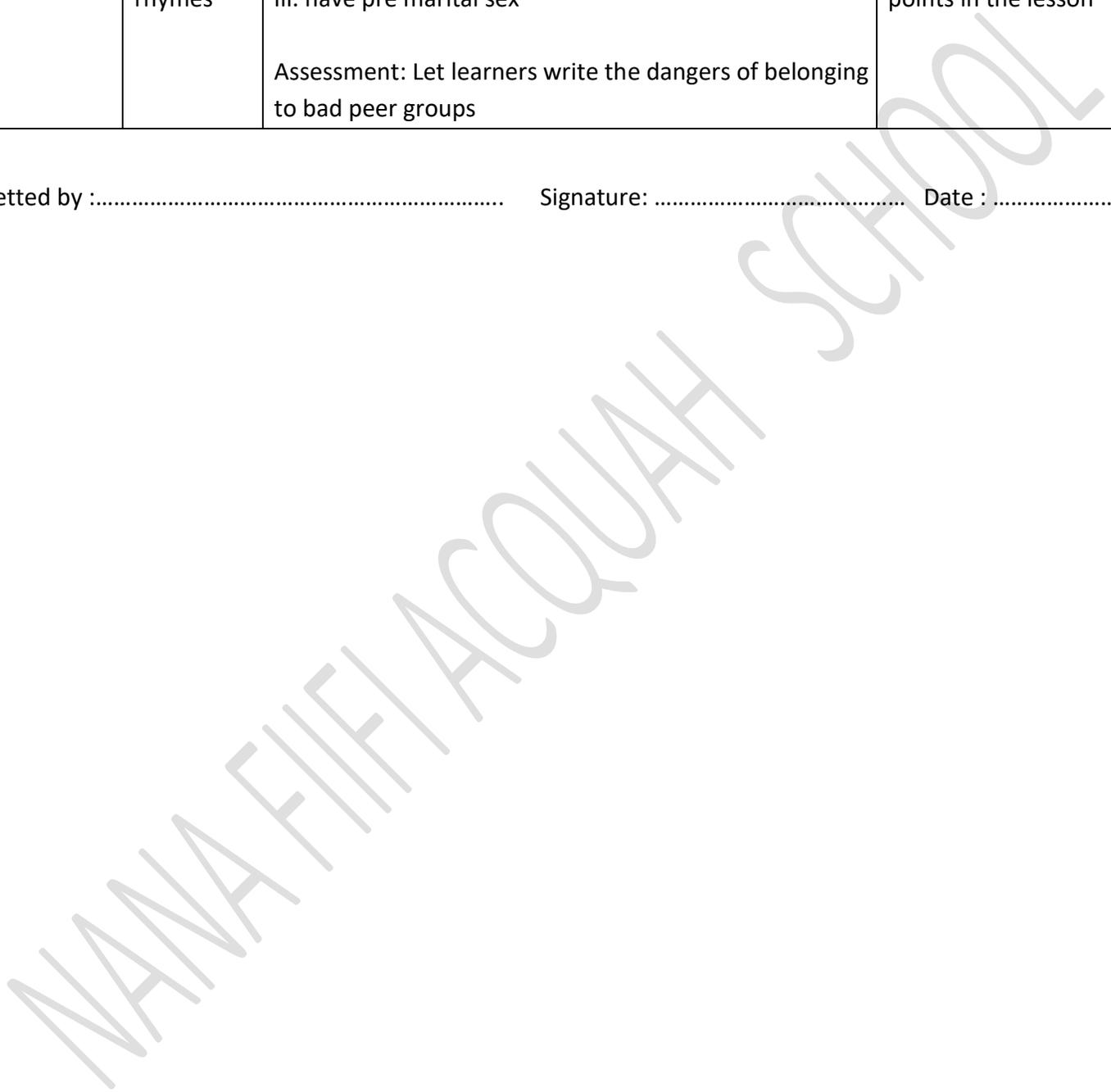
CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : ALL ABOUT US</b>		<b>Sub-strand : Home and School</b>	
<b>Indicator (code)</b>	B5.1.4.1.1		
<b>Content standard (code)</b>	B5.1.4.1.		
<b>Performance Indicator</b>	Learners can talk about the benefits of belonging to good peer groups		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous  Learners discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre marital sex  Assessment: Let learners write the benefits of belonging to good peer groups	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following:</p> <ul style="list-style-type: none"> <li>i. drink alcohol</li> <li>ii. take drugs</li> <li>iii. have pre marital sex</li> </ul> <p>Assessment: Let learners write the dangers of belonging to bad peer groups</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5 1.2.1.3:		
<b>Content standard (code)</b>	B5 1.2.1.		
<b>Performance Indicator</b>	Learners can change direction quickly while walking with an object within obstacles but keep one's balance		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After general and specific warm ups, learners stand with balls in front. Learners dribble through the obstacles while maintaining their balance, agility in turns and progress at their own pace. Put learners in groups to compete	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.3		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can mention why individuals should maintain their God-given gifts of form and colour.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners give reasons why they should maintain their God-given form and colour: God has a purpose for creating everybody as they are. No one creates himself or herself. Our bodies serve as the Temple of God.</li> <li>Let learners discuss possible purposes for which each one is created in a unique form.</li> </ul> <p>Assessment: let learners mention why individuals should maintain their God-given gifts of form and colour.</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PRESENTATION WORD PROCESSING		<b>Sub-strand :</b> INTRODUCTION TO MS-POWERPOINT INTRODUCTION TO WORD PROCESSING	
<b>Indicator (code)</b>	B5.2.1.1.1.	B5.3.1.1.1.	
<b>Content standard (code)</b>	B5.2.1.1.	B5.3.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can show the use of Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon.</li> <li>Learners can demonstrate the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph).</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Ask learners to use "File menu", "Insert" and "Design Ribbons" to create a new MS-PowerPoint slide and use shapes in the "Insert ribbon" to draw the Ghana flag".	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Guide learners to use File menu, Insert, Design and Layout Ribbon.</p> <p>Assessment: Let learners explain the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons</p>	
--	--	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B5 1.2.3.1		
<b>Content standard (code)</b>	B5 1.2.3.		
<b>Performance Indicator</b>	Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	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: ☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own 2-dimensional and 3-dimensional artworks based on own ideas and experiences;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>☑ make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;</p> <p>☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:</p> <p>a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving)</p> <p>b) tools and equipment: e.g.</p> <ul style="list-style-type: none"> <li>- brush for painting;</li> <li>- scissors and cutting knives for cutting;</li> <li>- spray diffuser for spraying</li> <li>- chisel for carving</li> <li>- spatulas for modelling</li> <li>- craft tools for punching, perforating, etc.</li> </ul> <p>c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</p> <p>Assessment: let learners create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own 2-dimensional and 3-dimensional artworks based on own ideas and experiences;</p> <p>☑ make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

	<p>☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:</p> <p>a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving)</p> <p>b) tools and equipment: e.g.</p> <ul style="list-style-type: none"> <li>- brush for painting;</li> <li>- scissors and cutting knives for cutting;</li> <li>- spray diffuser for spraying</li> <li>- chisel for carving</li> <li>- spatulas for modelling</li> <li>- craft tools for punching, perforating, etc.</li> </ul> <p>c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</p> <p>Assessment: let learners create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa</p>	
--	---	--

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

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Penmanship/Handwriting	
<b>Indicator (code)</b>	B5.3.1.1.1	B5.3.1.1.2	
<b>Content standard (code)</b>	B5.3.1.1.	B5.3.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should recognise the use of full stops at the end of a complete sentence, and to separate initials</li> <li>Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	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"> <li>Let learners write a sentences on the board and in their books.</li> <li>Go round and check the sentences written to see if full stops are at the ends.</li> <li>Discuss the punctuation, full stop, with learners.</li> <li>Write a passage on the board with all punctuations.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Assist learners to recognise that a full stop is used at the end of a complete sentence, and to separate initials.</li> </ul> <p>Assessment: let learners use full stops at the end of a complete sentence, and to separate initials</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write a passage on the board with all the appropriate punctuations.</li> <li>• Discuss the passage with learners, and help them to recognize the punctuation comma.</li> <li>• Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</li> <li>• Let learners write sentences or short passages using the comma.</li> <li>• Write a list of items on the board and ask learners to use the list to form sentences, using the comma to separate the items in the sentence written.</li> </ul> <p>Assessment: let learners use the comma to separate the items in the sentence written</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write a passage on the board with all the appropriate punctuations.</li> <li>• Discuss the passage with learners, and help them to recognize the punctuation comma.</li> <li>• Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</li> <li>• Let learners write sentences or short passages using the comma.</li> <li>• Write a list of items on the board and ask learners to use the list to form sentences, using the comma to separate the items in the sentence written.</li> </ul> <p>Assessment: let learners use the comma to separate the items in the sentence written</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

NANA FIIFI ACQUAH

**TERM ONE**  
**BASIC FIVE**  
**WEEK 6**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Conversation B. Vocabulary C. Determiners D. Writing as a Process E. Naming Words/Nouns F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	(B5.1.6.1.1. B5.1.6.2.1) B5.2.6.1.1 B5.3.2.1.2 B5.4.9.2.1 B5.5.3.1.1 B5.6.1.1.1					
<b>Content standard (code)</b>	(B5.1.6.1. B5.1.6.2.) B5.2.6.1. B5.3.2.1. B5.4.9.2. B5.5.3.1. B5.6.1.1.					
<b>Performance Indicator</b>	<p>A. Learners can describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly. Maintain appropriate posture and facial expression</p> <p>B. Learners can use level-appropriate content words (nouns, verbs, adjectives and adverbs), and function words (e.g. prepositions) appropriately in spoken and written communication</p> <p>C. Learners can Identify and use quantifiers to show qualities: ordinal first, second etc.), a few/a little etc., both each/every, another, other,,fewer, less, etc</p> <p>D. Learners can develop ideas into a two-paragraph draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after</p> <p>E. Learners can identify and use nouns or noun phrases to refer to quantities or units.</p>					

	F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Discuss some important personalities in the community,</li> <li>• Ask pupils to mention the regions in the country.</li> <li>• In groups, have learners talk about important places in in each region.</li> <li>• Have groups read their findings to the class.</li> <li>• Encourage the class to ask questions for clarification of ideas</li> </ul> <p>• Discuss with learners the importance of appropriate posture and facial expression in conversation.</p> <ul style="list-style-type: none"> <li>• Learners in groups choose a theme and engage in conversation maintaining appropriate posture and facial expressions. Learners listen and observe the speaker’s use of these skills and later critique to help them acquire or improve them.</li> </ul> <p>Assessment: let learners describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Explain to learners that function words glue pieces of sentences together into long patterns. In other words they express a grammatical or structural relationship with other words in a sentence.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Examples of function words are determiners, conjunctions, prepositions, auxiliary verbs, modals etc.</li> <li>• Content words are words with specific meanings such as nouns, adjectives, adverbs and main verbs. e.g. The sly brown fox jumped over the lazy dog.</li> <li>• In groups learners identify and work out the meanings of content words in texts read.</li> <li>• Have them use these words in sentences.</li> </ul> <p>Assessment: let learners use function words and Content words in sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Provide a context containing quantifiers. With examples help learners to identify them. e.g.               <ol style="list-style-type: none"> <li>i. Numerals (cardinals – one, two, three);</li> <li>ii. Ordinals (first, second, third);</li> <li>iii. Some few/little etc;</li> <li>iv. No/both, all, each/every.</li> </ol> </li> <li>• Help learners to use the quantifiers in sentences.</li> </ul> <p>Assessment: let learners use the quantifiers in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Put learners into groups to develop their ideas in B5.4.9.1.1 into a three-paragraph draft.</p> <p>Assessment: let learners develop ideas into a two-paragraph draft</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Introduce quantities and units in context.</p> <p>E.g.</p> <p>– Please, give me <u>a piece of paper</u>.</p> <p>I have <u>a pair of trousers</u></p> <p>Assessment: let learners use nouns or noun phrases 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	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> </ul>	<p>Have learners to tell what they read to the whole class</p>

NANA FIIFI ACQUAH

	library period	<ul style="list-style-type: none"><li>• Ask each learner to write a two-three paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback.</li></ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
--	----------------	---	--

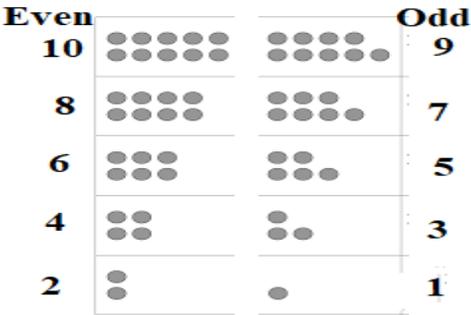
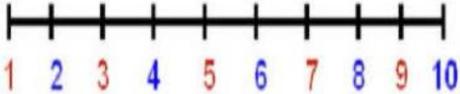
Vetted by : ..... Signature: ..... Date : .....

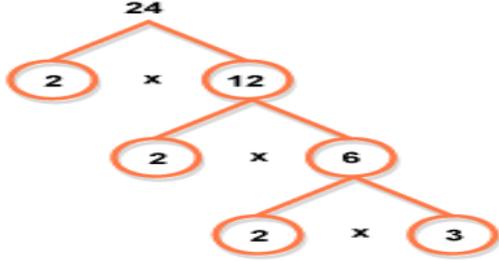
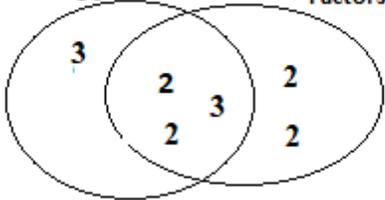
NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : Number</b>		<b>Sub-strand : Counting, Representation &amp; Cardinality</b>	
<b>Indicator (code)</b>	B5.1.1.3.3	B5.1.1.3.4	
<b>Content standard (code)</b>	B5.1.1.3.	B5.1.1.3.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can identify even and odd numbers between 1 and 100 as number that can be arrayed in twos array and those which cannot.</li> <li>Learners can determine the highest common factor of any 2 or 3 numbers by prime factorization.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Counters		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Ask learners to use arrangements of twos arrays of objects to find even and odd numbers between 1 and 100</p>  <p>Ask learner to collect from the arrays, pairs to skip count in twos starting from 1 to generate odd numbers, and skip count in twos starting from 2 to generate even numbers</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>E.g. 1. Have learners use factor tree method to determine prime factors of any given whole number. For example the prime factors of 24 For instance, from the figure <math>24 = 2 \times 2 \times 2 \times 3</math> so 2 and 3 are the prime factors of 24. Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have <math>36 = 2 \times 3 \times 2 \times 3</math> <math>= 2 \times 2 \times 3 \times 3</math> and <math>48 = 2 \times 3 \times 2 \times 2 \times 2</math> <math>= 2 \times 2 \times 2 \times 2 \times 3</math>. E.g. 2 Learners use the prime factorization to determine the HCF by underlining the common factors in each product <math>36 = 2 \times 2 \times 3 \times 3</math> <math>48 = 2 \times 2 \times 2 \times 2 \times 3</math> → which is <math>2 \times 2 \times 3 = 12</math>;</p>	<p>Review the lesson with Learners</p>

		 <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Learners use the prime factorization by inspection to determine the LCM by underlining the largest number of factors in each product  <math>36=2 \times 2 \times 3 \times 3</math>  <math>48= 2 \times 2 \times 2 \times 2 \times 3</math>  <math>\rightarrow</math> which is <math>2 \times 2 \times 2 \times 2 \times 3 \times 3=144</math></p> <p><b>Factors of 36</b>                      <b>Factors of 48</b></p>  <p>Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles <math>\rightarrow 2 \times 2 \times 3=12</math>; and the LCM is product of factors in the diagram <math>\rightarrow 3 \times 2 \times 2 \times 3 \times 2 \times 2 =144</math></p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Learners use the prime factorization to determine the LCM and HCF of three numbers using (i) prime factorization using table and dividing through by prime factors. Example 1, find the LCM and HCF these sets of numbers: 12, 20 and 30. (see method in figure), i.e. HCF = 2, and LCM = <math>2 \times 2 \times 3 \times 5 = 60</math>.</p>	<p>Review the lesson with Learners</p>

		<table style="border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"><b>*2</b></td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">20</td> <td style="padding: 5px;">30</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">15</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">15</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">5</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">1</td> </tr> </table> <p>The prime factor which can divide all the numbers is starred. The product of all the starred prime factors is the HCF. In this case only one is starred, and so the HCF is 2.</p> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Assessment: have learners to practice with more examples</p>	<b>*2</b>	12	20	30	2	6	10	15	3	3	5	15	5	1	5	5		1	1	1	
<b>*2</b>	12	20	30																				
2	6	10	15																				
3	3	5	15																				
5	1	5	5																				
	1	1	1																				
<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.</p>	<p>Learners use the prime factorization to determine the LCM and HCF of three numbers using (i) prime factorization using table and dividing through by prime factors. Example 1, find the LCM and HCF these sets of numbers: 12, 20 and 30. (see method in figure), i.e. HCF = 2, and LCM = <math>2 \times 2 \times 3 \times 5 = 60</math>.</p> <table style="border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"><b>*2</b></td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">20</td> <td style="padding: 5px;">30</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">15</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">15</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">5</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">1</td> </tr> </table> <p>The prime factor which can divide all the numbers is starred. The product of all the starred prime factors is the HCF. In this case only one is starred, and so the HCF is 2.</p> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Assessment: have learners to practice with more examples</p>	<b>*2</b>	12	20	30	2	6	10	15	3	3	5	15	5	1	5	5		1	1	1	<p>Review the lesson with Learners</p>
<b>*2</b>	12	20	30																				
2	6	10	15																				
3	3	5	15																				
5	1	5	5																				
	1	1	1																				

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

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : CYCLES</b>		<b>Sub-strand : EARTH SCIENCE</b>	
<b>Indicator (code)</b>	B5.2.1.3.1		
<b>Content standard (code)</b>	B5.2.1.3.		
<b>Performance Indicator</b>	Learners can demonstrate evaporation and condensation as important processes of the hydrological (water) cycle		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage Learners recite poems and rhymes involving the environment and water	<ul style="list-style-type: none"> <li>• Learners recite poems and rhymes involving the environment and water.</li> <li>• In groups, learners demonstrate evaporation and condensation, e.g. learners observe water drying off their wet hands (evaporation), covering water with a lid and observing water droplets on the lid after some time (evaporation &amp; condensation).</li> <li>• Demonstrate evaporation by heating water until it boils (to be done by the teacher), then covering the</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<p>boiling water with a sheet of transparent glass. Water vapour condenses on transparent glass (condensation).</p> <ul style="list-style-type: none"> <li>• Learners are assisted to understand how evaporation and condensation lead to the formation of rain.</li> </ul> <p>Assessment: let learners explain how evaporation and condensation lead to the formation of rain.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners are assisted to understand how evaporation and condensation lead to the formation of rain.</li> <li>• Display pictures or simple diagrams of the water cycle showing evaporation and condensation.</li> </ul> <p>Assessment: let learners draw diagrams of the water cycle showing evaporation and condensation</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: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Some Selected Individuals	
<b>Indicator (code)</b>	B5.2.5.1.1		
<b>Content standard (code)</b>	B5.2.5.1.		
<b>Performance Indicator</b>	Learners can name Ghanaians who have made significant contribution locally and internationally		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	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 individuals have	1. Use pictures, posters or the internet to identify Ghanaian who have made important contributions locally and internationally. 2. Match these personalities with areas of specialty e.g. Dr R.E.G Armattoo (Science and Medicine), Kofi Annan (international diplomacy), Osibisa (popular music), El Anatsui (sculptor), David Adjaye (Architect), Ozwald Boateng (fashion), Efua Sutherland (playwright), Prof Francis Allotey (science and History), Prof Akua Kuenyehia (law), Prof. Frimpong Boateng (Surgeon),	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

	<p>contributed locally and internationally?</p> <p>What were their contributions</p>	<p>Abedi Ayew 'Pele' (Football), Azumah Nelson (Boxing) etc.</p> <p>Assessment: let learners name Ghanaians who have made significant contribution locally and internationally</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Which individuals have contributed locally and internationally?</p>	<p>Show photographs/ documentary of significant individuals</p> <p>Assessment: let learners name Ghanaians who have made significant contribution locally and internationally</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: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> The Environment and the Weather	
<b>Indicator (code)</b>	B5.2.1.1.1.		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can record human activities that cause over concentration of greenhouse gases and climate change		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	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 climate change and human adaptations.  Learner list human activities in their community that contribute to the emission of greenhouse gases e.g. deforestation, application of fertilizers, smoke from vehicles, bush burning, burning of refuse and charcoal, smoke from industries.	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		Assessment: Let learners list human activities in their community that contribute to the emission of greenhouse gases	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about how the atmosphere can be preserved for the provision of quality air, e.g. tree planting, do not cut trees, do not burn refuse etc  Assessment: Let learners dangers describe how the atmosphere can be preserved for the provision of quality air	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

NANA FIIFI ACQUAH

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5.1.2.1.4		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can striking a dropping light ball upward and forward to a teammate using the hands or feet.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After warm ups as usual, learners are grouped in pairs with a ball. Learners toss balls and swing their feet from behind to strike the ball to a partner at appropriate distance. Partners strike the ball back to continue the rally. Group can be striking balls light ball like volleyballs with their hands and strike heavy balls like footballs with their foot to prevent injuries.  Learners continue with the process when the ball drops. Supervise and give support to learners. Organise mini football and volley competition. End lesson with cool down activities.	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.3		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can mention why individuals should maintain their God-given gifts of form and colour.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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"> <li>• Use pictures or video clips (where possible) to demonstrate the effects of destroying our bodies.</li> <li>• Put learners in groups to discuss how to maintain their God-given form and colour and not to deform their bodies. We should be proud of how we were created. We should avoid bleaching the skin.</li> </ul> <p>Assessment: let learners describe how to maintain their God-given form and colour</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PROGRAMMING AND DATABASES		<b>Sub-strand :</b> INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING	
<b>Indicator (code)</b>	B5.5.1.3.1	B5.5.1.3.2	
<b>Content standard (code)</b>	B5.5.1.3.	B5.5.1.3.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can describe databases</li> <li>• Learners can discuss the importance and uses of database.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	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 identify the features of a database and the types of databases that exist. Ask learners to select the databases from a list of items written on the board</p> <p>Play a video of the importance and uses of databases and ask learners to mention other uses of database and their importance.</p> <p>Assist learners to realise that Database designers typically organise the data to model aspects of reality in a way that supports processes requiring information</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

NANA FIIFI ACQUAH

		Assessment: Let learners write importance and uses of databases	
--	--	---	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

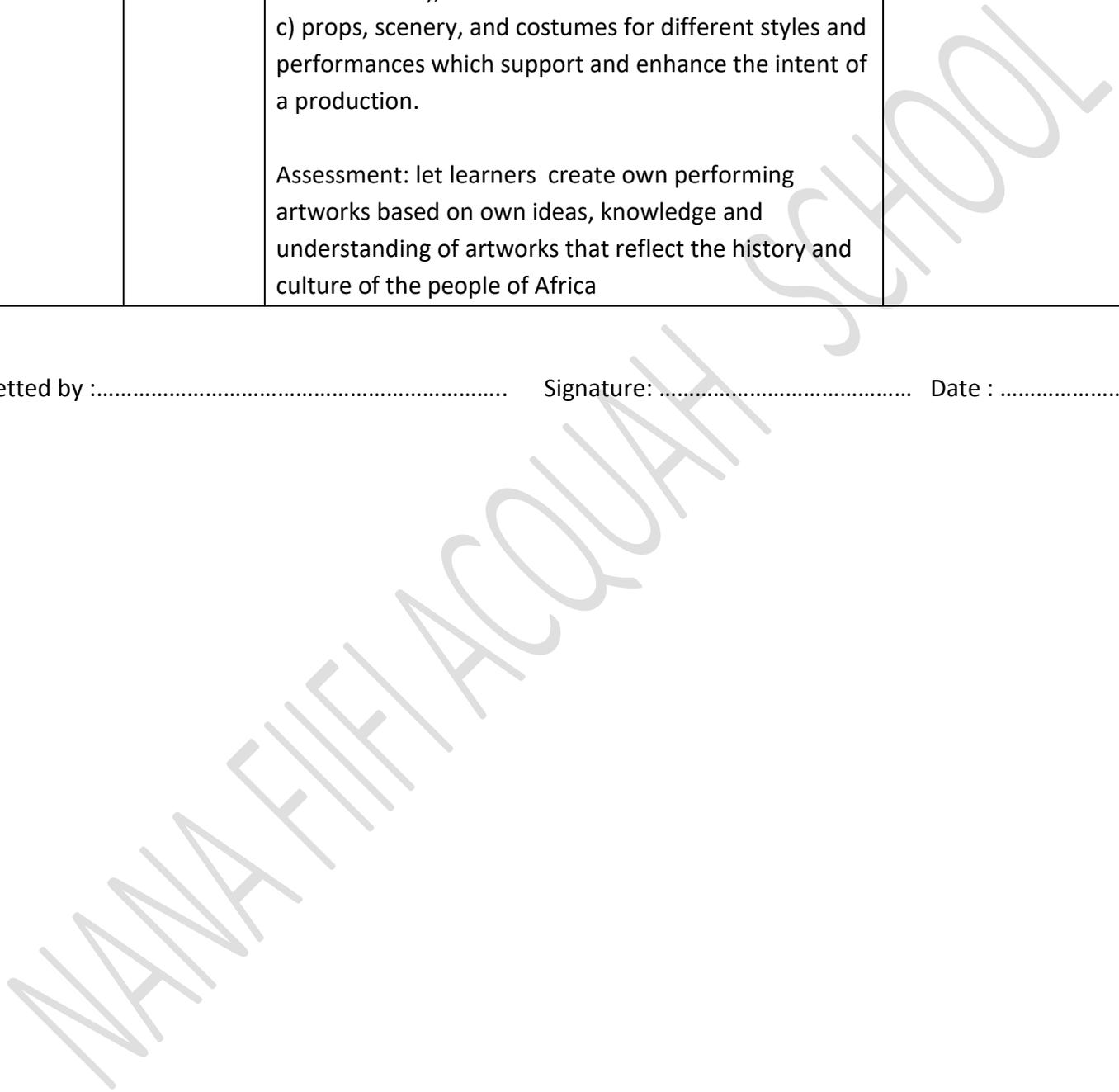
CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B5 2.2.3.1		
<b>Content standard (code)</b>	B5 2.2.3.		
<b>Performance Indicator</b>	Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	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: ☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts, instruments, equipment and techniques freely in creative and expressive ways to produce own music, dance, drama, poetry etc. based on own ideas and experiences;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>☑ make own compositions based on reflective memory of the history and culture of a selected group of Africans;</p> <p>☑ produce music, dance, drama etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate:</p> <p>a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);</p> <p>b) manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements, dramatization);</p> <p>c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production.</p> <p>Assessment: let learners create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts, instruments, equipment and techniques freely in creative and expressive ways to produce own music, dance, drama, poetry etc. based on own ideas and experiences;</p> <p>☑ make own compositions based on reflective memory of the history and culture of a selected group of Africans;</p> <p>☑ produce music, dance, drama etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate:</p> <p>a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>b) manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements, dramatization);</p> <p>c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production.</p> <p>Assessment: let learners create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa</p>	
--	--	--	--

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



SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Composition Writing		<b>Sub-strand :</b> Narrative Writing	
<b>Indicator (code)</b>	B5.4.1.1.1	B5.4.1.1.2	B5.4.1.1.3
<b>Content standard (code)</b>	B5.4.1.1.	B5.4.1.1.	B5.4.1.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should recognise and use commas, full stops, and question marks appropriately in narrative writing</li> <li>• Learners should understand and use exclamation mark in narrative writing appropriately.</li> <li>• Learners should know the appropriate use of colon and quotation marks in narrative writing</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual		
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	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"> <li>• Discuss with learners types of writing and explain what narrative writing is.</li> <li>• Give examples of narrative writing to learners to examine.</li> </ul>	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss with learners the structure and features of narrative writing.</li> <li>• Assist learners to recognise the use of commas, full stops, and question marks appropriately in narrative writing given.</li> <li>• Allow learners to write a narrative of about two hundred words.</li> </ul> <p>Assessment: let learners use commas, full stops, and question marks appropriately in narrative writing</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Give a long narrative writing piece to learners.</li> <li>• Discuss the content of the narrative writing with learners.</li> <li>• Allow learners to recognise the exclamation marks used in the given piece.</li> <li>• Let learners read the narrative piece in their groups.</li> <li>• Assist learners to understand the use of exclamation marks in narrative writing appropriately</li> </ul> <p>Assessment: let learners use exclamation mark in narrative writing appropriately.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• With a given narrative writing piece.</li> <li>• Allow learners to discuss in groups the punctuations used in the narrative writing.</li> <li>• Assist learners to know the use of the colon and quotation marks in narrative writing appropriately through discussion</li> </ul> <p>Assessment: let learners use colon and quotation marks in narrative writing</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

NANA FIIFI ACQUAH

**TERM ONE  
BASIC FIVE  
WEEK 7**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Listening Comprehension B. Vocabulary C. Pronouns D. Narrative Writing E. Naming Words/Nouns F. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	(B5.1.7.1.1 B5.1.7.1.2) B5.2.6.1.2 B5.3.3.1.1. B5.4.10.1.1 B5.5.3.1.2 B5.6.1.1.1		
<b>Content standard (code)</b>	(B5.1.7.1. B5.1.7.1.) B5.2.6.1. B5.3.3.1. B5.4.10.1. B5.5.3.1. B5.6.1.1.		
<b>Performance Indicator</b>	A. Learners can employ the Think-Aloud strategy to convey meaning from level-appropriate texts. Make connections with events in drama B. Learners can use the following terms: synonym, antonym, prefix, suffix, phrasal verb etc. in spoken and written expressions C. Learners can identify and use indefinite pronouns e.g. someone, anyone, everything etc. D. Learners can create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech E. Learners can identify and use proper nouns to refer to festivals; common nouns: Count/non-count, Singular, Plural (regular, irregular), plural without plural marker F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read		

<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>T. L .R. (s)</b>			
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	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><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to an audio text or a teacher-read text.</li> <li>• Model Think-Aloud strategy to make meaning from the text.</li> <li>• Have learners practise the Think-Aloud strategy to construct meaning.</li> </ul> <ul style="list-style-type: none"> <li>• Have learners listen to an audio drama or watch a video.</li> <li>• Guide learners to identify the sequence of events in the story, i.e. events at the beginning, middle and ending.</li> <li>• Ask relevant questions to guide learners to relate the events in the drama to their lives</li> </ul> <p>Assessment: let learners relate the events in the drama to their lives</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc.</li> <li>• Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages.</li> </ul> <p>Assessment: let learners use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Introduce indefinite pronouns with examples in sentences.</li> <li>• Discuss the indefinite pronouns with learners.</li> <li>• Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.</li> </ul> <p>Assessment: let learners use indefinite pronouns in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>D.WRITING</b></p> <p>Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <p>Prewriting</p> <ul style="list-style-type: none"> <li>• Put learners into groups of five (5) and have them select a topic, purpose and audience for their narrative writing.</li> </ul> <p>E.g. Topic: How I spent my Christmas holidays. <b>Purpose:</b> to share an important experience. <b>Audience:</b> Classmates</p> <ul style="list-style-type: none"> <li>• Guide learners to individually use appropriate graphic organizers to generate, gather and organise ideas and details for writing.</li> </ul> <p>E.g. Time Line, 5 Ws Chart.</p> <p><b>Time Line Organiser</b></p> <ul style="list-style-type: none"> <li>• Use Time Line for personal narratives to list actions or events in the order in which they occurred.</li> </ul> <p>E.g. Topic.....</p> <p><b>Events in Chronological Order</b></p> <ol style="list-style-type: none"> <li>1. Event 1</li> <li>2. Event 2</li> <li>3. Event 3</li> </ol> <p><b>5 W's Chart</b></p> <ul style="list-style-type: none"> <li>• Use 5 W's Chart to collect the who? what? when? where? and why?" details for personal narratives and news stories. How could be added to the list.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>e.g. Topic _____</p> <p>Who?      What?      When?      Where?      Why?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 15%; height: 40px;"></td> <td style="width: 15%;"></td> </tr> </table> <p>Guide learners to organise their details into writing plant (beginning, middle and ending).</p> <p><b>Writing stage</b> Learners then revise their first draft by ensuring the writing has a beginning, middle and ending.</p> <p>Learners should ensure they have used descriptive words. They have written about what they saw, heard, smelled, tasted and touched.</p> <p><b>Revising: checklist for narrative writing</b></p> <ol style="list-style-type: none"> <li>i. Does my essay have beginning, middle and ending?</li> <li>ii. Have I used descriptive words?</li> <li>iii. Are my ideas/events arranged in the order in which they occurred?</li> <li>iv. Does my narrative sound natural?</li> <li>v. Do I express how I feel about what happened?</li> </ol> <p><b>Editing</b> Have learners use the checklist above to edit their first draft for the conventions of punctuation, capitalisation, spelling and grammar.</p> <p>Assessment: let learners create settings, characters and at least one plot in a narrative text,</p>							
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p><b>Proper nouns</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept in context.</li> </ul> <p>e.g. Christmas is coming. The people of Ga celebrate Homowo.</p> <p><b>Count and non-count nouns.</b></p> <ul style="list-style-type: none"> <li>• Revise the concept of proper nouns and common nouns giving and eliciting several examples.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>						

		<p>(Proper nouns refer to particular nouns such as names of people, places, mountains, etc.)</p> <ul style="list-style-type: none"> <li>• Provide a text and let learners identify count and non-count nouns.</li> <li>• Have groups use the nouns identified in simple sentences.</li> <li>• Invite groups to present their work.</li> </ul> <p>Assessment: let learners use nouns in simple sentences.</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"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

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

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.3.5	B5.1.2.1.1	
<b>Content standard (code)</b>	B5.1.1.3.	B5.1.2.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can recognize relationship between factors and multiples.</li> <li>Learners can apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9sfacts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division facts</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

NANA FIIFI ACQUAH

<p>Monday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Investigate even and odd numbers. How do you know a number is even or odd?  Investigate numbers that are multiples of 4 and 6. How do you know a number is a multiple of 4? a multiple of 6? (This is also known as the divisibility test).  Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Investigate perfect numbers, that is, numbers whose factors add up to the number; for instance 6 has factors 1, 2, 3 and 6. The sum of factors other than 6 is <math>1+2+3=6</math>, and hence 6 is a perfect number. How many more perfect number can we find in the first 100 whole numbers?  Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Describe the mental mathematics strategies used to determine a given basic fact, such as  <ul style="list-style-type: none"> <li>☑ skip count up by one or two groups from a known fact (e.g., if <math>5 \times 7 = 35</math>, then <math>6 \times 7</math> is equal to <math>35 + 7</math> and <math>7 \times 7</math> is equal to <math>35 + 7 + 7</math>)</li> <li>☑ skip count down by one or two groups from a known fact (e.g., if <math>8 \times 8 = 64</math>, then <math>7 \times 8</math> is equal to <math>64 - 8</math> and <math>6 \times 8</math> is equal to <math>64 - 8 - 8</math>)</li> </ul>  Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Describe the mental mathematics strategies used to determine a given basic fact, such as  <ul style="list-style-type: none"> <li>☑ doubling (e.g., for <math>8 \times 3</math> think <math>4 \times 3 = 12</math>, and <math>8 \times 3 = 12 + 12</math>)</li> <li>☑ patterns when multiplying by 9 (e.g., for <math>9 \times 6</math>, think <math>10 \times 6 = 60</math>, and <math>60 - 6 = 54</math>; for <math>7 \times 9</math>, think <math>7 \times 10 = 70</math>, and <math>70 - 7 = 63</math>)</li> </ul>  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>Describe the mental mathematics strategies used to determine a given basic fact, such as  <ul style="list-style-type: none"> <li>☑ repeated doubling (e.g., if <math>2 \times 6</math> is equal to 12, then <math>4 \times 6</math> is equal to 24 and <math>8 \times 6</math> is equal to 48)</li> </ul> </p>	<p>Review the lesson with Learners</p>

NANA FIIFI ACQUAH

	<p>I'm counting one, what is one</p>	<p>☐ repeated halving (e.g., for <math>60 \div 4</math>, think <math>60 \div 2 = 30</math> and <math>30 \div 2 = 15</math>)</p> <p>☐ relating division to multiplication (e.g., for <math>64 \div 8</math>, think <math>8 \times \dots = 64</math>)</p> <p>Recall multiplication facts to 81 and related division facts</p> <p>Assessment: have learners to practice with more examples</p>	
--	--------------------------------------	---	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : CYCLES</b>		<b>Sub-strand : EARTH SCIENCE</b>	
<b>Indicator (code)</b>	B5.2.1.2.1		
<b>Content standard (code)</b>	B5.2.1.2.		
<b>Performance Indicator</b>	Learners can relate the structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	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	Put learners into groups to discuss the benefits the earth derives from the sun. <ul style="list-style-type: none"> <li>Learners, in their groups, present their findings. These may include the following; the sun provides warmth to the earth, light for plants to grow well, provides day and night cycles and energy.</li> </ul> Assessment: let learners describe the benefits of the sun to the earth	What have we learnt today?  Project: Importance of the sun to plant growth

NANA FIIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners brainstorm on what will happen if there was no sun</p> <p>Learners demonstrate the importance of sunlight to the growth of plants</p> <p>Assessment: let learners write the importance of sunlight to the growth of plants</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
-----------------	---	--	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.2		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe some ancient towns in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary/pictures of some of these towns and places.  Assessment: let learners describe some ancient towns in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Show and discuss a documentary/pictures of some of these towns and places.	What have we learnt today?

NANA FIIFI ACQUAH

	familiar rhymes	Assessment: let learners describe some ancient towns in Ghana	Ask learners to summarize the main points in the lesson
--	-----------------	---	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : ALL ABOUT US</b>		<b>Sub-strand : Home and School</b>	
<b>Indicator (code)</b>	B5.1.4.1.1		
<b>Content standard (code)</b>	B5.1.4.1.		
<b>Performance Indicator</b>	Learners can talk about the benefits of belonging to good peer groups		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous  Learners discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre marital sex  Assessment: Let learners write the benefits of belonging to good peer groups	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following:                      i. drink alcohol                      ii. take drugs                      iii. have pre marital sex</p> <p>Assessment: Let learners write the dangers of belonging to bad peer groups</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
-----------------	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5 1.2.1.3:		
<b>Content standard (code)</b>	B5 1.2.1.		
<b>Performance Indicator</b>	Learners can change direction quickly while walking with an object within obstacles but keep one's balance		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After general and specific warm ups, learners stand with balls in front. Learners dribble through the obstacles while maintaining their balance, agility in turns and progress at their own pace. Put learners in groups to compete	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.3		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can mention why individuals should maintain their God-given gifts of form and colour.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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"> <li>Let learners give reasons why they should maintain their God-given form and colour: God has a purpose for creating everybody as they are. No one creates himself or herself. Our bodies serve as the Temple of God.</li> <li>Let learners discuss possible purposes for which each one is created in a unique form.</li> </ul> <p>Assessment: let learners mention why individuals should maintain their God-given gifts of form and colour.</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PRESENTATION WORD PROCESSING		<b>Sub-strand :</b> INTRODUCTION TO MS-POWERPOINT INTRODUCTION TO WORD PROCESSING	
<b>Indicator (code)</b>	B5.2.1.1.1.	B5.3.1.1.1.	
<b>Content standard (code)</b>	B5.2.1.1.	B5.3.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can show the use of Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon.</li> <li>Learners can demonstrate the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph).</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Ask learners to use "File menu", "Insert" and "Design Ribbons" to create a new MS-PowerPoint slide and use shapes in the "Insert ribbon" to draw the Ghana flag".	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Guide learners to use File menu, Insert, Design and Layout Ribbon.</p> <p>Assessment: Let learners explain the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons</p>	
--	--	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B5 1.2.3.1		
<b>Content standard (code)</b>	B5 1.2.3.		
<b>Performance Indicator</b>	Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	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: ☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own 2-dimensional and 3-dimensional artworks based on own ideas and experiences;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>☑ make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;</p> <p>☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:</p> <p>a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving)</p> <p>b) tools and equipment: e.g.</p> <ul style="list-style-type: none"> <li>- brush for painting;</li> <li>- scissors and cutting knives for cutting;</li> <li>- spray diffuser for spraying</li> <li>- chisel for carving</li> <li>- spatulas for modelling</li> <li>- craft tools for punching, perforating, etc.</li> </ul> <p>c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</p> <p>Assessment: let learners create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own 2-dimensional and 3-dimensional artworks based on own ideas and experiences;</p> <p>☑ make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans;</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☑ follow own design to produce personal artworks by selecting and using available but suitable and appropriate:</p> <p>a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving)</p> <p>b) tools and equipment: e.g.</p> <ul style="list-style-type: none"> <li>- brush for painting;</li> <li>- scissors and cutting knives for cutting;</li> <li>- spray diffuser for spraying</li> <li>- chisel for carving</li> <li>- spatulas for modelling</li> <li>- craft tools for punching, perforating, etc.</li> </ul> <p>c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</p> <p>Assessment: let learners create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa</p>	
--	--	---	--

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

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Composition Writing		<b>Sub-strand :</b> Creative/ Free Writing	
<b>Indicator (code)</b>	B5.3.1.1.1	B5.3.1.1.2	
<b>Content standard (code)</b>	B5.3.1.1.	B5.3.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should recognise the use of full stops at the end of a complete sentence, and to separate initials</li> <li>Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	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"> <li>Let learners write a sentences on the board and in their books.</li> <li>Go round and check the sentences written to see if full stops are at the ends.</li> <li>Discuss the punctuation, full stop, with learners.</li> <li>Write a passage on the board with all punctuations.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Assist learners to recognise that a full stop is used at the end of a complete sentence, and to separate initials.</li> </ul> <p>Assessment: let learners use full stops at the end of a complete sentence, and to separate initials</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write a passage on the board with all the appropriate punctuations.</li> <li>• Discuss the passage with learners, and help them to recognize the punctuation comma.</li> <li>• Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</li> <li>• Let learners write sentences or short passages using the comma.</li> <li>• Write a list of items on the board and ask learners to use the list to form sentences, using the comma to separate the items in the sentence written.</li> </ul> <p>Assessment: let learners use the comma to separate the items in the sentence written</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write a passage on the board with all the appropriate punctuations.</li> <li>• Discuss the passage with learners, and help them to recognize the punctuation comma.</li> <li>• Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</li> <li>• Let learners write sentences or short passages using the comma.</li> <li>• Write a list of items on the board and ask learners to use the list to form sentences, using the comma to separate the items in the sentence written.</li> </ul> <p>Assessment: let learners use the comma to separate the items in the sentence written</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

NANA FIIFI ACQUAH

**TERM ONE**  
**BASIC FIVE**  
**WEEK 8**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Listening Comprehension B. Vocabulary C. Pronouns D. Narrative Writing E. Naming Words/Nouns F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.7.1.3	B5.2.6.2.1	B5.3.3.1.1.	B5.4.10.1.1	B5.5.3.1.2.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.7.1.	B5.2.6.2.	B5.3.3.1.	B5.4.10.1.	B5.5.3.1.	B5.6.1.1..
<b>Performance Indicator</b>	A. Learners can relate to lessons in stories B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate texts, using the dictionary or online resources to look up meanings of words etc. C. Learners can Identify and use Possessive pronouns to show possession, e.g. mine, ours etc. D. Learners can create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech E. Learners can Identify and use proper nouns to refer to festivals; common nouns: Count/non-count, Singular, Plural (regular, irregular), plural without plural marker F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					

<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Assist learners to revise the sequence of a story familiar to them.</li> <li>• Have learners identify the characters in the story and the roles the characters played in the story or text.</li> <li>• Learners again identify the setting of the story.</li> <li>• Learners identify the moral lessons from the story.</li> <li>• Help them discuss and relate the moral lessons to their lives using an example to illustrate that.</li> <li>• Read a short story to learners and in groups, have them relate to the lessons in the story by repeating the above activities</li> </ul> <p>Assessment: let learners relate to lessons in stories</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Choose and read an age-appropriate story to the class.</li> <li>• Have learners talk about the story.</li> <li>• Let them identify unfamiliar vocabulary and find their meanings in context.</li> <li>• Have learners use the Build My Vocab App on the internet to help build the most globally used language to help develop their vocabulary.</li> <li>• Guide learners to choose books from the school library or distribute supplementary readers to them.</li> <li>• Introduce a simple vocabulary book made by teacher to guide the learners build their vocabulary.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Read to learners to encourage them read extensively. Encourage individual learners to read their selected story books to the class</li> </ul> <p>Assessment: let learners read their selected story books to the class</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.</li> <li>• Repeat the procedure to teach possessive pronouns.</li> </ul> <p>Assessment: let learners use possessive pronouns in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>• Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative</li> <li>• Discuss personal narrative with learners:</li> </ul> <p>Note: A personal narrative is a true story told from the writer's point of view. It is the retelling of an event or experience that has affected the writer's life. The story should be told naturally to allow readers to experience the event(s) for themselves.</p> <p>Assessment: let learners create settings, characters and at least one plot in a narrative text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p><b>Singular and Plural (regular, irregular) nouns</b></p> <ul style="list-style-type: none"> <li>• Introduce singular and plural nouns in context.</li> </ul> <p>E.g. I need a table. Can you give me one of these tables? This child looks sick, but those children look healthy.</p> <ul style="list-style-type: none"> <li>• Have learners read the sentences and observe the underlined words.</li> <li>• Show pictures of objects/people to help learners identify regular and irregular nouns.</li> </ul> <p>E. g. picture of a child and a picture of children.</p> <ul style="list-style-type: none"> <li>• Guide learners to discover the difference between regular and irregular plural forms: – Regular count nouns take <b>s</b> or <b>es</b> to form their plural.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

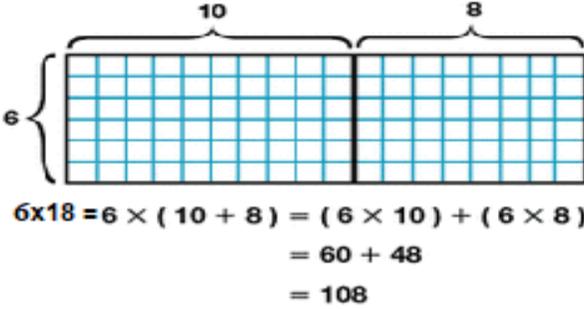
		<p>E.g. table – tables, chair – chairs – Irregular count nouns are nouns that do not take <b>s</b> or <b>es</b> to form their plural.</p> <p>E.g. child – children; ox – oxen; man – men; goose – geese Put learners into groups</p> <ul style="list-style-type: none"> <li>• Have groups construct sentences with given singular and plural nouns and share their work with the class.</li> </ul> <p><b>Plural nouns without plural markers</b></p> <ul style="list-style-type: none"> <li>• Have learners discover the plural nouns without plural markers in context.</li> </ul> <p>Assessment: let learners use nouns in sentences</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"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

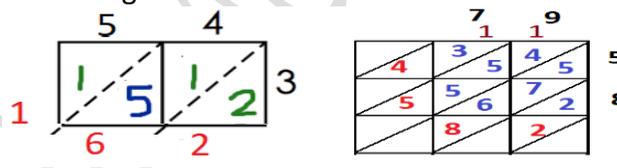
Vetted by : ..... Signature: ..... Date : .....

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.2.1.2	B5.1.2.2.1	
<b>Content standard (code)</b>	B5.1.2.1.	B5.1.2.2.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property</li> <li>Learners can multiply multi digit numbers by 2-digit numbers efficiently</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Counters		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	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.</p>	<p>Determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros (e.g., for <math>3 \times 200</math> think of <math>3 \times 2</math> and then add two zeros)</p> <p>Apply halving and doubling when determining a given product (e.g., <math>32 \times 5</math> is the same as <math>16 \times 10</math>)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>								
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.</p>	<p>Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form (e.g., <math>6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108</math>). Or apply distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., <math>29 \times 7 = (30 \times 7) - (1 \times 7) = 203</math>).</p> <p>Explain the property for determining the answer when multiplying numbers by</p> <ol style="list-style-type: none"> <li>one</li> <li>zero.</li> </ol> <div style="text-align: center;">  <math display="block">6 \times 18 = 6 \times (10 + 8) = (6 \times 10) + (6 \times 8)</math> <math display="block">= 60 + 48</math> <math display="block">= 108</math> </div> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>								
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.</p>	<p>Multiplication of whole numbers using the “expand and box” method (partial decomposition method). Lead learners to multiply a 3-digit number by a 1-digit number as shown below, for example <math>448 \times 2 = ?</math></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"><math>\times</math></td> <td style="padding: 5px;"><b>400</b></td> <td style="padding: 5px;"><b>40</b></td> <td style="padding: 5px;"><b>8</b></td> </tr> <tr> <td style="padding: 5px;"><b>2</b></td> <td style="padding: 5px;"><b>800</b></td> <td style="padding: 5px;"><b>80</b></td> <td style="padding: 5px;"><b>16</b></td> </tr> </table> <p><math>448 \times 2 = (400 \times 2) + (40 \times 2) + (8 \times 2) = 800 + 80 + 16</math>  <math>= 800 + 80 + (10 + 6) = 800 + 90 + 6 = 896</math></p>	$\times$	<b>400</b>	<b>40</b>	<b>8</b>	<b>2</b>	<b>800</b>	<b>80</b>	<b>16</b>	<p>Review the lesson with Learners</p>
$\times$	<b>400</b>	<b>40</b>	<b>8</b>								
<b>2</b>	<b>800</b>	<b>80</b>	<b>16</b>								

		<p>Multiplication of whole numbers using the Column or vertical method; i.e. <math>25 \times 32</math></p> <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Multiplication of whole numbers using the Distributive property; i.e. <math>25 \times 32</math></p> $25 \times (32) = 25(30 + 2)$ $= 25(30) + 25(2)$ $= 750 + 50$ $= \mathbf{800}$ $\begin{array}{r} 25 \\ \times 32 \\ \hline 50 \\ +750 \\ \hline 800 \end{array}$ $\begin{array}{r} 25 \\ \times 30 \\ \hline 750 \end{array} \quad \begin{array}{r} 25 \\ \times 2 \\ \hline 50 \end{array} = \mathbf{800}$ <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.</p>	<p>Multiplication of whole numbers using the lattice method. Have learners draw a 2 by 1 rectangular box for solving <math>54 \times 3</math>.</p>  <p>Have learners draw a 2 by 2 rectangular box for solving <math>79 \times 58</math>.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> SYSTEMS		<b>Sub-strand :</b> THE HUMAN BODY SYSTEMS	
<b>Indicator (code)</b>	B5.3.1.1.1		
<b>Content standard (code)</b>	B5.3.1.1.		
<b>Performance Indicator</b>	Learners can know the parts of the respiratory system in humans		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Introduce the lesson with songs on the parts of the body, e.g. head, shoulders, knees and toes	<ul style="list-style-type: none"> <li>• Ask learners to breathe in and out for some time.</li> <li>• Relate the act of breathing to the respiratory system and guide learners to identify the organs of the system using charts or models.</li> <li>• Use role-play to guide learners to identify the functions of each part (different learners assume and role-play the functions of parts of the respiratory system, e.g. Ama is the lungs and Amina is the diaphragm).</li> </ul>	What have we learnt today?  Project: Assist learners to design an improvised breathing apparatus using plastics.

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"> <li>Engage learners in an activity to design a breathing model using plastic bags, balloons, rubber bands and polythene bags.</li> </ul> <p>Assessment: let learners mention the parts of the respiratory system in humans state its function</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Learners draw and label the respiratory system and state its function.</li> <li>Learners are tasked to find out the diseases and lifestyles that affect the respiratory system adversely.</li> </ul> <p>Assessment: let learners draw and label the respiratory system and state its function</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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

NANA FIIFI ACQUAH

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Some Selected Individuals	
<b>Indicator (code)</b>	B5.2.5.1.1		
<b>Content standard (code)</b>	B5.2.5.1.		
<b>Performance Indicator</b>	Learners can name Ghanaians who have made significant contribution locally and internationally		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	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 individuals have	With the aid of the internet learners, develop a documentary/poster of individuals who have contributed significantly in this field.  Assessment: let learners develop a documentary/poster of individuals who have contributed significantly in this field.	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

	<p>contribute d locally and internation ally?</p> <p>What were their contributio ns</p>		
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Which individuals have contribute d locally and internation ally?</p> <p>What were their contributio ns</p>	<p>Identify the traditional rulers whose work inspires you most and give reasons for your choice.</p> <p>Assessment: let learners identify the traditional rulers whose work inspires you most and give reasons for your choice.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Map Making and Land Marks	
<b>Indicator (code)</b>	B5.2.3.1.1.		
<b>Content standard (code)</b>	B5.2.3.1.		
<b>Performance Indicator</b>	Learners can locate major land marks on a sketch map of the community		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	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 major land marks in the community e.g. the school, post office, police station church, mosque  Using landmarks, learners take turns in showing directions to places in the community  Assessment: Let learners identify major land marks in the community	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners sketch a map of the community indicating major landmarks  Assessment: Let learners sketch a map of the community indicating major landmarks	What have we learnt today?  Ask learners to summarize the main points in the lesson
----------	--	--	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5.1.2.1.6		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can throw a ball to a moving partner to catch while walking, jogging and running.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners go through general and specific warm ups. Group learners in pairs with a ball. Partners stand at an appropriate distance facing the each other. Learners perform throwing and catching whiles walking, jogging and running as in handball or basketball based on the balls available and learners' ability. Supervise learners and give the feedback to improve their performance. Let them play handball, or basketball game. End the lesson with cool down activities.	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>	B5.1.2.1.1.		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can discuss the effects of human activities on the environment		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, infrequent rainfall, famine, drought, etc.  Assessment: let learners write the effects of human activities on the environment:	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Internet and social media		<b>Sub-strand :</b> WEB BROWSERS AND WEB PAGES	
<b>Indicator (code)</b>	B5.6.2.1.1.	B5.6.2.1.2	B5.6.2.1.3
<b>Content standard (code)</b>	B5.6.2.1	B5.6.2.1.	B5.6.2.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can explain what a web browser is and its use.</li> <li>• Learners can identify web browsers.</li> <li>• Learners can demonstrate the use of MS-Internet Explorer.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	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 understand the concept and use of browsers through practical lessons. Show interfaces or images of browsers to learners</p> <p>Guide learners to list the various types of browsers e.g. Firefox, Internet Explorer, Chrome etc. through practical lessons or the use of pictures.</p> <p>Guide learners to launch MS-Internet Explorer and use the components (navigation, browse, etc.)</p> <p>Assessment: Let learners write the use of MS-Internet Explorer</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: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>	B5 2.3.4.2		
<b>Content standard (code)</b>	B5 2.3.4.		
<b>Performance Indicator</b>	Learners can plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect the history and culture of the people of Africa; <input type="checkbox"/> discuss the need for performing compositions of own music, dance, drama, poetry, etc.; <input type="checkbox"/> develop a roadmap for the performances by:	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>- fixing a date</li> <li>- selecting a venue</li> <li>- inviting an audience</li> </ul> <p>☑ brainstorm to agree on a theme for the performance (e.g. The Pride of African Culture);</p> <p>☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☑ select compositions by considering (e.g. creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance);</p> <p>Assessment: let learners write a plan for a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ decide on mode and arrangement of performances, e.g. monologue/solo/group, costumes, props, etc.;</li> <li>☑ 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);</li> <li>☑ clean and prepare the venue and its environment and make it ready for the performance;</li> <li>☑ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc</li> </ul> <p>Assessment: let learners write a plan for a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Composition Writing		<b>Sub-strand :</b> Descriptive Writing	
<b>Indicator (code)</b>	B5.4.3.1.1	B5.4.3.1.2	
<b>Content standard (code)</b>	B5.4.3.1.	B5.4.3.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should write simple descriptive essays about human beings using controlled composition</li> <li>Learners should give simple descriptive essays about objects using controlled composition</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	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"> <li>Use controlled composition to write a short descriptive essay on a cardboard.</li> <li>Encourage and monitor learners to write simple descriptive essays about human beings using controlled composition.</li> </ul>	What have we learnt today?

NANA FIIFI ACQUAH

		Assessment: let learners write simple descriptive essays about human beings using controlled composition	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use controlled composition to write a simple descriptive essay on a cardboard.</li> <li>• Let learners write simple descriptive essays about objects using controlled composition</li> </ul> Assessment: let learners give simple descriptive essays about objects using controlled composition	What have we learnt today?  Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use controlled composition to write a simple descriptive essay on a cardboard.</li> <li>• Let learners write simple descriptive essays about objects using controlled composition</li> </ul> Assessment: let learners give simple descriptive essays about objects using controlled composition	What have we learnt today?  Review the lesson with learners

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

NANA FIIFI ACQUAH

**TERM ONE  
BASIC FIVE  
WEEK 9**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Asking and Answering Questions B. Listening Comprehension C. Adjectives D. Creative/ Free Writing E. Using action Words F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.8.1.1. B5.2.7.1.1. B5.3.4.1.1. B5.4.11.1.1 B5.5.4.1.1 B5.6.1.1.1.					
<b>Content standard (code)</b>	B5.1.8.1. B5.2.7.1. B5.3.4.1. B5.4.11.1. B5.5.4.1. B5.6.1.1.					
<b>Performance Indicator</b>	A. Learners can use the various forms of “do”, “be”, “have”, appropriately in questions and responses B. Learners can construct meaning from text read C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons: Regular e.g. shorter, Irregular: better D. Learners can write freely on topics of choice on issues in the community E. Learners can identify the simple past verbs F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
<b>Keywords</b>						

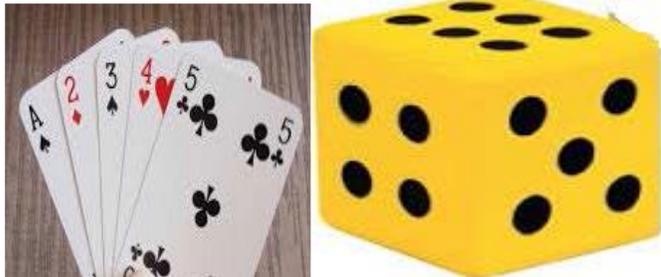
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Revise Wh and Yes/No questions by having learners respond to several of such questions.</li> <li>• Use the various forms of “do” to construct sentences as learners listen to you. e. g. Do you like lots of pepper? Does he teach here? Did we sleep there?</li> <li>• Answer each question yourself.</li> <li>• Ask the questions again and have learners give the answer.</li> <li>• In pairs, learners ask questions for their partners to answer.</li> <li>• Repeat the procedure to introduce the various forms of “be” (is, am, are etc.) and “have” (has, have, had).</li> </ul> <p>Assessment: let learners ask questions for their partners to answer.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Choose different texts for learners to make meaning from using the different strategies they are familiar with:</p> <ul style="list-style-type: none"> <li>– Use of prior knowledge/experience.</li> <li>– Making predictions</li> <li>– Contextual meaning of vocabulary to connect with the other words to make meaning.</li> </ul> <p>Assessment: let learners construct meaning from text read ask questions for their partners to answer.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Revise the formation of the comparative adjective using er and the superlative using est .e.g. fat, fatter, fattest.</li> <li>• Introduce learners to formation of comparison for irregular adjectives.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Let them form the comparative forms for irregular adjectives. e.g. good better Bad worse</li> <li>• Introduce drills to give learners practice in their usage.</li> </ul> <p>Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <ul style="list-style-type: none"> <li>• Revise the stages of the writing process</li> <li>• Have learners follow the writing process to create their own pieces on a given topic.</li> <li>• Learners present their work for editing.</li> <li>• Have pupils publish their works on the notice board.</li> </ul> <p>Assessment: let learners write freely on topics of choice on issues in the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p>Distribute a sample story and let learners identify the simple past verbs to observe how they are used in sentences.</p> <ul style="list-style-type: none"> <li>• Working in pairs, learners write their own story using the simple past.</li> <li>• Guide learners to do their own editing paying attention to the correct use of the simple past.</li> </ul> <p>Assessment: let learners identify the simple past verbs 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><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5. 1.2.3.1	B5.1.2.4.1	
<b>Content standard (code)</b>	B5. 1.2.3.	B5.1.2.4.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can determine basic division fact up to 81</li> <li>• Learners can divide 3-digit numbers by 1-digit number efficiently</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Counters			
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Investigate numbers that are multiples of 3,4, 6, 8 and 9. How do you know a number is divisible by 3, 4, 6, 9? (This is also known as the divisibility test).	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>Assessment: have learners to practice with more examples</p>																																																		
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line.</p>  <table border="1" data-bbox="467 905 1036 1325"> <thead> <tr> <th></th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <th>5</th> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> <td>35</td> </tr> <tr> <th>6</th> <td>12</td> <td>18</td> <td>24</td> <td>30</td> <td>36</td> <td>42</td> </tr> <tr> <th>7</th> <td>14</td> <td>21</td> <td>28</td> <td>35</td> <td>42</td> <td>49</td> </tr> <tr> <th>8</th> <td>16</td> <td>24</td> <td>32</td> <td>40</td> <td>48</td> <td>56</td> </tr> <tr> <th>9</th> <td>18</td> <td>27</td> <td>36</td> <td>45</td> <td>54</td> <td>63</td> </tr> <tr> <th>10</th> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>		5	6	7	8	9	10	5	10	15	20	25	30	35	6	12	18	24	30	36	42	7	14	21	28	35	42	49	8	16	24	32	40	48	56	9	18	27	36	45	54	63	10	20	30	40	50	60	70	<p>Review the lesson with Learners</p>
	5	6	7	8	9	10																																														
5	10	15	20	25	30	35																																														
6	12	18	24	30	36	42																																														
7	14	21	28	35	42	49																																														
8	16	24	32	40	48	56																																														
9	18	27	36	45	54	63																																														
10	20	30	40	50	60	70																																														
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone,</p>	<p>Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend</p>	<p>Review the lesson with Learners</p>																																																	

	<p>alone it shall be.</p>	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <math display="block">  \begin{array}{r}  28 \\  9 \overline{) 258} \\  \underline{18} \phantom{0} \\  78 \\  \underline{72} \\  6  \end{array}  </math> </div> <div> <p>25 goes into 9 two times  <math>9 \times 2 = 18</math></p> <p>78 goes into 9 eight times  <math>9 \times 8 = 72</math></p> </div> </div> <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>Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <math display="block">  \begin{array}{r}  28 \\  9 \overline{) 258} \\  \underline{18} \phantom{0} \\  78 \\  \underline{72} \\  6  \end{array}  </math> </div> <div> <p>25 goes into 9 two times  <math>9 \times 2 = 18</math></p> <p>78 goes into 9 eight times  <math>9 \times 8 = 72</math></p> </div> </div> <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.</p>	<p>Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend</p>	<p>Review the lesson with Learners</p>

		<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <math display="block">  \begin{array}{r}  28 \\  9 \overline{) 258} \\  \underline{18} \phantom{0} \\  78 \\  \underline{72} \\  6  \end{array}  </math> </div> <div> <p>25 goes into 9 two times  <math>9 \times 2 = 18</math></p> <p>78 goes into 9 eight times  <math>9 \times 8 = 72</math></p> </div> </div> <p>Assessment: have learners to practice with more examples</p>	
--	--	---	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> SYSTEMS		<b>Sub-strand :</b> THE SOLAR SYSTEM	
<b>Indicator (code)</b>	B5.3.2.1.1		
<b>Content standard (code)</b>	B5.3.2.1.		
<b>Performance Indicator</b>	Learners can identify the components of the solar system (sun, earth, moon, other planets, satellite)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Present learners with a chart, model or video depicting the solar system or draw the solar system on the board, using different colours to illustrate the different bodies. <ul style="list-style-type: none"> <li>• Learners recite the poem, “I see the moon, and the moon sees me”.</li> <li>• Initiate a discussion on the importance of the sun to life on earth.</li> <li>• Explain to the learners that the earth orbits (moves around) the sun, leading to changes in seasons (it takes a year for the earth to move around the sun).</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"> <li>• Learners are made to understand that heavenly bodies that move around the sun are called planets.</li> <li>• Learners observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise.</li> <li>• Learners are guided to role- play the sun and the planets in the solar system.</li> </ul> <p>Assessment: let learners identify the components of the solar system</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Share folktales about the sun and moon with learners</li> </ul> <p>Assessment: let learners write folktales about the sun and moon</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: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including the Slave Trade	
<b>Indicator (code)</b>	B5.3.2.1.1		
<b>Content standard (code)</b>	B5.3.2.1.		
<b>Performance Indicator</b>	Learners can investigate why the Europeans began trading in humans by the 16th century.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	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 Europeans took part	1. Use a map to explain the concept of Trans-Atlantic Slave Trade. 2. Role play/show documentary on how the slave trade was conducted.  Assessment: let learners narrate how the slave trade was conducted	What have we learnt today?  To visit/show pictures of some forts and castles as next lesson

NANA FIIFI ACQUAH

	in the trade in humans?		
Thursday	Engage learners to sing songs and recite familiar rhymes  Why did the Europeans begin trading in humans?	3. Brainstorm the reasons why the Europeans began trading in humans. 4. Visit/show pictures of some forts and castles.  Assessment: let learners give reasons why the Europeans began trading in humans.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Population and Settlement	
<b>Indicator (code)</b>	B5.2.4.1.1.		
<b>Content standard (code)</b>	B5.2.4.1.		
<b>Performance Indicator</b>	Learners can explain the features of rural settlement		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the population is large, there is large market. Learners in groups talk about the main activities in the rural and urban settlements of Ghana. What can do to get food and money e.g. rural settlement: crop farming, animal rearing, hunting	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		Assessment: Let learners explain the features of rural settlement	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw a rural and urban settlements, showing some features.  Assessment: Let learners draw a rural and urban settlements, showing some features	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5.1.2.1.7:		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can catch a ball below the waist and away from the body while jogging and running.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners start with general and specific warm ups. Group learners in pairs with a ball stand at appropriate distance apart facing each other. Learners perform throwing and catching ball below the waist and away from the body level as they move from one point to the other. Supervise them and give the feedback to improve their performance. Learners play handball, netball or basketball game. End the lesson with cool down activities	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>	B5.1.2.1.2		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate ways to care for the environment.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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"> <li>Through questions and answers, learners explain what they think a clean environment should be.</li> <li>Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc.</li> </ul> <p>Assessment: let learners identify ways of caring for the environment</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Internet and social media		<b>Sub-strand :</b> SURFING THE WORLD WIDE WEB	
<b>Indicator (code)</b>	B5.6.3.1.1.	B5.6.3.1.1.	
<b>Content standard (code)</b>	B5.6.3.1.	B5.6.3.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can show how to create a favourite link.</li> <li>• Learners can demonstrate deleting favourite links</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	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 create a favourite link  Guide learners to delete favourite links they have created in the previous lesson  Assessment: Let learners describe deleting favourite links	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: CREATIVE ARTS

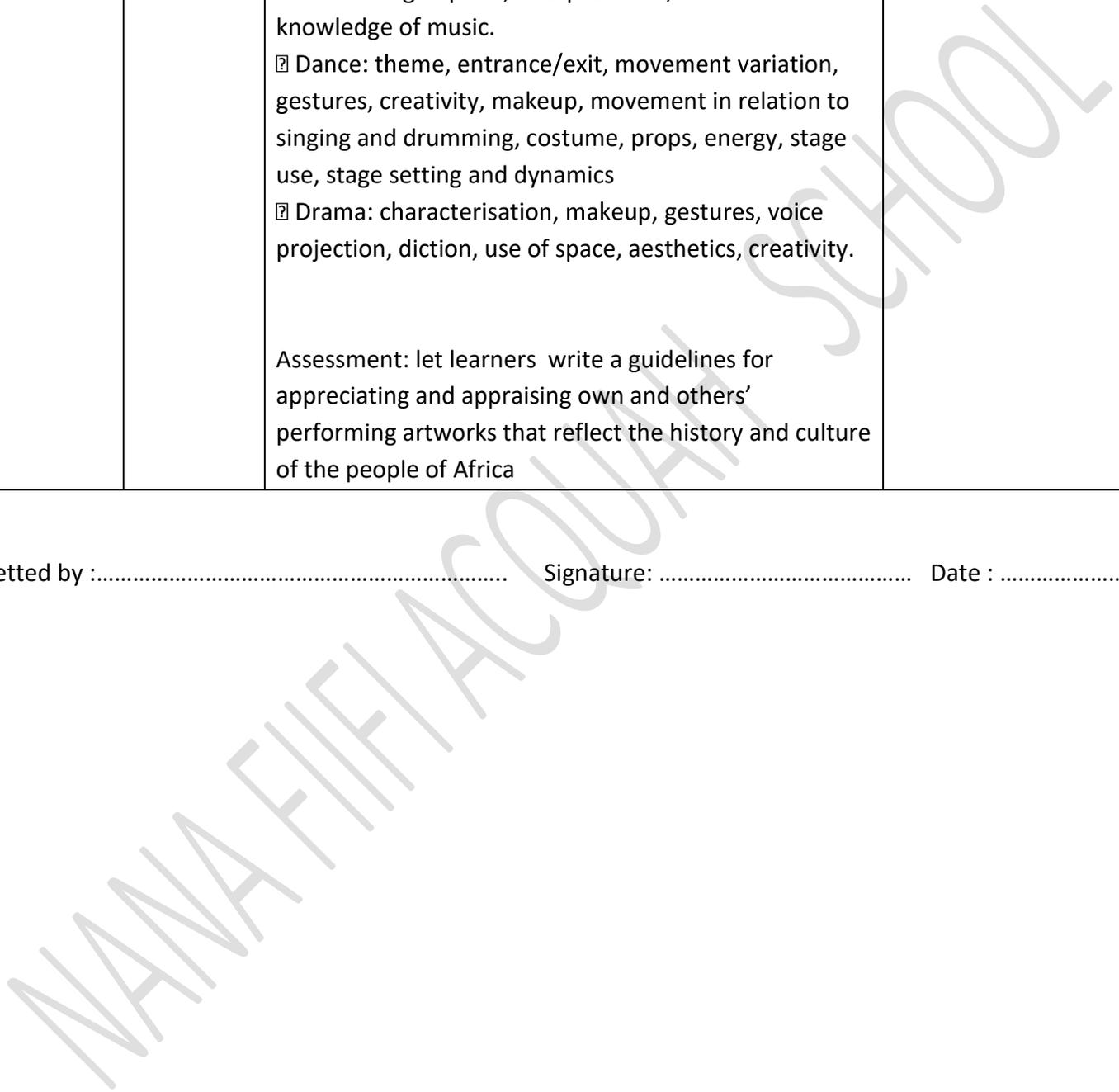
CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts Performing Arts		<b>Sub-strand :</b> Displaying and Sharing Appreciating and Appraising	
<b>Indicator (code)</b>	B5 1.3.4.1	B5 2.4.6.1	
<b>Content standard (code)</b>	B5 1.3.4.	B5 2.4.6.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa</li> <li>Learners can Develop guidelines for appreciating and appraising own and others' performing artworks that reflect the history and culture of the people of Africa</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Creative Arts curriculum			
<b>DAY</b>	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: ☑ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district	What have we learnt today?

	familiar rhymes	<p>or regional cultural festival of the cultural education unit of the Ghana Education Service);</p> <p>☑ discuss the need for displaying portfolio of own visual artworks;</p> <p>☑ develop a roadmap for the exhibition by:</p> <ul style="list-style-type: none"> <li>- fixing a date</li> <li>- selecting a venue</li> <li>- inviting an audience</li> </ul> <p>☑ brainstorm to agree on a theme for the exhibition (e.g. the African History and Culture).</p> <p>☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience such as parents, PTA/SMC members, stakeholders, colleague learners);</p> <p>☑ select works for the exhibition by considering (e.g. creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance);</p> <ul style="list-style-type: none"> <li>• decide on mode of display (e.g. hanging, draping, spreading);</li> <li>• plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</li> <li>• clean and prepare the hall and its environment and make it ready for the exhibition;</li> <li>• plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</li> </ul> <p>Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa</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> <p>☑ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below;</p> <p>☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama;</p> <p>☑ agree on what to use the appraisal report for and how to share it;</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☑ fix a day/date for the appreciation/appraisal/jury.</p> <p>Suggested guidelines</p> <p>☑ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.</p> <p>☑ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics</p> <p>☑ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</p> <p>Assessment: let learners write a guidelines for appreciating and appraising own and others' performing artworks that reflect the history and culture of the people of Africa</p>	
--	--	--	--

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



SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing Conventions / Usage		<b>Sub-strand :</b> Integrating Grammar in Written Language (Capitalization)	
<b>Indicator (code)</b>	B5.5.1.1.1.	B5.5.1.1.2	B5.5.1.1.3
<b>Content standard (code)</b>	B5.5.1.1..	B5.5.1.1.	B5.5.1.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should understand that capital letters begin proper nouns.</li> <li>• Learners should comprehend the use of capital letters after a colon.</li> <li>• Learners should understand the use of capital letters after a question mark</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	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"> <li>• Write a list of words on the board comprising of common nouns and proper nouns.</li> <li>• Ask learners to group the nouns.</li> <li>• Discuss with learners the proper nouns.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Let learners recognise the use of capital letters to begin the proper nouns.</li> <li>• Ask students to write some more proper nouns on the board.</li> <li>• Ask learners to use some of the proper nouns in sentences.</li> </ul> <p>Assessment: let learners write some more proper nouns</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write a paragraph on flash cards with all punctuations used.</li> <li>• Ask learners to recognise where capital letters occur in the paragraph.</li> <li>• Discuss the colon and the use of capitals after the colon.</li> <li>• Use flashcards to help learners understand the use of capital letters after a colon.</li> </ul> <p>Assessment: let learners use capital letters after a colon in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Allow learners to read a passage.</li> <li>• Discuss with learners the occurrences of the question mark in the passage.</li> <li>• Let learners recognise the words that occur after the question mark.</li> <li>• Discuss the occurrence of the capital letter to begin the word after the question mark.</li> <li>• Write a few sentences on the board and ask learners to write them out correctly, placing in them question marks and capital letters, etc.</li> </ul> <p>Assessment: let learners use of capital letters after a question mark in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

NANA FIIFI ACQUAH

**TERM ONE**  
**BASIC FIVE**  
**WEEK 10**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Giving and Following Commands B. Listening Comprehension C. Verbs D. Creative/ Free Writing E. Using action Words F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.9.1.1.	B5.2.7.1.2.	B5.3.5.1.1.	B5.4.11.1.1.	B5.5.4.1.1	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.9.1.	B5.2.7.1.	B5.3.5.1.	B5.4.11.1.	B5.5.4.1.	= B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can give and respond to commands, instructions; give and follow directions with clear landmarks B. Learners can note and recall main ideas in a sequence C. Learners can use different types of verbs in sentences: Main verb, Helping verb (primary auxiliary and modal auxiliary) D. Learners can write freely on topics of choice on issues in the community E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
<b>Keywords</b>						

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Revise the concept of giving commands and making requests.</li> <li>• In pairs, have learners role-play giving and obeying or following commands/instructions.</li> <li>• Model giving simple directions to places in the school and important places in the community or environment.</li> <li>• Provide situations for learners to practise giving directions.</li> </ul> <p>Assessment: let learners give and respond to commands, instructions; give and follow directions with clear landmarks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Using SQ3R guide learners to present facts and ideas in a sequential order.</p> <p>Assessment: let learners recall main ideas in a sequence</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Revise verbs using context.</li> <li>• Let learners identify main verbs in sentences. E.g. The boy has bought a new football.</li> <li>• Provide a text and guide learners to identify auxiliary (Primary and Modal) verbs. E.g. is, was, have, has, had, etc.</li> <li>• Create situations and introduce drills for learners to have practice using them.</li> </ul> <p>Assessment: let learners use different types of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <ul style="list-style-type: none"> <li>• Revise the stages of the writing process</li> <li>• Have learners follow the writing process to create their own pieces on a given topic.</li> <li>• Learners present their work for editing.</li> <li>• Have pupils publish their works on the notice board.</li> </ul> <p>Assessment: let learners write freely on topics of choice on issues in the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p>Distribute a sample story and let learners identify the simple past verbs to observe how they are used in sentences</p> <p>Follow the same procedure to guide learners to identify uses of the present perfect tense.</p> <ul style="list-style-type: none"> <li>• Have learners compare how the two tenses are different.</li> </ul> <p>Assessment: let learners use the simple past and the present perfect tense forms 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><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

Vetted by : .....

Signature: .....

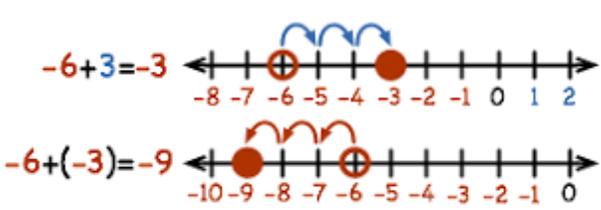
Date : .....

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.2.5.1	B5.1.2.6.1	
<b>Content standard (code)</b>	B5.1.2.5.	B5.1.2.6.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can solve multi step word problems involving the four basic operations</li> <li>• Learners can solve simple addition and subtraction problems involving integers</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

NANA FIIFI ACQUAH

<p>Monday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt</p> <p>Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Learners role play a given word problem involving addition and multiplication and solve</p> <p>Learners role play a given word problem involving subtraction and division and solve</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt. The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use number line to help learners to do the following types (addition)</p> <p>(1) <math>9 + -4 = \underline{\quad}</math> (2) <math>-8 + 4 = \underline{\quad}</math> (3) <math>-3 + -5 = \underline{\quad}</math>  (4) <math>1 + -3 = \underline{\quad}</math></p> <p>(5) <math>-6 + 5 = \underline{\quad}</math> (6) <math>6 + -2 = \underline{\quad}</math> (7) <math>-6 + 8 = \underline{\quad}</math>  (8) <math>-2 + 9 = \underline{\quad}</math></p>  <p>Use number line to help learners to do the following types (subtraction)</p>	<p>Review the lesson with Learners</p>

NANA FIIFI ACQUAH

		<p>(9) <math>-5 - 1 = \underline{\quad}</math> (10) <math>-2 - 1 = \underline{\quad}</math> (11) <math>8 - 7 = \underline{\quad}</math> (12) <math>2 - 6 = \underline{\quad}</math></p> <p>(13) <math>-1 - 7 = \underline{\quad}</math> (14) <math>-5 - 7 = \underline{\quad}</math> (15) <math>-8 - 8 = \underline{\quad}</math>                  (16) <math>4 - 6 = \underline{\quad}</math></p> <p>Assessment: have learners to practice with more examples</p>	
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number. (ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben                  What is Cam's position relative to the surface of the water?</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : SYSTEMS</b>		<b>Sub-strand : ECOSYSTEM</b>	
<b>Indicator (code)</b>	B5.3.3.1.1		
<b>Content standard (code)</b>	B5.3.3.1.		
<b>Performance Indicator</b>	Learners can know how various organisms are adapted to survive in their habitat		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Begin the lesson with a matching activity using flashcards (write the names of different organisms on flashcards and a list of habitats on another set of flashcards for learners to match with).</li> <li>• Learners explain why a bird cannot live in water.</li> <li>• Learners discuss various habitats of animals and plants.</li> <li>• Brainstorm with learners to come out with the meaning of the term habitat.</li> </ul>	<p>What have we learnt today?</p> <p>Project: Designing a habitat</p> <p>Learners plan, design and make a model of a habitat using card board, paper, blu tack</p>

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"> <li>• Learners are asked to give examples of animals that live in water, land and trees.</li> </ul> <p>Assessment: let learners write the names of different organisms and their habitat</p>	and clay to show the homes of some animals.
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners are assisted to discuss how various organisms adapt to their habitat, e.g. what enables fish to live in rivers, birds to live on trees?</li> </ul> <p>Assessment: let learners describe how various organisms adapt to their habitat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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

NANA FIIFI ACQUAH

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including the Slave Trade	
<b>Indicator (code)</b>	B5.3.2.1.1		
<b>Content standard (code)</b>	B5.3.2.1.		
<b>Performance Indicator</b>	Learners can investigate why the Europeans began trading in humans by the 16th century.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	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 Europeans took part	In small groups learners develop a poster on the Trans-Atlantic Slave Trade. Groups present their work to the whole class  Assessment: let learners in small groups develop a poster on the Trans-Atlantic Slave Trade	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

	<p>in the trade in humans? Why did the Europeans begin trading in humans?</p>		
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Which Europeans took part in the trade in humans? Why did the Europeans begin trading in humans?</p>	<p>In small groups learners develop a poster on the Trans-Atlantic Slave Trade. Groups present their work to the whole class</p> <p>Assessment: let learners in small groups develop a poster on the Trans-Atlantic Slave Trade</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: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : OUR BELIEFS AND VALUES</b>		<b>Sub-strand : Worship</b>	
<b>Indicator (code)</b>	B5. 3.1.1. 1.		
<b>Content standard (code)</b>	B5. 3.1.1.		
<b>Performance Indicator</b>	Learners can give reasons why we worship		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recall the modes of worship (charity, prayer, song ministrations, evangelism,) and give reasons why we worship: human beings are under the authority of the Creator, we demonstrate that we depend on God for survival, etc  Assessment: Let learners give reasons why we worship:	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners listen to and sing religious songs of the three major religions in Ghana.	What have we learnt today?

NANA FIFI ACQUAH

	familiar rhymes	Assessment: Let learners sing religious songs of the three major religions in Ghana.	Ask learners to summarize the main points in the lesson
--	-----------------	--	---

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

NANA FIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5.1.2.1.8:		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can stop a kicked ball by trapping it with the foot while standing or moving.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners after warm up stand in pairs facing each other with a ball. The partner with the ball throws it to the partner to trap (control the movement) with the foot, thigh or chest. The practice should be done one after the other. Learners practice and progress at their own pace.	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>	B5.1.2.1.2		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate ways to care for the environment.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners organise and do clean-up exercises in the school environment.  Assessment: let learners mention ways to care for the environment	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Internet and social media		<b>Sub-strand :</b> FAVOURITE PLACES AND SEARCH ENGINE USING ONLINE FORMS	
<b>Indicator (code)</b>	B5.6.4.1.1. B5.6.5.1.1.		
<b>Content standard (code)</b>	B5.6.4.1. B5.6.5.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can identify common search engines.</li> <li>• Learners can identify and describe forms in a web page.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to discuss search engines and the different types of search engines (Google, DuckDuckGo, Yahoo etc.)  Guide learners to fill out dropdown boxes, combo box, Text fields etc  Assessment: Let learners identify common search engines	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts    Performing Arts		<b>Sub-strand :</b> Displaying and Sharing    Appreciating and Appraising	
<b>Indicator (code)</b>	B5 1.3.5.1	B5 2.4.7.2	
<b>Content standard (code)</b>	B5 1.3.5.	B5 2.4.7.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can exhibit portfolio of own and others' visual art artworks to share creative experiences of artworks that reflect the history and culture of the people of Africa</li> <li>Learners can analyse and appreciate own or others' performing artworks and present reports as feedback on compositions that reflect the physical and social environments of some communities in Africa</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Creative Arts curriculum			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition (e.g. artworks that best tell the story of the history and culture of the people of Africa);	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>☑ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits;</li> <li>☑ label the works using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of production;</li> <li>☑ 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);</li> </ul> <p>Assessment: let learners exhibit portfolio of own and others’ visual art artworks to share creative experiences of artworks that reflect the history and culture of the people of Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ display (photographs/video) of selected performances (own or that of others) that reflect the physical and social environments of some communities in Africa;</li> <li>☑ talk about the performances dispassionately using agreed guidelines;</li> <li>☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance;</li> <li>☑ record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</li> </ul> <p>Assessment: let learners write a report on appreciating own or others’ performing artworks and present reports as feedback on compositions that reflect the physical and social environments of some communities in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing Conventions / Usage		<b>Sub-strand:</b> Integrating Grammar in Written Language (Punctuation) . Integrating Grammar in Written Language (Use of action words)	
<b>Indicator (code)</b>	B5.5.2.1.1	B5.5.2.1.2	B5.5.2.1.3
<b>Content standard (code)</b>	B5.5.2.1.	B5.5.2.1.	B5.5.2.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should recognise and use commas, full stops, and question marks appropriately in writing.</li> <li>• Learners should understand and use exclamation mark in writing appropriately</li> <li>• Learners should use colon and quotation marks in writing appropriately</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	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"> <li>• Show a passage to learners and allow the learners to read.</li> <li>• Read the passage aloud to learners.</li> </ul>	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners recognise the punctuation used in the passage.</li> <li>• Write a paragraph on a flash card without any punctuations.</li> <li>• Guide learners to use commas, full stops, and question marks appropriately in the writing.</li> </ul> <p>Assessment: let learners use commas, full stops, and question marks appropriately in writing.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Allow learners to read a passage and discuss the punctuations with learners.</li> <li>• Talk about the exclamation mark.</li> <li>• Write a paragraph on a flash card without some punctuations, e.g. the exclamation mark.</li> <li>• Read the paragraph aloud to learners.</li> <li>• Assist learners to use exclamation marks to punctuate the writing appropriately</li> </ul> <p>Assessment: let learners use exclamation mark in writing appropriately</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Revise the lesson on colon with learners and discuss quotation marks with learners.</li> <li>• Give a short passage and ask learners to put in the colon and quotation marks appropriately.</li> </ul> <p>Assessment: let learners use colon and quotation marks in writing appropriately</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

NANA FIIFI ACQUAH

**TERM ONE  
BASIC FIVE  
WEEK 11**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Presentation B. Listening Comprehension C. Verbs D. Descriptive Writing E. Using action Words F. Building the Love and Culture of Reading			
<b>Indicator (code)</b>	B5.1.10.1.1.	B5.2.7.1.3	B5.3.5.1.2	B5.4.12.1.1.	B5.5.4.1.2 B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.10.1.	B5.2.7.1.	B5.3.5.1.	B5.4.12.1.	B5.5.4.1. B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse markers – well, also, finally B. Learners can Scan texts for details C. Learners can use appropriate subject-verb agreement: D. Learners can use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events. E. Learners can use the simple past verb form to express past needs, feelings and interest F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Revise important features of spoken language such as use of contractions and ellipsis.</li> <li>• Help learners to use contractions and ellipsis in speech.</li> </ul> <p>E.g.</p> <ol style="list-style-type: none"> <li>1. Contraction: <ol style="list-style-type: none"> <li>i. Kofi cannot come today.</li> <li>ii. Kofi can't come today.</li> </ol> </li> <li>2. Ellipsis: <p>A: When will you come? B: Tomorrow</p> </li> </ol> <p>Assessment: let learners use contractions and ellipsis in 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>B.READING</p> <ul style="list-style-type: none"> <li>• Guide learners to skim and scan texts for details.</li> <li>• Have learners skim/scan a text in a short period/time frame and write down their ideas.</li> <li>• Discuss the answers together as a class.</li> </ul> <p>Assessment: let learners skim and scan passages for details.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Review subjects and verbs in simple sentences.</li> <li>• Use examples to introduce and explain subject-verb agreement.</li> </ul>	<p>What have we learnt today?</p>

	familiar rhymes	<ul style="list-style-type: none"> <li>• Present sentences with missing subjects and others without verbs for learners to complete.</li> <li>• Introduce drills e.g. a completion drill to give further practice</li> </ul> <p>Assessment: Present sentences with missing subjects and others without verbs for learners to complete</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>• Revise descriptive writing with learners.</li> <li>• Talk about sensory details that allow a reader to visualise a person, a place, a thing or an idea.</li> <li>• Guide learners through the stages of writing.</li> <li>• Write to describe events/situations/places of their choice and personal experiences. Focus on the use of: <ul style="list-style-type: none"> <li>– Descriptive (adjectives)</li> <li>– Figurative language e.g. simile – metaphor</li> <li>– Sensory details (sensory details that are experience through the senses: sight, smell, touch, taste)</li> </ul> </li> </ul> <p>Assessment: let learners use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write on a story. E.g. What happened after school on Monday?</p> <ul style="list-style-type: none"> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form..</li> <li>• Guide learners to rewrite the essay incorporating the corrections.</li> </ul> <p>Assessment: let learners use the simple past verb form to express past needs, feelings and interest</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Fractions	
<b>Indicator (code)</b>	B5.1.3.1.1	B5.1.3.1.2	
<b>Content standard (code)</b>	B5.1.3.1.	B5.1.3.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can determine equivalent fractions of given fractions</li> <li>• Learners can compare and order fractions</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Counters			
<b>Ref:</b> Mathematics curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	To compare, add or subtract the fractions, $\frac{3}{4}$ , $\frac{5}{6}$ and $\frac{7}{10}$ , we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions.	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>Use the prime factorising strategy to determine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.  <math>3/4 = ?/36</math>; <math>5/6 = ??/36</math>; and <math>7/10 = ???/36</math>.                  [To obtain the numerators, determine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]</p> <p><math>24 = 2 \times 2 \times 2 \times 3</math> so 2 and 3 are prime factors of 24</p> <table border="1" data-bbox="488 537 1101 779"> <tr> <td><b>2</b></td> <td><b>4</b></td> <td><b>6</b></td> <td><b>10</b></td> </tr> <tr> <td><b>2</b></td> <td><b>2</b></td> <td><b>3</b></td> <td><b>5</b></td> </tr> <tr> <td><b>3</b></td> <td><b>1</b></td> <td><b>3</b></td> <td><b>5</b></td> </tr> <tr> <td><b>5</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>5</b></td> </tr> <tr> <td></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> </tr> </table> <p><b>The product of each prime factor which divided any of the numbers is the LCM</b></p> <p>Assessment: have learners to practice with more examples</p>	<b>2</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>5</b>		<b>1</b>	<b>1</b>	<b>1</b>	
<b>2</b>	<b>4</b>	<b>6</b>	<b>10</b>																				
<b>2</b>	<b>2</b>	<b>3</b>	<b>5</b>																				
<b>3</b>	<b>1</b>	<b>3</b>	<b>5</b>																				
<b>5</b>	<b>1</b>	<b>1</b>	<b>5</b>																				
	<b>1</b>	<b>1</b>	<b>1</b>																				
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>To compare, add or subtract the fractions, <math>3/4, 5/6</math> and <math>7/10</math>, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising strategy to determine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.  <math>3/4 = ?/36</math>; <math>5/6 = ??/36</math>; and <math>7/10 = ???/36</math>.                  [To obtain the numerators, determine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]</p> <p><math>24 = 2 \times 2 \times 2 \times 3</math> so 2 and 3 are prime factors of 24</p>	<p>Review the lesson with Learners</p>																				

		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">2</td> <td>4</td> <td>6</td> <td>10</td> </tr> <tr> <td style="background-color: #cccccc;">2</td> <td>2</td> <td>3</td> <td>5</td> </tr> <tr> <td style="background-color: #cccccc;">3</td> <td>1</td> <td>3</td> <td>5</td> </tr> <tr> <td style="background-color: #cccccc;">5</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td style="background-color: #cccccc;"></td> <td>1</td> <td>1</td> <td>1</td> </tr> </table> <p style="text-align: center;"><b>The product of each prime factor which divided any of the numbers is the LCM</b></p> <p>Assessment: have learners to practice with more examples</p>	2	4	6	10	2	2	3	5	3	1	3	5	5	1	1	5		1	1	1	
2	4	6	10																				
2	2	3	5																				
3	1	3	5																				
5	1	1	5																				
	1	1	1																				
<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>Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, 5/6 and 3/4 or 2/3? E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. 5/6 = 0.83, 3/4 = 0.75, and 2/3 = 0.66, and compare.</p> <p style="text-align: center;">LCD for <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math> and <math>\frac{5}{6}</math> is 12; hence <math>\frac{3}{4} = \frac{9}{12}</math>; <math>\frac{2}{3} = \frac{8}{12}</math>; <math>\frac{5}{6} = \frac{10}{12}</math></p> <p style="text-align: center;">∴ the order is <math>\frac{5}{6}</math>, <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math></p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																				
<p>Thursday</p>	<p>Sing songs like:  I'm counting</p>	<p>Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, 5/6 and 3/4 or 2/3?</p>	<p>Review the lesson with Learners</p>																				

	<p>one, what is one 1 - One is one alone, alone it shall be.</p>	<p>E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. <math>5/6 = 0.83</math>, <math>3/4 = 0.75</math>, and <math>2/3 = 0.66</math>, and compare.</p> $\text{LCD for } \frac{3}{4}, \frac{2}{3} \text{ and } \frac{5}{6} \text{ is } 12;$ $\text{hence } \frac{3}{4} = \frac{9}{12}; \frac{2}{3} = \frac{8}{12}; \frac{5}{6} = \frac{10}{12}$ $\therefore \text{ the order is } \frac{5}{6}, \frac{3}{4}, \frac{2}{3}$ <p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, <math>5/6</math> and <math>3/4</math> or <math>2/3</math>?</p> <p>E.g. 2 Change the fractions to percentages or decimals and use them for the comparison. i.e. <math>5/6 = 0.83</math>, <math>3/4 = 0.75</math>, and <math>2/3 = 0.66</math>, and compare.</p> $\text{LCD for } \frac{3}{4}, \frac{2}{3} \text{ and } \frac{5}{6} \text{ is } 12;$ $\text{hence } \frac{3}{4} = \frac{9}{12}; \frac{2}{3} = \frac{8}{12}; \frac{5}{6} = \frac{10}{12}$ $\therefore \text{ the order is } \frac{5}{6}, \frac{3}{4}, \frac{2}{3}$ <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : FORCES AND ENERGY</b>		<b>Sub-strand : SOURCES AND FORMS OF ENERGY</b>	
<b>Indicator (code)</b>	B5.4.1.1.1		
<b>Content standard (code)</b>	B5.4.1.1.1		
<b>Performance Indicator</b>	Learners can explain how energy is transformed from one form to another		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Explore learners' previous knowledge on the forms of energy (e.g. Electrical, heat, light, sound). • Use some common devices (e.g. torch, radio, television, etc.) to demonstrate transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming, etc.	What have we learnt today?  Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"> <li>• In groups, learner’s identify other forms of energy transformations in the school community and present their findings for discussion in the class.</li> </ul> <p>Assessment: let learners explain how energy is transformed from one form to another</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners design a flow chart to explain how energy from the sun is transformed into energy for walking.</li> </ul> <p>Assessment: let learners design a flow chart to explain how energy from the sun is transformed into energy for walking.</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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

NANA FIIFI ACQUAH

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Colonisation and Developments under Colonial Rule in Ghana		<b>Sub-strand :</b> Developments Under Colonial Rule	
<b>Indicator (code)</b>	B5.4.2.1.1		
<b>Content standard (code)</b>	B5.4.2.1.		
<b>Performance Indicator</b>	Learners can identify the developments in education during the colonial era (1874-1957).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	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 schools	Identify schools that existed by 1930, where they are located and state some facts about these schools.  Assessment: let learners identify schools that existed by 1930, where they are located and state some facts about these schools	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

	<p>were built during the colonial period? Where were they located?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>What did the British do to promote education?</p>	<p>List some of the measures the British took to promote education in the Gold Coast. e.g. Ordinances to make sure all teachers were registered</p> <p>Assessment: let learners list some of the measures the British took to promote education in the Gold Coast</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: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : OUR BELIEFS AND VALUES</b>		<b>Sub-strand : Worship</b>	
<b>Indicator (code)</b>	B5. 3.1.1. 1.		
<b>Content standard (code)</b>	B5. 3.1.1.		
<b>Performance Indicator</b>	Learners can identify the moral significance of Sacred Passages and Oral Traditions in the three main religions		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	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 recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20) and show how they can apply them in their daily lives.  Assessment: Let learners write the moral significance of the Ten Commandments	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners recite selected passages and, or oral traditions e.g.: Al-Fathiha and show how they can apply them in their daily lives.	What have we learnt today?

NANA FIIFI ACQUAH

	familiar rhymes	Assessment: Let learners write the moral significance of the Al-Fathiha	Ask learners to summarize the main points in the lesson
--	-----------------	---	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5.1.2.1.9:		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can dribble a ball (by hand) while preventing another person from possessing the ball.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Cones			
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Put Learners in pairs after a warm up. Learners dribble their peers with their foot as in football or with their hands as in handball but through cones or similar obstacles. Learners progress to advance dribbling their peers prevent them from taking possession of the balls. Alternate the hand or foot used in the dribble. Keep ball away from peers by placing your body in between ball and partner. Organise a mini	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

		football competition. End the lesson with cool down activities.	
--	--	---	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>	B5.1.2.1.2		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate ways to care for the environment.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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 in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.  Assessment: let learners mention ways to care for the environment	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: Computing

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Internet and social media		<b>Sub-strand :</b> customizing your browser	
<b>Indicator (code)</b>	B5.6.6.1.1.	B5.6.6.1.2.	
<b>Content standard (code)</b>	B5.6.6.1.	B5.6.6.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can demonstrate how to set default search engines</li> <li>• Learners can show how to set homepages</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	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 set default search engines  Guide learners to set homepages.  Assessment: Let learners describe how to set homepages	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts Performing Arts		<b>Sub-strand :</b> Appreciating and Appraising	
<b>Indicator (code)</b>	B5 1.4.6.2	B5 2.4.6.2	
<b>Content standard (code)</b>	B5 1.4.6.	B5 2.4.6.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in Africa</li> <li>Learners can Develop guidelines for appreciating and appraising own and others' performing artworks that reflect the physical and social environment of some communities in Africa</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	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"> <li>☑ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below;</li> <li>☑ identify the correct vocabulary to use for appreciating and appraising artworks;</li> <li>☑ agree on what to use the appraisal report for and how to share it;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</li> <li>☑ fix a day/date for the appreciation/appraisal/jury.</li> </ul> <p>Suggested Guidelines</p> <ul style="list-style-type: none"> <li>☑ Description of the work: The elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work.</li> <li>☑ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</li> <li>☑ Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning)</li> <li>☑ Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc.</li> </ul> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below;</li> <li>☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama;</li> <li>☑ agree on what to use the appraisal report for and how to share it;</li> <li>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</li> <li>☑ fix a day/date for the appreciation/appraisal/jury</li> </ul> <p>Suggested guidelines</p> <ul style="list-style-type: none"> <li>☑ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.</li> <li>☑ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>singing and drumming, costume, props, energy, stage use, stage setting and dynamics.</p> <p>☐ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</p> <p>Assessment: let learners writ guidelines for appreiating and appraising own and others' performing artworks</p>	
--	--	---	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Extensive Reading		<b>Sub-strand :</b> Building the Love and Culture of Reading in Learners	
<b>Indicator (code)</b>	B5.6.1.1.1	B5.6.1.1.2	
<b>Content standard (code)</b>	B5.6.1.1.	B5.6.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should read aloud passages from novels and newspapers with correct pronunciation and tone.</li> <li>Learners should demonstrate correct speech, rhythm and tone</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	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"> <li>Read a passage aloud to learners.</li> <li>Use flashcards with three to four word sentences written on them to assist learners with correct pronunciation and intonation.</li> <li>Let learners bring other materials on literary works like magazines or newspapers to read.</li> </ul>	What have we learnt today?

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"> <li>• Call learners to read paragraph by paragraph to check the correct pronunciation</li> </ul> <p>Assessment: let learners read aloud passages from novels and newspapers with correct pronunciation and tone</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Read a newspaper or novel aloud to learners with the correct tone and rhythm.</li> </ul> <p>Allow learners to demonstrate correct speech, rhythm and tone.</p> <p>Assessment: let learners read with correct rhythm and tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Read a newspaper or novel aloud to learners with the correct tone and rhythm.</li> </ul> <p>Allow learners to demonstrate correct speech, rhythm and tone.</p> <p>Assessment: let learners with correct rhythm and tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

NANA FIIFI ACQUAH

**TERM ONE**  
**BASIC FIVE**  
**WEEK 12**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Presentation B. Listening Comprehension C. Verbs D. Descriptive Writing E. Using action Words F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.10.1.2.	B5.2.7.1.3.	B5.3.5.1.2	B5.4.12.1.1.	B5.5.4.1.2	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.10.1.	B5.2.7.1..	B5.3.5.1.	B5.4.12.1.	B5.5.4.1.	B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can demonstrate awareness of the differences between spoken and written forms of language, e.g. formal and informal register B. Learners can scan texts for details C. Learners can use appropriate subject-verb agreement: D. Learners can use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events E. Learners can use the simple past verb form to express past needs, feelings and interest F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
<b>Keywords</b>						

<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	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	<b>A.ORAL LANGUAGE</b> <ul style="list-style-type: none"> <li>• Revise some differences between spoken and written forms of language, e.g. simplicity in spoken sentences and complexity of written sentences. e.g. written: I have not gone there. spoken: I haven't gone there.</li> <li>• Demonstrate simplicity of spoken language by giving short and simple speeches on a topic. E.g. Introduction of a chairman.</li> <li>• Encourage learners to give short and simple speeches on chosen topics, e.g. My Favourite Meal</li> </ul> <p>Assessment: let learners give short and simple speeches on chosen topics, e.g. My Favourite Meal</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	<b>B.READING</b> <ul style="list-style-type: none"> <li>• Guide learners to skim and scan texts for details.</li> <li>• Have learners skim/scan a text in a short period/time frame and write down their ideas.</li> <li>• Discuss the answers together as a class.</li> </ul> <p>Assessment: let learners scan texts for details</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	<b>C.GRAMMAR</b> <ul style="list-style-type: none"> <li>• Review subjects and verbs in simple sentences.</li> <li>• Use examples to introduce and explain subject-verb agreement.</li> <li>• Present sentences with missing subjects and others without verbs for learners to complete.</li> <li>• Introduce drills e.g. a completion drill to give further practice</li> </ul> <p>Assessment: Present sentences with missing subjects and others without verbs for learners to complete</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>D.WRITING</b></p> <ul style="list-style-type: none"> <li>• Revise descriptive writing with learners.</li> <li>• Talk about sensory details that allow a reader to visualise a person, a place, a thing or an idea.</li> <li>• Guide learners through the stages of writing.</li> <li>• Write to describe events/situations/places of their choice and personal experiences. Focus on the use of:             <ul style="list-style-type: none"> <li>– Descriptive (adjectives)</li> <li>– Figurative language e.g. simile – metaphor</li> <li>– Sensory details (sensory details that are experience through the senses: sight, smell, touch, taste)</li> </ul> </li> </ul> <p>Assessment: let learners use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b>            Let learners write on another topic individually using the past verb form.</p> <p>Assessment: let learners use the simple past verb form to express past needs, feelings and interest</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<p><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

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

SUBJECT: MATHEMATICS

CLASS: FIVE

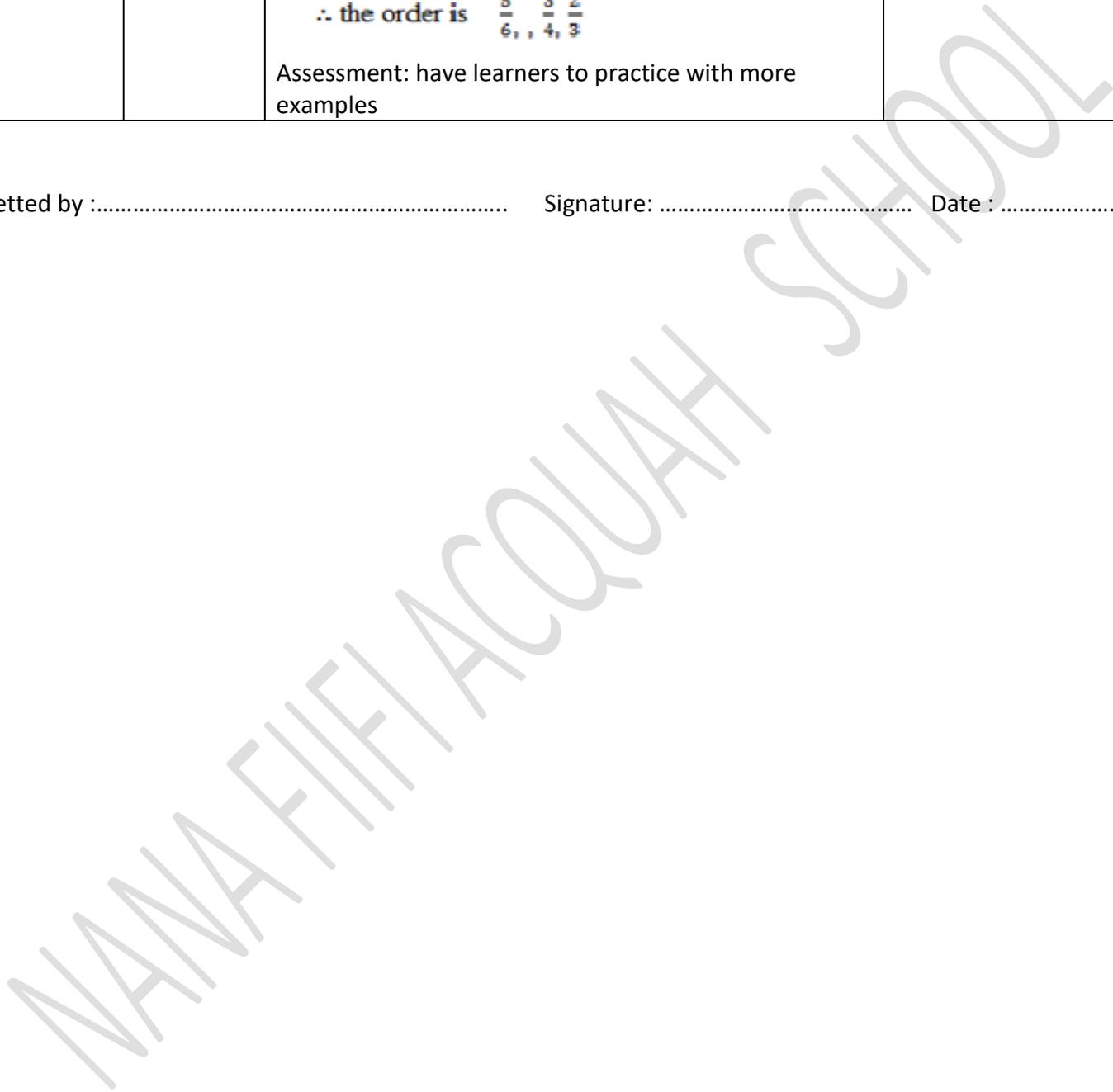
<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b>		<b>Sub-strand :</b>	
<b>Indicator (code)</b>	B5.1.3.1.1	B5.1.3.1.2	
<b>Content standard (code)</b>	B5.1.3.1.	B5.1.3.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can determine equivalent fractions of given fractions</li> <li>Learners can compare and order fractions</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	To compare, add or subtract the fractions, $\frac{3}{4}$ , $\frac{5}{6}$ and $\frac{7}{10}$ , we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions.	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>Use the prime factorising strategy to determine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.  <math>3/4 = ?/36</math>; <math>5/6 = ??/36</math>; and <math>7/10 = ???/36</math>.                  [To obtain the numerators, determine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]</p> <p><math>24 = 2 \times 2 \times 2 \times 3</math> so 2 and 3 are prime factors of 24</p> <table border="1" data-bbox="483 527 1073 695"> <tr><td>2</td><td>4</td><td>6</td><td>10</td></tr> <tr><td>2</td><td>2</td><td>3</td><td>5</td></tr> <tr><td>3</td><td>1</td><td>3</td><td>5</td></tr> <tr><td>5</td><td>1</td><td>1</td><td>5</td></tr> <tr><td></td><td>1</td><td>1</td><td>1</td></tr> </table> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Assessment: have learners to practice with more examples</p>	2	4	6	10	2	2	3	5	3	1	3	5	5	1	1	5		1	1	1	
2	4	6	10																				
2	2	3	5																				
3	1	3	5																				
5	1	1	5																				
	1	1	1																				
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>To compare, add or subtract the fractions, <math>3/4, 5/6</math> and <math>7/10</math>, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. Use the prime factorising strategy to determine the LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions.  <math>3/4 = ?/36</math>; <math>5/6 = ??/36</math>; and <math>7/10 = ???/36</math>.                  [To obtain the numerators, determine how many times the denominator goes into the LCD and multiply this by the numerator to obtain a new numerator.]</p> <p><math>24 = 2 \times 2 \times 2 \times 3</math> so 2 and 3 are prime factors of 24</p> <table border="1" data-bbox="483 1507 1036 1675"> <tr><td>2</td><td>4</td><td>6</td><td>10</td></tr> <tr><td>2</td><td>2</td><td>3</td><td>5</td></tr> <tr><td>3</td><td>1</td><td>3</td><td>5</td></tr> <tr><td>5</td><td>1</td><td>1</td><td>5</td></tr> <tr><td></td><td>1</td><td>1</td><td>1</td></tr> </table> <p>The product of each prime factor which divided any of the numbers is the LCM</p> <p>Assessment: have learners to practice with more examples</p>	2	4	6	10	2	2	3	5	3	1	3	5	5	1	1	5		1	1	1	<p>Review the lesson with Learners</p>
2	4	6	10																				
2	2	3	5																				
3	1	3	5																				
5	1	1	5																				
	1	1	1																				

<p>Wednesday</p> <p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>		<p>Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, <math>\frac{5}{6}</math> and <math>\frac{3}{4}</math> or <math>\frac{2}{3}</math>?</p> <p>E.g. 2 Change the fractions to percentages or decimals and use them for the comparison.</p> <p>i.e. <math>\frac{5}{6} = 0.83</math>, <math>\frac{3}{4} = 0.75</math>, and <math>\frac{2}{3} = 0.66</math>, and compare.</p> $\text{LCD for } \frac{3}{4}, \frac{2}{3} \text{ and } \frac{5}{6} \text{ is } 12;$ $\text{hence } \frac{3}{4} = \frac{9}{12}; \frac{2}{3} = \frac{8}{12}; \frac{5}{6} = \frac{10}{12}$ $\therefore \text{ the order is } \frac{5}{6}, \frac{3}{4}, \frac{2}{3}$ <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</p> <p>1 - One is one alone, alone it shall be.</p>		<p>Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, <math>\frac{5}{6}</math> and <math>\frac{3}{4}</math> or <math>\frac{2}{3}</math>?</p> <p>E.g. 2 Change the fractions to percentages or decimals and use them for the comparison.</p> <p>i.e. <math>\frac{5}{6} = 0.83</math>, <math>\frac{3}{4} = 0.75</math>, and <math>\frac{2}{3} = 0.66</math>, and compare.</p> $\text{LCD for } \frac{3}{4}, \frac{2}{3} \text{ and } \frac{5}{6} \text{ is } 12;$ $\text{hence } \frac{3}{4} = \frac{9}{12}; \frac{2}{3} = \frac{8}{12}; \frac{5}{6} = \frac{10}{12}$ $\therefore \text{ the order is } \frac{5}{6}, \frac{3}{4}, \frac{2}{3}$ <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</p>		<p>Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent fractions and use them for the comparison; e.g. which is larger, <math>\frac{5}{6}</math> and <math>\frac{3}{4}</math> or <math>\frac{2}{3}</math>?</p> <p>E.g. 2 Change the fractions to percentages or decimals and use them for the comparison.</p> <p>i.e. <math>\frac{5}{6} = 0.83</math>, <math>\frac{3}{4} = 0.75</math>, and <math>\frac{2}{3} = 0.66</math>, and compare.</p>	<p>Review the lesson with Learners</p>

	<p>1 - One is one alone, alone it shall be.</p>	<p>LCD for <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math> and <math>\frac{5}{6}</math> is 12;                  hence <math>\frac{3}{4} = \frac{9}{12}</math>; <math>\frac{2}{3} = \frac{8}{12}</math>; <math>\frac{5}{6} = \frac{10}{12}</math>  <math>\therefore</math> the order is <math>\frac{5}{6}, \frac{3}{4}, \frac{2}{3}</math></p> <p>Assessment: have learners to practice with more examples</p>	
--	---	--	--

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



SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> FORCES AND ENERGY		<b>Sub-strand :</b> SOURCES AND FORMS OF ENERGY	
<b>Indicator (code)</b>	B5.4.1.1.1		
<b>Content standard (code)</b>	B5.4.1.1.		
<b>Performance Indicator</b>	Learners can explain how energy is transformed from one form to another		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Explore learners' previous knowledge on the forms of energy (e.g. Electrical, heat, light, sound). • Use some common devices (e.g. torch, radio, television, etc.) to demonstrate transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming, etc.	What have we learnt today?  Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

		<ul style="list-style-type: none"> <li>• In groups, learner’s identify other forms of energy transformations in the school community and present their findings for discussion in the class.</li> </ul> <p>Assessment: let learners explain how energy is transformed from one form to another</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners design a flow chart to explain how energy from the sun is transformed into energy for walking.</li> </ul> <p>Assessment: let learners design a flow chart to explain how energy from the sun is transformed into energy for walking.</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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

NANA FIIFI ACQUAH

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Colonisation and Developments under Colonial Rule in Ghana		<b>Sub-strand :</b> Developments Under Colonial Rule	
<b>Indicator (code)</b>	B5.4.2.1.1		
<b>Content standard (code)</b>	B5.4.2.1.		
<b>Performance Indicator</b>	Learners can identify the developments in education during the colonial era (1874-1957).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What did the British	Discuss the role of the churches in Ghana’s education sector  Assessment: let learners mention the role of the churches in Ghana’s education sector	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIFI ACQUAH

	do to promote education?		
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Recall the role of the important people in                      (a) the community and                      (b) the country who played key role in the educational sector, e.g. Dr Kwegyir Aggrey.                      NB: Display pictures of such people in the class.</p> <p>Assessment: let learners mention important people in                      (a) the community and                      (b) the country who played key role in the educational sector</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

NANA FIFI ACQUAH

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR BELIEFS AND VALUES		<b>Sub-strand :</b> Worship	
<b>Indicator (code)</b>	B5. 3.1.1. 1.		
<b>Content standard (code)</b>	B5. 3.1.1.		
<b>Performance Indicator</b>	Learners can identify the moral significance of Sacred Passages and Oral Traditions in the three main religions		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	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 recite selected passages and, or oral traditions e.g.: Folktales, and show how they can apply them in their daily lives.  Assessment: Let learners identify the moral significance of Folktales,	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners relate the moral values they have learned to their lives e.g. honesty, sacrifice, dedication, commitment, forgiveness, etc.  Assessment: Let learners relate the moral values they have learned to their lives	What have we learnt today?  Ask learners to summarize the main points in the lesson
----------	--	---	---

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B5.1.2.1.10		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can dribble a ball (by foot) and kick it to a partner at a distance of about five metres.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Put learners in pairs after a warm up. Learners to dribble a ball through cones, skittles or objects and kick it to a partner at five metres. Organise a mini football game for learner to participate in.	What have we learnt today?  Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>	B5.1.2.1.2		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate ways to care for the environment.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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"> <li>Let learners discuss and write down the importance of caring for the environment: it helps to improve climatic conditions such as adequate rainfall, balanced temperature on earth, etc.</li> <li>Let learners present their work in class for appreciation and discussion</li> </ul> <p>Assessment: let learners write down the importance of caring for the environment:</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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Internet and social media		<b>Sub-strand :</b> electronic email	
<b>Indicator (code)</b>	B5.6.7.1.1.	B5.6.7.1.2	
<b>Content standard (code)</b>	B5.6.7.1.	B5.6.7.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can identify the various e-mail service providers</li> <li>• Learners can demonstrate the use of internet e-mail addresses.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	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 explore on the various email service providers (email, outlook.com, icloud mail).  Guide learners to start an email address. Assist learners to use email address  Assessment: Let learners describe the use of internet e-mail addresses	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts Performing Arts		<b>Sub-strand :</b> Appreciating and Appraising	
<b>Indicator (code)</b>	B5 1.4.6.2	B5 2.4.6.2	
<b>Content standard (code)</b>	B5 1.4.6.	B5 2.4.6.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in Africa</li> <li>Learners can Develop guidelines for appreciating and appraising own and others' performing artworks that reflect the physical and social environment of some communities in Africa</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Creative Arts curriculum			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> 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;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>☑ agree on what to use the appraisal report for and how to share it;</li> <li>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</li> <li>☑ fix a day/date for the appreciation/appraisal/jury.</li> </ul> <p>Suggested Guidelines</p> <ul style="list-style-type: none"> <li>☑ Description of the work: The elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work.</li> <li>☑ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</li> <li>☑ Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning)</li> <li>☑ Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc.</li> </ul> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below;</li> <li>☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama;</li> <li>☑ agree on what to use the appraisal report for and how to share it;</li> <li>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</li> <li>☑ fix a day/date for the appreciation/appraisal/jury</li> </ul> <p>Suggested guidelines</p> <ul style="list-style-type: none"> <li>☑ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☑ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.</p> <p>☑ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</p> <p>Assessment: let learners writ guidelines for appreciating and appraising own and others' performing artworks</p>	
--	--	---	--

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

NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Extensive Reading		<b>Sub-strand :</b> Read Aloud with Children	
<b>Indicator (code)</b>	B5.6.2.1.1	B5.6.2.1.2	
<b>Content standard (code)</b>	B5.6.2.1.	B5.6.2.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should read aloud passages with correct pronunciation and tone.</li> <li>Learners should demonstrate correct speech, rhythm and tone</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	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"> <li>Read a passage of about seven paragraphs aloud to learners.</li> <li>Lead learners to read aloud passages with correct pronunciation and intonation</li> </ul> Assessment: let learners read aloud passages with correct pronunciation and tone.	What have we learnt today?  Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate correct speech, rhythm and tone.</li> <li>• Lead learners to demonstrate correct speech, rhythm and tone</li> </ul> <p>Assessment: let learners read aloud passages with correct pronunciation and tone.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate correct speech, rhythm and tone.</li> <li>• Lead learners to demonstrate correct speech, rhythm and tone</li> </ul> <p>Assessment: let learners read aloud passages with correct pronunciation and tone.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

NANA FIIFI ACQUAH SCHOOL