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

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

GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Average age of pupils

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	PHONICS	PHONICS	VOCABULARY
	NOUNS	NOUNS	NOUNS
	PENMANSHIP AND	PENMANSHIP AND	PARAGRAPH DEVELOPMENT
	HANDWRITING	HANDWRITING	
	USING CAPITALISATION	USING CAPITALISATION	NAMING WORDS/NOUNS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
2	SONGS	SONGS	POEMS
	POEMS		
	PHONICS	WORD FAMILIES: MINIMAL PAIRS	VOCABULARY
		AND COMMON DIGRAPHS	
	NOUNS	NOUNS	NOUNS
	PARAGRAPH DEVELOPMENT	PENMANSHIP AND	PARAGRAPH DEVELOPMENT
		HANDWRITING	
	USING CAPITALISATION	USING CAPITALISATION	NAMING WORDS/NOUNS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
3	STORY TELLING	POEMS	DRAMATIZATION AND ROLE
			PLAY
	WORD FAMILIES	WORD FAMILIES: MINIMAL PAIRS	COMPREHENSION
		AND COMMON DIGRAPHS	
	NOUNS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
	COLIONE OF READING	COLTONE OF NEADING	COLIONE OF READING

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

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	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

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

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SCIENCE

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

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

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COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	GENERATION OF	GENERATION OF COMPUTERS	GENERATION OF
	COMPUTERS AND PARTS OF A	AND PARTS OF A COMPUTER	COMPUTERS AND PARTS OF A
	COMPUTER AND OTHER	AND OTHER GADGETS	COMPUTER AND OTHER
	GADGETS		GADGETS
2	INTRODUCTION TO MS-	INTRODUCTION TO MS-	INTRODUCTION TO MS-
	WINDOWS INTERFACE	WINDOWS INTERFACE	WINDOWS INTERFACE
	(DESKTOP BACKGROUND AND	(DESKTOP BACKGROUND AND	(DESKTOP BACKGROUND AND
	LOCATIONS OF THE	LOCATIONS OF THE	LOCATIONS OF THE
	COMPUTER.)	COMPUTER.)	COMPUTER.)
3	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE
4	TECHNOLOGY IN THE	TECHNOLOGY IN THE	TECHNOLOGY IN THE
	COMMUNITY	COMMUNITY	COMMUNITY
	(COMMUNICATION)	(COMMUNICATION)	(COMMUNICATION)
		INTRODUCTION TO MS-	
		POWERPOINT (TABS AND	
		RIBBONS OF MS-POWERPOINT)	
		INTRODUCTION TO WORD	
		PROCESSING (TABS AND	
		RIBBONS OF WORD	
		PROCESSING)	
5	INTRODUCTION TO MS-	INTRODUCTION TO	INTRODUCTION TO
	POWERPOINT (TABS AND	DATABASES, ALGORITHM AND	DATABASES, ALGORITHM AND
	RIBBONS OF MS-POWERPOINT)	PROGRAMMING	PROGRAMMING.

	INTRODUCTION TO WORD		
	PROCESSING (TABS AND		
	RIBBONS OF WORD		
	PROCESSING)		
6	INTRODUCTION TO	INTRODUCTION TO	INTRODUCTION TO
	DATABASES, ALGORITHM AND	ELECTRONIC	ELECTRONIC SPREADSHEET
	PROGRAMMING.	SPREADSHEET(TABS AND	
		RIBBONS MANIPULATION)	NETWORK OVERVIEW
		·	
		NETWORK OVERVIEW	
7	INTRODUCTION TO	WEB BROWSERS AND WEB	WEB BROWSERS AND WEB
	ELECTRONIC SPREADSHEET	PAGES	PAGES
	NETWORK OVERVIEW		
8	WEB BROWSERS AND WEB	SURFING THE WORLD WIDE	SURFING THE WORLD WIDE
	PAGES	WEB	WEB
		FAVOURITE PLACES AND	FAVOURITE PLACES AND
		SEARCH ENGINE	SEARCH ENGINE
		USING ONLINE FORMS	USING ONLINE FORMS
9	SURFING THE WORLD WIDE	CUSTOMIZING YOUR BROWSER	CUSTOMISING YOUR BROWSER
	WEB		
10	FAVOURITE PLACES AND	ELECTRONIC EMAIL	ELECTRONIC EMAIL
	SEARCH ENGINE		
	USING ONLINE FORMS		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

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MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	COUNTING, REPRESENTATION	FRACTIONS	ALGEBRAIC EXPRESSIONS
	& CARDINALITY		
2	COUNTING, REPRESENTATION	FRACTIONS	LINES AND SHAPES.
	& CARDINALITY		MEASUREMENT -PERIMETER, AREA,
			CAPACITY/VOLUME AND ANGLE
3	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT
	& CARDINALITY		70,
4	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT
	& CARDINALITY		
5	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT - ANGLES
	& CARDINALITY		
6	COUNTING, REPRESENTATION	FRACTIONS	GEOMETRIC REASONING
	& CARDINALITY		
7	COUNTING, REPRESENTATION	PATTERNS AND	INTERPRETATION AND ANALYSIS
	& CARDINALITY	RELATIONSHIPS	DATA COLLECTION, ORGANISATION,
			PRESENTATION,
8	COUNTING, REPRESENTATION	PATTERNS AND	INTERPRETATION AND ANALYSIS
	& CARDINALITY	RELATIONSHIPS	DATA COLLECTION, ORGANISATION,
			PRESENTATION,
9	COUNTING, REPRESENTATION	PATTERNS AND	CHANCE (PROBABILITY)
	& CARDINALITY	RELATIONSHIPS	
10	COUNTING, REPRESENTATION	PATTERNS AND	CHANCE (PROBABILITY)
	& CARDINALITY	RELATIONSHIPS	
11	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)
12	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)

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

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HISTORY

TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
		MOVEMENTS
THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
		MOVEMENTS
THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST
	()	MOVEMENTS
THE PEOPLE OF GHANA	ECONOMIC	EARLY PROTEST
	DEVELOPMENT	MOVEMENTS
THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND
		AFTER
SOME SELECTED INDIVIDUALS	ECONOMIC	THE 1948 RIOTS AND
	DEVELOPMENT	AFTER
SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
		AFTER
SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
		AFTER
INTERNATIONAL TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
INCLUDING THE SLAVE TRADE		AFTER
INTERNATIONAL TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
INCLUDING THE SLAVE TRADE		AFTER
COLONISATION AND	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
DEVELOPMENTS UNDER		AFTER
COLONIAL RULE IN GHANA		
COLONISATION AND	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
		AFTER
	THE PEOPLE OF GHANA SOME SELECTED INDIVIDUALS SOME SELECTED INDIVIDUALS SOME SELECTED INDIVIDUALS INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	THE PEOPLE OF GHANA SOCIAL DEVELOPMENT THE PEOPLE OF GHANA SOCIAL DEVELOPMENT THE PEOPLE OF GHANA ECONOMIC DEVELOPMENT THE PEOPLE OF GHANA ECONOMIC DEVELOPMENT THE PEOPLE OF GHANA ECONOMIC DEVELOPMENT SOME SELECTED INDIVIDUALS EARLY PROTEST MOVEMENTS SOME SELECTED INDIVIDUALS EARLY PROTEST MOVEMENTS INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE INTERNATIONAL TRADE INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE COLONISATION AND DEVELOPMENTS UNDER COLONISATION AND DEVELOPMENTS UNDER

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CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	THINKING AND EXPLORING	THINKING AND EXPLORING	THINKING AND EXPLORING
	(VISUAL ARTS)	(VISUAL ARTS)	(VISUAL ARTS)
2	THINKING AND EXPLORING	THINKING AND EXPLORING	THINKING AND EXPLORING
	(PERFORMING ARTS)	(PERFORMING ARTS)	(PERFORMING ARTS)
3	THINKING AND EXPLORING IDEAS	PLANNING, MAKING AND	PLANNING, MAKING AND
	(VISUAL ARTS)	COMPOSING	COMPOSING
		(VISUAL ARTS)	(VISUAL ARTS)
4	PLANNING, MAKING AND	PLANNING, MAKING AND	PLANNING, MAKING AND
	COMPOSING	COMPOSING	COMPOSING
	(PERFORMING ARTS)	(PERFORMING ARTS)	(PERFORMING ARTS)
5	PLANNING, MAKING AND	DISPLAYING AND SHARING	DISPLAYING AND SHARING
	COMPOSING	(VISUAL ARTS)	(VISUAL ARTS)
	(VISUAL ARTS)		
6	PLANNING, MAKING AND	DISPLAY AND SHARING	DISPLAY AND SHARING
	COMPOSING	(PERFORMING ARTS)	(PERFORMING ARTS)
	(PERFORMING ARTS)		
7	DISPLAYING AND SHARING	APPRECIATING AND	APPRECIATING AND
	(VISUAL ARTS)	APPRAISING	APPRAISING
		(VISUAL ARTS)	(VISUAL ARTS)
8	DISPLAYING AND SHARING	APPRECIATING AND	APPRECIATING AND
	(PERFORMING ARTS)	APPRAISING	APPRAISING
		(PERFORMING ARTS)	(PERFORMING ARTS)
9	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND
	APPRECIATING AND APPRAISING	APPRAISING	APPRAISING
	(VISUAL AND	(VISUAL ARTS)	(VISUAL ARTS)
	PERFORMING ARTS)		
10	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND

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

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GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS	CONVERSATION	GIVING AND FOLLOWING
			COMMANDS/
	POEMS		INSTRUCTIONS
2	LISTENING AND STORY TELLING	TALKING ABOUT ONESELF,	GIVING AND FOLLOWING
		FAMILY,	COMMANDS/
	DRAMATISATION AND ROLE PLAY		INSTRUCTIONS
		PEOPLE AND PLACES / ASKING	
		AND ANSWERING	
3	PHONICS: LETTER SOUND	VOCABULARY (SIGHT AND	FLUENCY
	KNOWLEDGE	CONTENT VOCABULARY) /	
		COMPREHENSION	
4	PHONICS: LETTER SOUND	SILENT READING	SUMMARISING
	KNOWLEDGE	. / / _	
	VOCABULARY (SIGHT AND		
	CONTENT VOCABULARY)		
5	PENMANSHIP/HANDWRITING	PENMANSHIP/	PENMANSHIP/
		HANDWRITING	HANDWRITING
6	NARRATIVE WRITING	DESCRIPTIVE WRITING /	LITERARY WRITING
		PERSUASIVE WRITING	
7	CREATIVE/ FREE WRITING	PERSUASIVE WRITING /	LETTER WRITING
		ARGUMENTATIVE WRITING	
8	DESCRIPTIVE WRITING	ARGUMENTATIVE WRITING	LETTER WRITING
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9	INTEGRATING GRAMMAR IN	GRAMMAR IN WRITTEN	INTEGRATING GRAMMAR
	WRITTEN LANGUAGE	LANGUAGE (USE OF ACTION	IN WRITTEN LANGUAGE
	(CAPITALIZATION)	WORDS)	(USE OF SIMPLE AND
		& (USE OF QUALIFYING	COMPOUND SENTENCES)
		WORDS)	
10	INTEGRATING GRAMMAR IN	INTEGRATING GRAMMAR IN	INTEGRATING GRAMMAR
	WRITTEN LANGUAGE	WRITTEN LANGUAGE (USE OF	IN WRITTEN LANGUAGE
	(PUNCTUATION)	POSTPOSITIONS) & (USE OF	(SPELLING)
		SIMPLE AND COMPOUND	(CONJUNCTIONS)
	INTEGRATING GRAMMAR IN	SENTENCES)	
	WRITTEN LANGUAGE (USE OF		()'
	ACTION WORDS)		
11	BUILDING THE LOVE AND	READING TEXTS, POEMS,	READING TEXTS, POEMS,
	CULTURE OF READING IN	NARRATIVES AND SHORT	NARRATIVE, AND SHORT
	LEARNERS	STORIES	STORIES AND RESPOND TO
			THEM
12	READ ALOUD WITH CHILDREN	READING TEXTS, POEMS,	READING TEXTS, POEMS,
		NARRATIVES AND SHORT	NARRATIVE, AND SHORT
		STORIES	STORIES AND RESPOND TO
			THEM

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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

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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
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.1	sentence cards, class library
	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,
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	class library
	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
	Reading	Word Families	B5.2.3.1.	B5.2.3.1.1	sentence cards,
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.2	class library
	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,
	Reading	Diphthongs	B5.2.4.1.	B5.2.4.1.1	class library
	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.	

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5	Oral Language	Dramatization and Role Play	B5.1.5.2	B5.1.5.2.1.	Word cards sentence cards,
	Reading	Blends and Consonant Clusters	B5.2.5.1.	B5.2.5.1.1	class library
	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,
	Reading	Vocabulary	B5.2.6.1.	B5.2.6.1.1	class library
	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	Building the Love and	B5.6.1.1	B5.6.1.1.1.	
	Reading	Culture of Reading			
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,
	Reading	Vocabulary	B5.2.6.1.	B5.2.6.1.2	class library
	Grammar Usage At Word	Pronouns	B5.3.3.1.	B5.3.3.1.1	,
	Writing	Narrative Writing	B5.4.101	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
	Reading	Vocabulary	B5.2.6.2.	B5.2.6.2.1	sentence cards,
	Grammar Usage At Word	Pronouns	B5.3.3.1.	B5.3.3.1.1	class library
	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	B5.1.8.1.	B5.1.8.1.1	Word cards
9		Questions			sentence cards,
9	Reading	Questions Listening Comprehension	B5.1.7.1.	B5.1.7.1.1	class library
9	Reading Grammar Usage At Word	<u> </u>	B5.1.7.1. B5.3.4.1.	B5.1.7.1.1 B5.3.4.1.1	

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

Vetted by :	 Signature:	Date :

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

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
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	pictures viacos paper,
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	procur es maces paper
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	
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
12	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B5.4.1.1	B5.4.1.1.1	paper

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Vetted by :	Signature:	Date :

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

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
1	Introduction to	Concretion of computers and	B5.1.1.1.	B5.1.1.1.1	Lantons
1		Generation of computers and			Laptops,
	computing	parts of a computer and other	B5.1.1.1.	B5.1.1.1.2	Images of
2	talaad allaada	gadgets	DE 4.4.4	DE 4.4.4	clipboard,
2	Introduction to	Introduction to MS-Windows	B5.1.1.1.	B5.1.1.1.1	Laptops,
	computing	Interface (Desktop Background	B5.1.1.1.	B5.1.1.1.2	
		and locations of the computer.)	B5.1.1.1.	B5.1.1.1.3	
3	Introduction to	Data, sources and usage	B5.1.3.1	B5.1.3.1.1.	Laptops,
	computing		B5.1.3.1.	B5.1.3.1.2	
			B5.1.3.1.	B5.1.3.1.3	
			B5.1.3.1.	B5.1.3.1.4	
4	Introduction to	Technology in the community	B5.1.4.1.	B5.1.4.1.1	Laptops,
	computing	(communication)	B5.1.4.1.	B5.1.4.1.2	
5	Presentation	Introduction to MS-PowerPoint	B5.2.1.1.	B5.2.1.1.1	Laptops,
		(Tabs and ribbons of MS-			
	Word	PowerPoint)			
	processing				
		Introduction to Word Processing			
		(Tabs and ribbons of word	B5.3.1.1.	B5.3.1.1.1	
		processing)			
6	Programming	Introduction to databases,	B5.5.1.3.	B5.5.1.3.1	Laptops,
	and databases	algorithm and programming.	B5.5.1.3.	B5.5.1.3.2	
7	Programming	Introduction to Electronic	B5.5.1.3.	B5.5.1.3.1	Laptops,
	and databases	Spreadsheet			smart phones
					'
	Internet and	Network Overview			
	social media		B5.6.1.1.	B5.6.1.1.1	
8	Internet and	Web browsers and Web Pages	B5.6.2.1	B5.6.2.1.1.	Laptops,
	social media	The state of the s	B5.6.2.1.	B5.6.2.1.2	smart phones
			B5.6.2.1.	B5.6.2.1.3	
9	Internet and	Surfing the world wide web	B5.6.3.1.	B5.6.3.1.1	Laptops,
	social media	Surring the World Wide Web	B5.6.3.1.	B5.6.3.1.2	smart phones
10	Internet and	Favourite places and Search	B5.6.4.1	B5.6.4.1.1.	Laptops,
10	social media	engine	55.0.4.1	b5.0.4.1.1.	smart phones
	30ciai ilicula	Using Online Forms	B5.6.5.1.	B5.6.5.1.1.	Jiliai C priories
11	Internet and	Customising your browser	+		Lantons
TT		Customising your browser	B5.6.6.1.	B5.6.6.1.1	Laptops,
12	social media	Flacture in Euroil	B5.6.6.1.	B5.6.6.1.2	smart phones
12	Internet and	Electronic Email	B5.6.7.1.	B5.6.7.1.1	Laptops,
	social media		B5.6.7.1.	B5.6.7.1.2	smart phones

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

STANDARD1Number & CardinalityB5.1.1.1 B5.1.1.1B5.1.1.1. B5.1.1.1B5.1.1.1. B5.1.1.1.Counters, bundle and loose straws, Paper strips, Cut out cards2Number & CardinalityB5.1.1.1 B5.1.1.1B5.1.1.1. B5.1.1.1Counters, bundle and loose straws, B5.1.1.1. B5.1.1.1.3Number & CardinalityB5.1.1.1 B5.1.1.1B5.1.1.1.5 B5.1.1.1.6Counters, bundle and loose straws, Paper strips, Cut out cards4Number & CardinalityB5.1.1.2 B5.1.1.2B5.1.1.2.1 B5.1.1.3. B5.1.1.3.1 B5.1.1.3.1Counters, bundle and loose straws, Paper strips, Cut out cards5Number Counting, Representation & CardinalityB5.1.1.3.1 B5.1.1.3.1 B5.1.1.3.1 B5.1.1.3.1 B5.1.1.3.1 B5.1.1.3.2Counters, bundle and loose straws, Paper strips, Cut out cards6Number Counting, Representation & CardinalityB5.1.1.3.1 B5.1.1.3.1 B5.1.2.1 B5.1.2.1 B5.1.2.1Counters, bundle and loose straws, Paper strips, Cut out cards7Number Counting, Representation & CardinalityB5.1.2.1 B5.1.2.1 B5.1.2.2B5.1.2.1 B5.1.2.1 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards9Number Counting, Representation & CardinalityB5.1.2.1 B5.1.2.2B5.1.2.1 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards10Number Counting, Representation & CardinalityB5.1.2.5 B5.1.2.4B5.1.2.5.1 B5.1.2.4Counters, bundle and loose straws, Paper strips, Cut out cards10Number	WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
2NumberCounting, Representation & CardinalityB5.1.1.1B5.1.1.1.B5.1.1.1.B5.1.1.1.3B5.1.1.1.33NumberCounting, Representation & CardinalityB5.1.1.1B5.1.1.1.B5.1.1.1.5 B5.1.1.1.6Counters, bundle and loose straws, Paper strips, Cut out cards4NumberCounting, Representation & CardinalityB5.1.1.2. B5.1.1.3.B5.1.1.2.1 B5.1.1.3. B5.1.1.3.1 B5.1.1.3.2Counters, bundle and loose straws, Paper strips, Cut out cards5NumberCounting, Representation & CardinalityB5.1.1.3. B5.1.1.3. B5.1.1.3.3 B5.1.1.3.3Counters, bundle and loose straws, Paper strips, Cut out cards6NumberCounting, Representation & CardinalityB5.1.1.3. B5.1.1.3. B5.1.1.3.1B5.1.1.3.2 B5.1.1.3.4Counters, bundle and loose straws, Paper strips, Cut out cards7NumberCounting, Representation & CardinalityB5.1.1.3. B5.1.2.1B5.1.2.1.2 B5.1.2.1.Counters, bundle and loose straws, Paper strips, Cut out cards8NumberCounting, Representation & CardinalityB5.1.2.1. B5.1.2.2.B5.1.2.1.2 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards9NumberCounting, Representation & CardinalityB5.1.2.3.1 B5.1.2.4.B5.1.2.3.1 B5.1.2.4.1Counters, bundle and loose straws, Paper strips, Cut out cards10NumberCounting, Representation & CardinalityB5.1.3.1. B5.1.3.1.B5.1.3.1. B5.1.3.1.Counters, bundle and loose straws, Paper strips, Cut out cards11 <th></th> <th></th> <th></th> <th>STANDARD</th> <th></th> <th></th>				STANDARD		
Number Counting, Representation & S.1.1.1. & S.1.1.1.5 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.1.2. & S.1.1.2.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.1.3. & S.1.1.3.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.1.3. & S.1.1.3.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.1.3. & S.1.1.3.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.1.3. & S.1.1.3.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.1.3. & S.1.1.3.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.1.3. & S.1.1.3.4 & Paper strips, Cut out cards Number Counting, Representation & S.1.2.1. & S.1.2.1.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.2.1. & S.1.2.1.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.2.3. & S.1.2.1.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & S.1.2.5. & S.1.2.3.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions & S.1.3.1. & S.1.3.1.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions & S.1.3.1. & S.1.3.1.1 & Counters, bundle and loose straws, Paper strips, Cut out cards	1	Number	Counting, Representation	B5.1.1.1.	B5.1.1.1.1	Counters, bundle and loose straws,
3Number & Cardinality85.1.1.1.85.1.1.1.4Counters, bundle and loose straws, B5.1.1.1.64Number & Counting, Representation & Cardinality85.1.1.2. B5.1.1.2. B5.1.1.2.85.1.1.2.1 B5.1.1.2.1 B5.1.1.2.2Counters, bundle and loose straws, Paper strips, Cut out cards5Number & Counting, Representation & Cardinality85.1.1.2.1 B5.1.1.3. B5.1.1.3.1 B5.1.1.3.2Counters, bundle and loose straws, Paper strips, Cut out cards6Number Counting, Representation & Cardinality85.1.1.3.1 B5.1.1.3.2 B5.1.1.3.3 B5.1.1.3.4B5.1.1.3.3 B5.1.1.3.4Counters, bundle and loose straws, Paper strips, Cut out cards7Number Counting, Representation & Cardinality85.1.1.3.1 B5.1.2.1.B5.1.1.3.5 B5.1.2.1.1Counters, bundle and loose straws, Paper strips, Cut out cards8NumberCounting, Representation & Cardinality85.1.2.1.2 B5.1.2.2.1B5.1.2.1.2 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards9NumberCounting, Representation & CardinalityB5.1.2.3.1 B5.1.2.4.B5.1.2.3.1 B5.1.2.4.1Counters, bundle and loose straws, Paper strips, Cut out cards10NumberCounting, Representation & CardinalityB5.1.2.5.1 B5.1.2.6.1B5.1.2.5.1 B5.1.2.6.1Counters, bundle and loose straws, Paper strips, Cut out cards11NumberFractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.1Counters, bundle and loose straws, Paper strips, Cut out cards			& Cardinality	B5.1.1.1.	B5.1.1.1.2	Paper strips, Cut out cards
3Number & Cardinality85.1.1.1.85.1.1.1.4Counters, bundle and loose straws, B5.1.1.1.64Number & Counting, Representation & Cardinality85.1.1.2. B5.1.1.2. B5.1.1.2.85.1.1.2.1 B5.1.1.2.1 B5.1.1.2.2Counters, bundle and loose straws, Paper strips, Cut out cards5Number & Counting, Representation & Cardinality85.1.1.2.1 B5.1.1.3. B5.1.1.3.1 B5.1.1.3.2Counters, bundle and loose straws, Paper strips, Cut out cards6Number Counting, Representation & Cardinality85.1.1.3.1 B5.1.1.3.2 B5.1.1.3.3 B5.1.1.3.4B5.1.1.3.3 B5.1.1.3.4Counters, bundle and loose straws, Paper strips, Cut out cards7Number Counting, Representation & Cardinality85.1.1.3.1 B5.1.2.1.B5.1.1.3.5 B5.1.2.1.1Counters, bundle and loose straws, Paper strips, Cut out cards8NumberCounting, Representation & Cardinality85.1.2.1.2 B5.1.2.2.1B5.1.2.1.2 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards9NumberCounting, Representation & CardinalityB5.1.2.3.1 B5.1.2.4.B5.1.2.3.1 B5.1.2.4.1Counters, bundle and loose straws, Paper strips, Cut out cards10NumberCounting, Representation & CardinalityB5.1.2.5.1 B5.1.2.6.1B5.1.2.5.1 B5.1.2.6.1Counters, bundle and loose straws, Paper strips, Cut out cards11NumberFractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.1Counters, bundle and loose straws, Paper strips, Cut out cards						
Number Counting, Representation & B5.1.1.1. & B5.1.1.1.5 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & B5.1.1.2. & B5.1.1.2.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & B5.1.1.3. & B5.1.1.3.1 & B5.1.1.3.2 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & B5.1.1.3. & B5.1.1.3.1 & B5.1.1.3.2 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & B5.1.1.3. & B5.1.1.3.1 & B5.1.1.3.4 & Paper strips, Cut out cards Number Counting, Representation & B5.1.2.1 & B5.1.2.1.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & B5.1.2.1 & B5.1.2.1.2 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & B5.1.2.1 & B5.1.2.1.2 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & B5.1.2.1 & B5.1.2.1.2 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Counting, Representation & B5.1.2.3 & B5.1.2.3.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions & B5.1.3.1 & B5.1.3.1.1 & Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions & B5.1.3.1 & B5.1.3.1.1 & Counters, bundle and loose straws, Paper strips, Cut out cards	2	Number	Counting, Representation	B5.1.1.1.	B5.1.1.1.3	
4Number & Counting, Representation & CardinalityB5.1.1.1. B5.1.1.2. B5.1.1.2. B5.1.1.2. B5.1.1.2. B5.1.1.2. B5.1.1.3. B5.1.2.1. B5.1.2.1. B5.1.2.1. B5.1.2.1. B5.1.2.1.Counters, bundle and loose straws, Paper strips, Cut out cards Counters, bundle and loose straws, Paper strips, Cut out cards7Number Counting, Representation & CardinalityB5.1.1.3. B5.1.2.1. B5.1.2.1. B5.1.2.2.B5.1.2.1. B5.1.2.2.1 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards9Number Counting, Representation & CardinalityB5.1.2.1. B5.1.2.2.B5.1.2.1.2. B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards10Number Counting, Representation & CardinalityB5.1.2.5. B5.1.2.4.B5.1.2.5.1 B5.1.2.6.Counters, bundle and loose straws, Paper strips, Cut out cards11Number FractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.2Counters, bundle and loose straws, Paper strips, Cut out cards			& Cardinality	B5.1.1.1.	B5.1.1.1.4	
4Number & Counting, Representation & CardinalityB5.1.1.1. B5.1.1.2. B5.1.1.2. B5.1.1.2. B5.1.1.2. B5.1.1.2. B5.1.1.3. B5.1.2.1. B5.1.2.1. B5.1.2.1. B5.1.2.1. B5.1.2.1.Counters, bundle and loose straws, Paper strips, Cut out cards Counters, bundle and loose straws, Paper strips, Cut out cards7Number Counting, Representation & CardinalityB5.1.1.3. B5.1.2.1. B5.1.2.1. B5.1.2.2.B5.1.2.1. B5.1.2.2.1 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards9Number Counting, Representation & CardinalityB5.1.2.1. B5.1.2.2.B5.1.2.1.2. B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards10Number Counting, Representation & CardinalityB5.1.2.5. B5.1.2.4.B5.1.2.5.1 B5.1.2.6.Counters, bundle and loose straws, Paper strips, Cut out cards11Number FractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.2Counters, bundle and loose straws, Paper strips, Cut out cards						
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5Number Counting, Representation & CardinalityB5.1.1,2.B5.1.1.2.2Paper strips, Cut out cards6Number & CardinalityB5.1.1,3. B5.1.1.3.B5.1.1.3.1 B5.1.1.3.Counters, bundle and loose straws, Paper strips, Cut out cards7Number & CardinalityB5.1.1.3. B5.1.1.3.B5.1.1.3.4 B5.1.1.3.4Counters, bundle and loose straws, Paper strips, Cut out cards8Number & CardinalityB5.1.1.3. B5.1.2.1.B5.1.2.1. B5.1.2.1.Counters, bundle and loose straws, Paper strips, Cut out cards9Number & CardinalityB5.1.2.1. B5.1.2.2.B5.1.2.1.2 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards9Number & CardinalityB5.1.2.3. B5.1.2.4.B5.1.2.3.1 B5.1.2.4.Counters, bundle and loose straws, Paper strips, Cut out cards10Number & CardinalityB5.1.2.5. B5.1.2.6.B5.1.2.5.1 B5.1.2.6.1Counters, bundle and loose straws, Paper strips, Cut out cards11NumberFractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.2Counters, bundle and loose straws, Paper strips, Cut out cards						
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8 CardinalityB5.1.1.3.B5.1.1.3.2Paper strips, Cut out cards6 NumberCounting, Representation & CardinalityB5.1.1.3.B5.1.1.3.3Counters, bundle and loose straws, Paper strips, Cut out cards7 NumberCounting, Representation & CardinalityB5.1.1.3.B5.1.1.3.5Counters, bundle and loose straws, Paper strips, Cut out cards8 NumberCounting, Representation & CardinalityB5.1.2.1.B5.1.2.1.2Counters, bundle and loose straws, Paper strips, Cut out cards9 NumberCounting, Representation & CardinalityB5.1.2.3.1B5.1.2.3.1Counters, bundle and loose straws, Paper strips, Cut out cards10 NumberCounting, Representation & CardinalityB5.1.2.5.B5.1.2.5.1Counters, bundle and loose straws, Paper strips, Cut out cards10 NumberCounting, Representation & CardinalityB5.1.2.5.B5.1.2.5.1Counters, bundle and loose straws, Paper strips, Cut out cardsNumberFractionsB5.1.3.1.B5.1.3.1.1Counters, bundle and loose straws, Paper strips, Cut out cardsNumberFractionsB5.1.3.1.B5.1.3.1.1Counters, bundle and loose straws, Paper strips, Cut out cards			& Cardinality	B5.1.1.2.	B5.1.1.2.2	Paper strips, Cut out cards
6Number & CardinalityCounting, Representation & CardinalityB5.1.1.3. B5.1.1.3.B5.1.1.3.3 B5.1.1.3.4Counters, bundle and loose straws, Paper strips, Cut out cards7Number & CardinalityB5.1.1.3. B5.1.2.1.B5.1.1.3.5 B5.1.2.1.1Counters, bundle and loose straws, Paper strips, Cut out cards8Number & CardinalityB5.1.2.1. B5.1.2.2.B5.1.2.1.2 B5.1.2.2.1Counters, bundle and loose straws, Paper strips, Cut out cards9Number & CardinalityB5. 1.2.3.1 B5.1.2.4.Counters, bundle and loose straws, Paper strips, Cut out cards10Number & CardinalityB5.1.2.5. B5.1.2.6.B5.1.2.5.1 B5.1.2.6.1Counters, bundle and loose straws, Paper strips, Cut out cards10NumberFractionsB5.1.2.1. B5.1.3.1.Counters, bundle and loose straws, Paper strips, Cut out cards11NumberFractionsB5.1.3.1. B5.1.3.1.Counters, bundle and loose straws, Paper strips, Cut out cardsNumberFractionsB5.1.3.1. B5.1.3.1.Counters, bundle and loose straws, Paper strips, Cut out cards	5	Number	Counting, Representation		B5.1.1.3.1	Counters, bundle and loose straws,
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8NumberCounting, Representation & CardinalityB5.1.2.1.B5.1.2.1.2.Counters, bundle and loose straws, Paper strips, Cut out cards9NumberCounting, Representation & CardinalityB5.1.2.3.1.2.4.Counters, bundle and loose straws, Paper strips, Cut out cards10NumberCounting, Representation & CardinalityB5.1.2.5.1.2.5.1.2.5.1.2.6.1Counters, bundle and loose straws, Paper strips, Cut out cards11NumberFractionsB5.1.3.1.2.6.1B5.1.3.1.1.2.6.1Counters, bundle and loose straws, Paper strips, Cut out cardsNumberFractionsB5.1.3.1.2.2.3.1.2.2.1.2.2.1B5.1.3.1.3.1.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2	7	Number	Counting, Representation	B5.1.1.3.	B5.1.1.3.5	Counters, bundle and loose straws,
9Number & CardinalityB5.1.2.2.B5.1.2.2.1Paper strips, Cut out cards10Number & CardinalityB5.1.2.4.B5.1.2.5. B5.1.2.4.B5.1.2.5.1 B5.1.2.6.Counters, bundle and loose straws, Paper strips, Cut out cards10Number & CardinalityCounters, bundle and loose straws, Paper strips, Cut out cards11NumberFractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.2Counters, bundle and loose straws, Paper strips, Cut out cardsNumberFractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.1Counters, bundle and loose straws, Paper strips, Cut out cards			& Cardinality	B5.1.2.1.	B5.1.2.1.1	Paper strips, Cut out cards
9Number & CardinalityB5.1.2.2.B5.1.2.2.1Paper strips, Cut out cards10Number & CardinalityB5.1.2.4.B5.1.2.5. B5.1.2.4.B5.1.2.5.1 B5.1.2.6.Counters, bundle and loose straws, Paper strips, Cut out cards10Number & CardinalityCounters, bundle and loose straws, Paper strips, Cut out cards11NumberFractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.2Counters, bundle and loose straws, Paper strips, Cut out cardsNumberFractionsB5.1.3.1. B5.1.3.1.B5.1.3.1.1 B5.1.3.1.1Counters, bundle and loose straws, Paper strips, Cut out cards	8	Number	Counting, Representation	B5.1.2.1.	B5.1.2.1.2	Counters, bundle and loose straws,
8 Cardinality 8 B5.1.2.4. 8 B5.1.2.4.1 Paper strips, Cut out cards Number Counting, Representation & B5.1.2.5. 8 B5.1.2.5.1 Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions 8 B5.1.2.4.1 Paper strips, Cut out cards B5.1.2.5.1 B5.1.2.6.1 Paper strips, Cut out cards B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws, Paper strips, Cut out cards				B5.1.2.2.	B5.1.2.2.1	
8 Cardinality 8 B5.1.2.4. 8 B5.1.2.4.1 Paper strips, Cut out cards Number Counting, Representation & B5.1.2.5. 8 B5.1.2.5.1 Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions 8 B5.1.2.4.1 Paper strips, Cut out cards B5.1.2.5.1 B5.1.2.6.1 Paper strips, Cut out cards B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws, Paper strips, Cut out cards			V //			
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& Cardinality B5.1.2.6. B5.1.2.6.1 Paper strips, Cut out cards B5.1.3.1. B5.1.3.1.1 B5.1.3.1.1 Counters, bundle and loose straws, Paper strips, Cut out cards Number Fractions B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws, Paper strips, Cut out cards			& Cardinality	B5.1.2.4.	B5.1.2.4.1	Paper strips, Cut out cards
Number Fractions B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws, B5.1.3.1.2 Paper strips, Cut out cards Number Fractions B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws,	10	Number	Counting, Representation	B5.1.2.5.	B5.1.2.5.1	Counters, bundle and loose straws,
B5.1.3.1. B5.1.3.1.2 Paper strips, Cut out cards Number Fractions B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws,			& Cardinality	B5.1.2.6.	B5.1.2.6.1	Paper strips, Cut out cards
Number Fractions B5.1.3.1. B5.1.3.1.1 Counters, bundle and loose straws,		Number	Fractions	B5.1.3.1.	B5.1.3.1.1	Counters, bundle and loose straws,
	11	13,		B5.1.3.1.	B5.1.3.1.2	Paper strips, Cut out cards
B5.1.3.1. B5.1.3.1.2 Paper strips, Cut out cards		Number	Fractions	B5.1.3.1.	B5.1.3.1.1	Counters, bundle and loose straws,
	12			B5.1.3.1.	B5.1.3.1.2	Paper strips, Cut out cards

VELLEU DY	Vetted by :	Signature:	Date :
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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,

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

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verted by	Signature:	Date

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

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

Vetted by	1.	Signature:	Date :
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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

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

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

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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-

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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
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	visuals
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

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

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TERM ONE BASIC FIVE WEEK 1



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class size:		
Day:		Dat	te:		
Period :		-	son :		
Strand :	Sub-strai				
A. Reading	A. P				
B. Grammar Usage A					
C. Writing			anship and Handy	vriting	
D. Using Writing Con			Capitalisation		
E. Extensive Reading E. Building the Love and Culture of Reading					
<u> </u>	, ,				B5.6.1.1.1.
Content standard (code)			B5.4.2.1.	B5.5.1.1.	B5.6.1.1.
Performance Indicator	A. Learners can apply			ralisations (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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections				
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	B.READING	What have we learnt				
,	learners to	e.g.	today?				
	sing songs	"c" as in country and cell					
	and recite	"g" as in gain and age	Ask learners to				
	familiar	• Review the hard form of the sound, e.g. "c" as in cut;	summarize the main				
	rhymes	"g" as in get.	points in the lesson				
		• Introduce the soft form using lots of examples, e.g.					
		"c" as in centre, cent, circle; "g" as in gent, gin, etc.					
		• In groups, encourage learners to come out with words					
		in which the sounds occur.					
		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.					
		Assessment: let learners mention words in which the					
		sounds occur.					
Wednesday	Engage	C.GRAMMAR	What have we learnt				
,	learners to	Revise nouns briefly.	today?				
	sing songs	Introduce quantities and units in context.	•				
	and recite	e.g.:	Ask learners to				
	familiar	- Please, give me a piece of paper.	summarize the main				
	rhymes	- I have a pair of trousers.	points in the lesson				
		Have learners identify more examples of these in text					
		and use them in sentences.					
	1111	Learners make up their own noun phrases and use					
		them in sentences.					
		A					
		Assessment: let learners use nouns or noun phrases to					
Thursday	Engage	refer to quantities or units. D.WRITING	What have we learnt				
Thursday	Engage learners to	Select sentences from texts learners have read and	today?				
	sing songs	write them on the board, using joint script.	today:				
	and recite	e.g.	Ask learners to				
	familiar	C.O.	summarize the main				
	rhymes		points in the lesson				

		La constant de la con	
		Sentence Worksheet	
		How are syou today?	
		How are you today?	
		How are you today?	
		How are you today?	
		a Have learners read out the centence (in pairs small	
		 Have learners read out the sentence. (in pairs, small groups, large groups) 	
		Have learners copy the sentences into their exercise	
		books.	
		Go round to support struggling learners.	
		Assessment: let learners copy sentences clearly in joint script maintaining legible handwriting	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
,	learners to	Ask individual learners to write a formal letter each on a	today?
	sing songs	given topic paying attention to correct use of capital	
	and recite	letters, the full stop, comma, question mark,	Ask learners to
	familiar	exclamation mark, quotation mark, apostrophe, hyphen	summarize the main
	rhymes	etc.	points in the lesson
		Assessment: let learners write a formal letter each on a given topic	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	 Have learners read independently books of their 	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	 Ask each learner to write a-two-three paragraph 	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
9		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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•	LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:				Class size:		
Day: Period:			Dat	e: son:		
					11/2	
Strand : Nun	nber		Sub-stran	d : C	Counting, Representation	& Cardinality
Indicator (co	ode)	B5.1.1.1.1	B5.1.1.1.2			
Content star	ndard (code)	B5.1.1.1.	B5.1.1.1.			
Performance Indicator Learners can model nu multi-base block		d and write	nun	nbers in figures and in wo	·	
_		tivity and Innovati ng and Problem Sc		nica	tion and Collaboration Pe	ersonal Development and
Keywords		KIIII				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	ge			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain	(new learning inc	cluding asse	essm	ent)	Plenary / Reflections
	for learning)					
Monday	Sing songs like:	Ask pupils to model number using graph sheets or multi-with multi-base block, a cub		base	materials. For instance,	Review the lesson with Learners

I'm counting one, what is one 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials Assessment: have learners to practice with more examples	
one, what is one Assessment: have learners to practice with more examples	
is one Assessment: have learners to practice with more examples	
is one Assessment: have learners to practice with more examples	
examples	
Tuesday Sing songs Ask pupils to model the number 137,000 shading graph Review the less	on with
like: sheet square as shown below, where 1cm×1cm square Learners	
represents 1000 units .	
l'm	
counting	
one, what	
is one	
1 - One is	
one alone,	
shall be.	
Strain be.	
1000 10,000	
1000	
Assessments have learners to practice with mare	
Assessment: have learners to practice with more	
examples	111-
Wednesday Sing songs Review the less	on with
like: Give learners teacher-make token currency notes [¢10, Learners	
¢100& ¢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	
and what	
one, what Assessment: have learners to practice with more	
is one examples	

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Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 tenthousands' ring making the number twenty-thousand or 20,000) Place value chart Place value chart	Review the lesson with Learners
Edd.	6:	Assessment: have learners to practice with more examples	De la disclassa di
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 Assessment: have learners to practice with more examples	Review the lesson with Learners

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······:	LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:			Class s	ize:	
Day:				Date :		
Period :				Lesson:		
Strand : DIV	ERSTY OF MA	TTER	Sub-stranc	d: LIVING A	ND NON-LIVING	THINGS
Indicator (co	ode)	B5.1.1.1.1				
Content star	ndard (code)	B5.1.1.1.				
Performanc	e Indicator	Learners can know environment, resp			-	growth, sensitivity to the
		tivity and Innovationg and Problem Sol		nication and	d Collaboration P	ersonal Development and
Keywords		Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)				
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page)		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Thursday	Engage learners to sing songs and recite familiar rhymes	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		What have we learnt today? Ask learners to summarize the important points of the lesson		
		mimosa plant whe	en touched	•		

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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:				Class size:		
Day:			Da	Date :		
Period :			Les	son :		
Strand : My	Country Ghar	na Sub-sti	and:	The People Of Ghana		
Indicator (co	ode)	B5.2.1.1.1				
Content star	ndard (code)	B5.2.1.1.				
Performance	e Indicator	Learners can describe ho	w our	ancestors lived in ancie	nt times (before the 15th	
		century) and compare it v	vith ho	ow we live today.		
		tivity and Innovation Comr	nunica	tion and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solving.				
Keywords						
-						
T. L .R. (s)		Pictures				
Ref:	History curr	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Identify the kinds of food		ate, the clothes they	What have we learnt	
	learners to	wore and how they trave	ilea		today?	
	sing songs	Assessment: let learners	dentif	y the kinds of food our		
	and recite	ancestors ate, the clothes			Ask learners to	
	familiar	travelled	· ciicy	nore and non aney	summarize the main	
	rhymes				points in the lesson	
Thursday	Engage	I de arificado a literato a CC	ء ماء	La libra al alla cartte a	What have we learnt	
	learners to	Identify the kinds of food wore and how they trave	•	te, the clothes they	today?	
	sing songs	wore and now they trave	iieu			
	and recite					

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

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•	LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:			
Day:			Da	te:			
Period :		Les	sson :				
Strand : ALL	ABOUT US	Suk	b-strand :	Nature of God			
Indicator (co	ode)	B5.1.1.1.1.					
Content star	ndard (code)	B5.1.1.1.					
Performance	e Indicator	Learners can explain	that huma	an beings are unique com	pared to other creatures		
-		tivity and Innovation C ng and Problem Solving		ation and Collaboration Pe	ersonal Development and		
Keywords				7/			
T. L .R. (s)		Pictures					
Ref:	Our World (Dur People curriculum	n Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	ng assessr	nent)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Tuesday	Engage			s about Creation. They	What have we learnt		
	learners to	talk about the nature			today?		
	sing songs	knowing, powerful an	id creator	of all things.	A -1 . 1 1 -		
	and recite	A		:h	Ask learners to		
	familiar		ners descr	ibe the nature of God as	summarize the main		
Thursday	rhymes	the Creator	نم ممارمه	aturas of different	points in the lesson		
Thursday	Engage	Learners look at them			What have we learnt		
	learners to	<u> </u>		reflect on how they are	today?		
	sing songs		is and pres	ent their findings to the			
	and recite	class for discussion.					

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

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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				CI	ass siz	e:	
Day :					Date:		
Period :					Lesson :		
Strand : MOTO	OR SKILL AND MOVEM	IENT PATTERN	IS	Sub-stra	nd : LOCOM(OTOR S	SKILLS
Indicator (cod	e)		B5.1.1.1	1			
Content stand	lard (code)		B5.1.1.1				
Performance I	Indicator		Learners	can walk	on straight li	nes ed	ges.
Leadership Cri	encies: Creativity and I itical Thinking and Pro		mmunicat	ion and C	ollaboration	Person	al Development an
Keywords							
T. L .R. (s)			Cones				
Ref:		PE curriculur	m Page				
DAY	Phase 1: Starter (preparing the for learning)	e brain	Phase 2: (new lea		uding assess	ment)	Phase 3: Plenary / Reflections
Friday Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and		learners to walk on. Learners walk individually and in a group under the watch of the teacher. Organise Use answers			What have we learnt today? Use answers to summarise the		
	to prevent inj	iuries			own activitie nd the lessor		lesson.
Vetted by :			Signatu	re:		l	Date :

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:			
Day:			Da	te:			
Period :			Les	sson :			
Strand: His	Creation and	Attributes Sub-st	and:	God the Creator			
Indicator (co	ode)	B5.1.1.1.1:					
Content star	ndard (code)	B5.1.1.1.					
Performance	e Indicator	Learners can explain how	specia	al each individual is.			
=		tivity and Innovation Coming and Problem Solving.	nunica	ntion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page		2			
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections		
	(preparing the brain						
	for learning)						
Friday	Engage	Through various activiti	פנ נוור	h as working in nairs or	What have we learnt		
Tilday	learners to	in groups, let learners dis		.	today?		
	sing songs	unique and different fron			today.		
	and recite	tall, intelligent, fair in cor			Ask learners to		
	familiar	serious, etc.			summarize the main		
	rhymes	• Lead learners to demorindividual, using themselves		the uniqueness of each	points in the lesson		
		Assessment: let learners individual is	explair	n how special each			

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	·	LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

g:			Class size:	
Day:			te:	
Period :			son:	
RODUCTION 1	TO COMPUTING Sub-stra	nd :	NTRODUCTION TO COMP	PUTING
de)	B5.1.1.1.1. B5.1	.1.1.2		
	B5.1.1.1. B5.1	.1.1.		
e Indicator	 Learners can recog 	nise a	nd use output devices	
	Learners can descri	be th	e types of output device	and identify their use
	-	unica	tion and Collaboration Pe	ersonal Development and
		, 1		
T	Laptop			
Computing	curriculum Page) .	
Phase 1:	Phase 2: Main			Phase 3:
Starter	(new learning including as	sessn	nent)	Plenary / Reflections
(preparing				
the brain				
for				
			·	What have we learnt
		entio	n computer devices that	today?
		,		
		or/pr	ojector, audio electrical	Ask learners to
		.a.: a.k.		summarize the main
rnymes	'''	•		points in the lesson
	•		•	
		St the	em on the board as well	
	as their uses.			
	Assessment: Let learners i	denti	fy types of output	
	devices and their uses			
	RODUCTION Tode) Indard (code) Indicator Itencies: Creatritical Thinking Computing Phase 1: Starter (preparing the brain	RODUCTION TO COMPUTING de) B5.1.1.1.1 B5.1 dard (code) B5.1.1.1. Endicator Learners can recogn Learners can descritencies: Creativity and Innovation Committical Thinking and Problem Solving. Laptop Computing curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to classes and ask them to make sing songs and recite familiar signals etc. rhymes Hardcopy- printed images, Guide learners to identify their uses. Assist them to lias their uses. Assessment: Let learners in	RODUCTION TO COMPUTING de) B5.1.1.1. dard (code) B5.1.1.1. Learners can recognise at Elearners can describe the tencies: Creativity and Innovation Communicativitical Thinking and Problem Solving. Laptop Computing curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar riginals etc. rhymes Assessment: Let learners identifications. Data Lesses and : Lesses and	Date :

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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Visual Arts Sub-stran				d: Thinking and Exploring Ide	225
Strand : Visual Arts Sub-stran			u: Hillikilig allu Exploring luk	eds	
Indicator (co	nde)	B5 1.1.1.1			
-	ndard (code)				
Performance			dv some vi	sual artworks created by Gh	anaian and other African
			•	and examine how the artwor	
culture of the people in Africa					, , , , , , , , , , , , , , , , , , , ,
Core Compe	tencies: Crea	·		nication and Collaboration Pe	ersonal Development and
=		ng and Problem Sol			·
Keywords					
T L D (a)		Dietures	\rightarrow		
T. L .R. (s) Ref:	Croative Art	Pictures s curriculum			
Rei:	Creative Art	.s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections
	(preparing		J	,	, ,
	the brain				
	for				
	learning)				
Wednesday	Engage	Learners are to:			What have we learnt
	learners to	•	•	ulpture, textiles, metal arts,	today?
	sing songs			raphy, ceramics created by	
	and recite			artists e.g. El-Anatsui,	Ask learners to
	familiar	•		, Goncalo Mabunda,	summarize the main
	rhymes	-	-	tise, William J. Kentridge,	points in the lesson
		Justine Mahoney	_	•	
				ough library studies, surfing	
		the internet, visit	ing art stud	dios, galleries, museums,	

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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;

- b) talking about the works of the artists in relation to the history and culture of the people of Africa;
- c) identifying and discussing various items (symbols) found in the works being studied that reflect the history and culture of the people of Africa;
- d) writing a brief about their choice of artist using the following guidelines:
- Name
- Country of origin
- Training
- Type of artworks
- Title of some works
- Medium of expression.

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

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LESSON PLAN
 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : Ora	l Language	:	Sub-stranc	d:	
		:	Songs		
			Poems		
Indicator (code) B5.1.1.1.1:. B5		B5.1.1.1.1:. B5.	1.3.1.1	B5.1.3.1.2	
Content standard (code) B5.1.1.1. B		B5.1.1.1. B5.	.1.3.1.	B5.1.3.1.	
discuss im caretaker. • Learners s		portance of nould explo	cradle songs/lullaby with the foradle songs/lullaby to the ore a poem of about six to segnise the key words in the possible to the possible the segnise the segnis	baby, mother and	
Core Competencies: Creativity and Innovation Leadership Critical Thinking and Problem Sol			nication and Collaboration Pe	ersonal Development and	
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum	n		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	 Show a clip of a k Ask learners to te child is crying. 	, , ,	g to learners. at a mother does when a	What have we learnt today?

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	familiar	• Discuss the answers with the learners and talk about	
	rhymes	what a lullaby is.	
		 Play a recorded cradle song or lullaby to the hearing 	Review the lesson with
		of learners.	learners
		• Lead learners to sing cradle songs/lullaby with correct	
		rhythm.	
		 Allow individual learners to sing a lullaby. 	
		 Let learners brainstorm the importance of lullaby. 	
		 Lead them to discuss the importance of cradle songs 	
		to the baby.	
		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.	
		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.	
		Write the outcome from the discussion with the	
		learners.	
		Let learners role play mother singing a lullaby and Let learners role play mother singing a lullaby and	
		holding a child.	
		Assessment: let learners sing cradle songs/lullaby with	
		the correct rhythms and discuss importance of cradle	
		songs/lullaby to the baby, mother and caretaker.	
	Engage	Ask a learner to explore a poem and listen to a poem	What have we learnt
	leaners to	accompanied by audio.	today?
	sing songs and recite	• Let the learners perform the gestures that accompany	
	familiar	the poems.	
	rhymes	• Explore a poem for learners to listen.	
	Trigines	 Lead learners to explore poems correctly 	
			Review the lesson with
		Assessment: let learners describe a poem of about six to	learners
		seven lines correctly	
	Engage	Let learners listen to a poem recital.	What have we learnt
	leaners to	• Read a poem and discuss key issues in the poem.	today?
	sing songs	• Let learners explore poems they know.	
	and recite	• Lead learners to recognise the key words in the poem	
		they explore.	
		are y explorer	

familiar	Put learners into groups and let the groups discuss	
rhymes	the key issues and present to the class.	Review the lesson with
	Allow a learner to explore a poem for learners to	learners
	listen.	
	Allow learners to write down what they think about	
	the poem and let them discuss.	
	• In groups, help learners to discuss the theme of the	
	poem.	
		\sim
	Assessment: let learners identify the key words in the	
	poem and discuss the theme of the poem.	

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TERM ONE BASIC FIVE WEEK 2



	LESSON PLAN
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SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:
Day:		Date:
Period :		Lesson:
Strand:	Sub-stran	d :
A. Oral Language	A. So	ings , Poems
B. Reading	B. Ph	ionics
C. Grammar Usage A	t Word C. No	puns
D. Writing	D. Pa	ragraph Development
E. Using Writing Con	ventions E. Us	sing Capitalisation
F. Extensive Reading		uilding the Love and Culture of Reading
Indicator (code)		2.2.1.1 B5.3.1.1.1 B5.4.3.1.1 B5.5.1.1.1. B5.6.1.1.1.
Content standard (code)	(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
Performance Indicator		the central messages in songs. Respond to poems by
		ral messages and expressing own opinion
		common phonic generalisations (e.g. hard and soft "c"
	and "g") when readii	
. 1/1/1/	1	y and use: nouns - refer to festivals; Count/non-count,
		llar, irregular), plural without plural marker,
		appropriate ways and modes of writing for a variety of
		and contexts and organise facts, ideas and/or points
		ropriate to the mode of delivery, using appropriate text
	features	
		appropriate mechanical convention
		variety of age- and level appropriate books and present
	at least a-three-para	graph summary of each book read

-		itivity and Innovation Communication and Collaboration Ping and Problem Solving.	,
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting or library.	n a manila card and a class
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Have learners sing some familiar patriotic songs. Have learners listen to you sing a selected song. Guide learners to sing lines of the song with appropriate stress and rhythm. Let them sing individually and in groups. Using questions discuss the central message of the target song: Who composed this song? What is the song telling us? Invite individuals to explain the central message(s) of the song. Ask learners to recite a poem of their choice with actions. Choose a poem appropriate for the grade level. Recite and act out the poem as learners listen attentively to you and observe. Allow some individual learners to recite as others listen. Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm. Assessment: let learners explain the central messages in songs and poems 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite	B.READING e.g. "c" as in country and cell "g" as in gain and age	What have we learnt today?

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	familiar rhymes	 Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. Introduce the soft form using lots of examples, e.g. "c" as in centre, cent, circle; "g" as in gent, gin, etc. In groups, encourage learners to come out with words in which the sounds occur. 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. Assessment: let learners mention words in which the sounds occur. 	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Proper nouns Introduce the concept in context. E.g. Christmas is coming. The people of Ga celebrate Homowo. In pairs have learners give more examples of festivals and write them as proper nouns. Count and non-count nouns. Revise the concept of proper nouns and common nouns. (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.) Elicit examples from learners. Briefly discuss what common nouns are giving and eliciting several examples. Use several examples to explain and exemplify count and non-count nouns and provide activities for practice. Assessment: let learners use nouns to form sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • 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. i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vi. Classification vii. Argument	What have we learnt today? Ask learners to summarize the main points in the lesson

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		• Put learners into small groups and assign each group a mode of writing	
		Have learners study the sample text.	
		Guide them through appropriate questions to identify	
		the:	
		i. Mode of writing/types of essay	
		ii. Purpose	
		iii. Audience	
		Assessment: let learners choose one of the modes of	
		writing, to write on	\bigcirc
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Ask individual learners to write a formal letter each on a	today?
	sing songs	given topic paying attention to correct use of capital	
	and recite	letters, the full stop, comma, question mark,	Ask learners to
	familiar	exclamation mark, quotation mark, apostrophe, hyphen	summarize the main
	rhymes	etc.	points in the lesson
		Assessment: let learners write a formal letter each on	
		a given topic	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
	•	feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:					Class size:	
Day: Period:		Date: Lesson:				
				1		
Strand : Nun	nber		Sub-stran	id : (Counting, Representation	& Cardinality
Indicator (co	ode)	B5.1.1.1.3		B5.1.1.1.4		
Content star	ndard (code)	B5.1.1.1.		B5	5.1.1.1.	
Performance Indicator Learners can identify number number chart Learners can compare and comparison using ">, <, or sometimes of the comparison using ">		pare and	orde	·	-	
Core Compe	tencies: Crea				tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solv	ing.			
17						
Keywords						
T. L .R. (s)		Counters				
Ref:						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asso	essm	nent)	Phase 3: Plenary / Reflections

Monday	Sing songs like: I'm counting one, what is one	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 10,000 11,500 12,000 13,500 15,000 16,500 20,000 21,500 22,000 23,500 24,000 25,500	Review the lesson with Learners
		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	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	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	Review the lesson with Learners
	1 - One is one alone,	10,000 11,500 12,000 13,500 15,000 16,500 20,000 21,500 22,000 23,500 24,000 25,500	
	alone it shall be.	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	
		Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting	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 than133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to	Review the lesson with Learners

	251,200; 132,734 > 132,635 Assessment: have learners to practice with more examples	
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	Review the lesson with Learners
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) than1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc	Review the lesson with Learners
	like: I'm counting one, what is one Sing songs like: I'm counting one, what	Sing songs like: 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, I'm counting one, what is one Assessment: have learners to practice with more examples Sing songs like: 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) than1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc

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SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : DIV	ERSTY OF MA	TTER	Sub-strar	nd : LIVING AND NON-LIVING	THINGS
				()	
Indicator (co	de)	B5.1.1.1.1)
Content star	ndard (code)	B5.1.1.1.			
Performance	Indicator	Learners can kno	w the life	processes of living things (g	growth, sensitivity to the
		environment, resp	piration ar	nd excretion)	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.		
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref: Science curriculum Page		\times			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage		-	ctures or animated videos	What have we learnt
	learners to	_		g. birds, insects, trees,	today?
	sing songs	•	•	d comment on them.	A ala la a una a una la
	and recite familiar	• Ask learners to I	identify th	e names of the living things	Ask learners to summarize the
		Use relevant example	amples an	d illustrations to	important points of the
	rhymes		•	sitivity, respiration and	lesson
		excretion as life p	•	sicivity, respiration and	1033011
		excitation as me p	i occases.		

QUAH 	Access of the transfer of the contract of the	
	·	
	processes.	
_		
	, , ,	What have we learnt
		today?
	Let learners breathe in and out to demonstrate	
and recite	respiration.	Project: Learners plant
familiar		a seed and observe its
rhymes	Plants show movement within their parts and animals	growth pattern.
	move from place to place.	
		 Learners to collect
	Assessment: let learners explain respiration as life	and bring a variety of
	processes.	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
	Engage learners to sing songs and recite familiar	Assessment: let learners explain excretion as life processes. Engage learners to seedling and a mature plant of the same kind. • Let learners breathe in and out to demonstrate respiration. Plants show movement within their parts and animals move from place to place. Assessment: let learners explain respiration as life

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SUBJECT: HISTORY CLASS: FIVE

Week Ending:					Class siz	e:
Day:				Date :		
Period :			Lesson:			
Strand : My C		Sub-stra	nd : The P	eople Of (Ghana	
Indicator (cod	le)	B5.2.1.1.	1			
Content stand	lard (code)	B5.2.1.1.				
Performance	Indicator					estors lived in ancient times e it with how we live today.
	encies: Creativity and Innitical Thinking and Proble		mmunicat	ion and Co	ollaboratio	on Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History cu	ırriculum (Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: (new lear	Main rning inclu	ding asse	ssment)	Phase 3: 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?		the cloth travelled 2. Comparancient of Clothes will buildings Profession	fy the kind es they wo etc. are life tod days. e.g. F worn, Mod s, Commun ons and Te ent: let lea life in anci	ay to life i ood eater e of trave ication, T chnology.	in n, l, rading,	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : ALL	ABOUT US		Sub-stran	d: Nature of God	
Indicator (co	ode)	B5.1.1.1.1.			9
Content star	ndard (code)	B5.1.1.1.			
Performance	e Indicator	Learners can expl	ain that h	uman beings are unique com	pared to other creatures
		tivity and Innovationg and Problem Solv		nication and Collaboration P	ersonal Development and
Keywords				6.	
T. L.R. (s) Pictures					
Ref:	Our World (Our People curricu	lum Page	2	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing	(new learning incl	uding asso	essment)	Plenary / Reflections
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners in groups	reflect ar	nd make a poster on the	What have we learnt
	learners to			ings that make them	today?
	sing songs			es e.g. having a unique	
	and recite	•		ative and think rationally,	Ask learners to
	familiar	-		collaborate, ability to	summarize the main
	rhymes	exercise judgemer and wrong, ability		ke choices between right	points in the lesson
		Learners display the peer-review	neir poste	rs for class discussion and	

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

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LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date:		
Period :				Lesson:		
Strand : MOTOR SKILL AND MOVEMENT Sub-strand : LOCOMOTOR SKILLS PATTERNS						
Indicator (co	icator (code) B5.1.1.1.2:					
Content star	ndard (code)	B5.1.1.1.				
Performance	e Indicator	Learners can skip	and leap c	ontinuously		
		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners		-	ush against the ground to	What have we learnt	
	jog round a			as they can at their own	today?	
	demarcate	'		earners practice the		
	d area in			n groups at their own pace.	Use answers to	
	files while			arners in groups. End the	summarise the lesson.	
	singing and			ties and use questions to		
	clapping to	summarise the le	esson			
	warm-up					
	the body					
	for					
	maximal					

ce and to prevent injuries Vetted by :	NANA FIIFI ACC	performan		
prevent injuries Vetted by:				
vetted by :				
Vetted by :				
		injuries		
	Vetted by :		 Signature:	 Date :
		-		

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:			
Day:			Dat	Date:			
Period :			Lesson:		son :		
Strand : His	Creation and	Attributes	Sub-strand : God the Creator				
Indicator (co	ode)	B5.1.1.1.1:					
Content standard (code)		B5.1.1.1.					
Performance Indicator		Learners can explain how special each individual is.					
-		tivity and Innovationg and Problem Sol		ınica	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	lum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Friday	Engage learners to sing songs and recite familiar rhymes	mass, intelligenceLet learners pur from each other.	ssessment: let learners write how different they are			What have we learnt today? Ask learners to summarize the main points in the lesson	

Vetted by :	Signature:	Date :
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LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:			Class size:			
Day:				2:			
Period :			Less	Lesson:			
Strand: INT	RODUCTION 1	O COMPUTING	Sub-strand : IN	ITRODUCTION TO MS-	WINDOWS INTERFACE		
Indicator (co	ode)	B5.1.1.1.1. B5.1.2.1.2 B5.1.2.1.3					
Content star	ndard (code)	B5.1.1.1. B5.1.2.1. B5.1.2.1.					
Performance Indicator		 Learners can list the features of Windows Interface Learners can personalise the Desktop Background and edit its images (e.g. image, icons and Taskbar of the background). Learners can recognise how to customise the Desktop Background using Change Background, Start menu and Pin to taskbar or start menu. 					
		tivity and Innovationg and Problem Sol		ion and Collaboration F	Personal Development and		
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding assessm	ent)	Phase 3: Plenary / Reflections		
Wednesday	Engage learners to sing songs and recite familiar rhymes	Browser, etc.) and Do this by using le method. Guide learners to	on Desktop, Xbod compatibility is eading question create their ownion (e.g. paints	ox App, Project Spartar ssues of Windows 10.	What have we learnt today? Ask learners to summarize the main points in the lesson		

NANA FIIFI ACC	QUAH		
		Guide learners to identify and use task bar, start menu, etc.	
		Assessment: Let learners create their own background picture using any application	

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son :	
Strand : Perf	orming Arts		Sub-stran	ıd · T	Thinking and Exploring Id	eas
ocidina i i ci i	011111111111111111111111111111111111111		Sub-straina. Triinking and Exploring Ideas			
Indicator (co	de)	B5 2.1.1.1)
Content star	ndard (code)	B5 2.1.1.				
Performance	Indicator	Learners can Explo	re and stu	udy s	some compositions and p	erformances of Ghanaian
		and other African	performi	ng a	rtists living in Africa and	discuss how their works
		reflect the history	and cultu	re of	the people of Africa	
=				nica	tion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ring.			
Keywords				1		
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
Worlday	learners to	Study the compo	sitions ar	nd ne	erformances of	today?
	sing songs	•			forming artists (e.g. Salif	today.
	and recite			•	chebe, Jack Mapanje,	Ask learners to
	familiar		•		ger, Hugh Masekela,	summarize the main
	rhymes	Miriam Makeba, A				points in the lesson
	,	Ositalkema) by			,	
		, ,	nation thr	oug	h OERs: library studies,	
		internet surfing red	corded vi	deos	, documentaries and	

NANA FIIFI ACC	ZUAII		
		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;	
		b) appreciate: discuss the compositions and	
		performances of selected artists and find out how their	
		works reflect the history and culture of Africans;	
		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	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	write a brief about any of the artists of their choice	today?
	sing songs	using the following guidelines:	
	and recite	- Name	Ask learners to
	familiar	- Country of origin	summarize the main
	rhymes	- Training	points in the lesson
	-	- Type of compositions and performances	
		- Title of some works	
		- Style.	
	_	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	

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Endin	g:			Class size:		
Day:			D	ate:		
Period :			Le	esson :	()	
Strand : Ora	l Language		Sub-strand	:		
			Listening and Story Telling			
			Dramatisati	on and Role Pla	•	
Indicator (co			35.1.4.1.2	B5.1.5.1.1	B5.1.5.	
	ndard (code)		5.1.4.1.	B5.1.5.1.	B5.1.5.	
Performance		 Learners should retell a folktale of about five scenes and discuss the moral/values of it. Learners should recognise the characters in the folktales. Learners should narrate a story of about six to seven characters and recognise the characters, setting and stage. Learners should perform a drama of about six to seven characters. 				
-		tivity and Innovations and Problem Sol		cation and Colla	aboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, mar	rkers, recorde	ed audios visua	<u> </u>	
Ref:	Ghanaian La	anguage curricului	m			
DAY	Phase 1: Starter (preparing the brain for learning) Engage	Phase 2: Main (new learning incl			lings when	Phase 3: Plenary / Reflections What have we learnt
	leaners to sing songs and recite		•		migs Wilell	today?

NANA FIIFI ACC	familiar	• Discuss answers with learners and tells about	
	rhymes	Discuss answers with learners and talk about	
	illyllles	folktales.	
		Tell a folktale to learners.	
		Allow learners to retell the folktale.	Review the lesson with
		 Allow learners to discuss the structure of, and the 	learners
		values/moral lessons in the folktale.	
		• In groups, let learners summarise the structure and	
		values of folktales and present to the class.	
		Let a learner tell a folktale and discuss key issues	
		among themselves.	
		Allow learners to recognise the characters in the	
		folktales.	
		Let learners write briefly on the characters identified	
		Assessment: let learners retell a folktale of about five	
		scenes and discuss the moral/values of it and identify	
	_	the characters in the folktales	
	Engage	Assist learners to read a story of about three	What have we learnt
	leaners to	paragraphs long.	today?
	sing songs	 Discuss some unfamiliar words with learners. 	
	and recite	 Let learner retell the story in groups. 	
	familiar	 Discuss key considerations in issues in changing a 	
	rhymes	story to a drama.	
		• Show a video clip to learners.	Review the lesson with
		 Put learners in groups to retell the story. 	learners
		• Discuss with learners the features of a drama.	
		Show learners the processes involved in changing a	
		story into drama.	
		 Assist learners to recognise the characters, setting, 	
		costumes and the stage in a drama composed from the	
		story.	
		5.6.7.	
		Assessment: let learners narrate a story of about six to	
		seven characters	
	Engage	Revise the features of a drama and the processes or	What have we learnt
	leaners to	ways to change a story into a drama.	today?
	sing songs	• Let learners mention some of the key points to be	
	and recite	considered in turning a story into a drama.	
	familiar	Direct learners to perform a drama piece with the	
	rhymes	story line.	
		Story inte.	

IANA FIIFI ACQUAH	Assessment: let learners perform a drama of about six to seven characters.	Review the lesson with learners
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TERM ONE BASIC FIVE WEEK 3



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SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class	size:		
Day:			Date :			
Period :			Lesson :	7		
Strand :		Sub-stra				
A. Oral Language			STORY TELLI			
B. Reading			Word Famili	es		
C. Grammar Usage A	t Word		Nouns			
D. Writing				evelopment		
E. Using Writing Con			sing Punctuation			
F. Extensive Reading					ure of Readin	
Indicator (code)	B5.1.4.1.1	B5.2.3.1.1	B5.3.1.1.2.		B5.6.1.1.1.	B5.5.2.1.1.
Content standard (code)	B5.1.4.1.	B5.2.3.1.	B5.3.1.1.	B5.4.3.1.	B5.6.1.1.	B5.5.2.1.
Performance Indicator				derstanding o	f lessons in st	tories by making
		nt comments				
				-		e.g. –sash, wasl
			•			ount/non-count,
					hout plural m	arker ng for a variety o
				-		as and/or point
				_		appropriate tex
	featur	-	propriate to	the mode of t	actively, astrib	appropriate tex
			nunctuation	s: (the comm	na) to write a	n address; (the
		ophe) in con	-	o. (circ comm	ia, to write a	444.655, (111
	•			ge- and level	annronriate h	ooks and presen
			-	mary of each		ooks and presen
Coro Compotoncios: Croa						vovolonment en

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

Keywords				
T. L .R. (s)		Word cards, sentence cards library.	s, letter cards, handwriting on	a manila card and a class
Ref:	English Lang	guage curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	With examples, guide learn middle and ending. Invite learners to retell store. Story Element: 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? Have learners take turns to	What are the key details about this story?	What have we learnt today? Ask learners to summarize the main points in the lesson

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Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Give examples of minimal pairs, e.g. watch, catch In groups let learners come up with more examples Select two paragraphs from the reading passage and let learners identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth Drill learners on pronunciation of words. Learners read the words containing minimal pairs, e.g. church, search, perch, fetch. Work together with learners to write simple sentences with the minimal pairs. Learners in pairs identify more words from reading passages and make a list on a chart. Let each pair read the words. Assessment: let learners identify common minimal pairs from reading passages and make a list on a chart	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Singular and Plural (regular, irregular) nouns 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. Have learners read the sentences and observe the underlined words. 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. Guide learners to discover the difference between regular and irregular plural forms: Regular count nouns take s or es to form their plural. e.g. table – tables, chair – chairs 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	What have we learnt today? Ask learners to summarize the main points in the lesson
		Plural nouns without plural markers • Have learners discover the plural nouns without plural marker in context. E.g. The sheep are grazing outside.	

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		Assessment: let learners use nouns to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners use nouns to form sentences D.WRITING • Put learners into small groups and assign each group a mode of writing Examples of modes of writing. i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vii. Argument • Have learners study the sample text. • Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience Jumble the paragraphs and have learners in groups rearrange the paragraphs into a coherent piece. • Encourage learners to use search engines to search for the different modes of writing they have studied.	What have we learnt today? Ask learners to summarize the main points in the lesson
Fridou	Engage	Discuss the various modes of writing with learners. Have learners read a text to identify the structure of each mode. Assessment: let learners choose one of the modes of writing, to write on E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
Friday	Engage learners to sing songs and recite familiar rhymes	 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? 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 	What have we learnt today? Ask learners to summarize the main points in the lesson
		 e.g. I live at Adu Street, Adukrom. They can't do the work. 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. 	

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

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LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class size:		
Day: Period:				esson :		
Strand : Nun	nber		Sub-strand	: Counting, Representation	& Cardinality	
Indicator (code) B5.1.1.1.5 B5.1			B5.1.1.1.6			
Content star	ndard (code)	B5.1.1.1.	B5.1.1.1.			
nearest ten thousa			en thousands, can skip cour	d (off, up, down) whole numbers up to 100,000 to the ands, thousands, hundreds and tens. count forwards and backwards in 500s 1000s etc. up to		
		tivity and Innovations and Problem Sol		cation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding assess	sment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					

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Monday	Sing songs like:	Learners round o 1000 and 100. For 130,000 and 19100	Review the lesson with Learners			
	l'm					
	counting					
	one, what	Assessment: have	learners to	practice w	ith more	
	is one	examples				
Tuesday	Sing songs like:	2 Learners round and differences NB: To round dow				
	I'm counting one, what	two approximated the bigger of the t bring the meaning	l numbers, wo numbe	while round rs. The table	d up considers e below may	
	is one 1 - One is	214765	Round up	Round down	Round off	
	one alone, alone it shall be.	to the nearest ten	214770	214760	214770	
	shall be.	to the nearest hundred	214800	214700	214800	
		to the nearest thousand	215000	214000	215000	
		Assessment: have examples	learners to	practice w	ith more	
Wednesday	Sing songs like: I'm	Put learners into c a number and ano 1000s to include the 1: Shout out "1529	Learners			
	counting one, what is one.	15790, 16290, 172 Shout out "31285" 32285, 33285, 342	skip count'	ing up in 10	;	
		Assessment: have examples	learners to	practice w	ith more	
Thursday	Sing songs like:	Skip count forward between 1000 and 100s but make an	l 10000 tha error or le	at are multip ave out a nu	ples of 50s and umber.	Review the lesson with Learners
	I'm counting	Challenge learners	to identify	y or correct	error.	

	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

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LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:				Class size:	
Day:			1	Date	e :	
Period:					on:	
Strand : DIV	ERSITY OF MA	ATTER	Sub-strand	d : №	1ATERIALS	
Indicator (co	ode)	B5.1.2.1.1				
Content sta	ndard (code)	B5.1.2.1.				
Performanc	e Indicator				materials based on the rent and bendable)	ir properties (soft, hard,
		tivity and Innovationg and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and
Keywords)		
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		ent)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	materials from the Examples should i pieces of paper, cabags (coloured an (rough and smoot • Learners are ass	e home, sch nclude cott ardboard, w d transpare h) chalk, cra isted to sor	nool ton v wood ent), rayou	wool, pieces of cloth, d, plastics, polythene soil samples, marbles	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Demonstrate by assisting learners to group materials	
		into those that we can see through (transparent) and	
		those that we cannot see through (opaque).	
		Learners sort the materials into those that can bend	
		and those that cannot bend.	
		Learners feel and draw materials that are hard, soft,	
		smooth, etc.	
		Learners are tasked to display their drawings in class	
		for discussion.	\sim
		Assessment: let learners classify everyday materials	
		based on their properties	
Thursday	Engage	• Learners are assisted to know that the properties of a	What have we learnt
	learners to	given material enable it to be used for making certain	today?
	sing songs	products, e.g. clay is used for making pots because it	Ask learners to
	and recite	can be moulded without breaking. Raffia palm is used in	summarize the
	familiar	basketry because it can bend easily.	important points of the
	rhymes	• Learners work in groups to classify different materials	lesson
		based on various similarities and differences.	
		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.	
		Assessment: let learners identify properties of a given	
		material enable it to be used for making certain	
		products,	

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : My Country Ghana Sub-stra			Sub-strar	nd : The People Of Ghana	
Indicator (co	ode)	B5.2.1.1.1			
Content star	ndard (code)	B5.2.1.1.		. \	
Performance	e Indicator			our ancestors lived in anci h how we live today.	ent times (before the 15th
		tivity and Innovationg and Problem Sol		inication and Collaboration	Personal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Visit ancient sites Assessment: let le lived in ancient tir	earners de	ums scribe how our ancestors	What have we learnt today?
Thursday	Engage learners to sing songs	Use videos/ docui		/internet to highlight how the past	What have we learnt today?

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

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	LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:		
Day:			D	Pate :		
Period :			L	esson :		
Strand : ALL	ABOUT US	!	Sub-strand	nd : Myself		
Indicator (co		B5.1.2.1.1.				
	ndard (code)					
Performance	e Indicator	Learners can desc	ribe change	es that occur during adoleso	cence	
Core Compe	tencies: Crea	tivity and Innovation	n Communi	cation and Collaboration Po	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Solv	ring.			
Keywords						
,						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricul	um Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	ıding asses	sment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage			rm, Adolescence e.g.	What have we learnt	
	learners to	• • • •	•	in the ages 10 -24 and	today?	
	sing songs			s group. Adolescence is a		
	and recite	' ·		childhood and adulthood.	Ask learners to	
	familiar		the ages of	10 and 19 years (WHO,	summarize the main	
	rhymes	1968).			points in the lesson	
		Group learners in t	heir sex gro	oups to discuss the		
		changes that take	place in the	ir own sex during		
		adolescence and p	resent to cl	ass e.g.		

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		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,	
		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	
		Assessment: Let learners describe physical changes that occur during adolescence	
Thursday	Engage	Group learners in their sex groups to discuss the	What have we learnt
	learners to	changes that take place in their own sex during	today?
	sing songs	adolescence and present to class e.g.	
	and recite		Ask learners to
	familiar	Some emotional and psychological changes in both	summarize the main

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boys and girls e.g. easily irritated (anger), worry/fear,

love (strong attachment to the opposite sex), shyness,

excitement, happiness/sadness, adventurous

Assessment: Let learners describe emotional and psychological changes that occur during adolescence

points in the lesson

rhymes

 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:			Class size:	
Day:			D	ate:	
Period :			Le	esson :	
Strand: MO	TOR SKILL AN	D MOVEMENT S	Sub-strand	: MANIPULATIVE SKILLS	
PATTERNS					
Indicator (co	de)	B5.1.2.1.1			
Content star	ndard (code)	B5.1.2.1.			J
Performance	e Indicator	Learners can roll ba	all using a st	tick through obstacles (arra	inged cones)
-		tivity and Innovation ng and Problem Solv		cation and Collaboration Pe	ersonal Development and
Keywords	Keywords				
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page	V		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	iding assess	sment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	Arrange ten cones	in a straigh	t form and zigzag.	What have we learnt
	jog round a	Learners roll balls t	hrough in t	urns. As learners move,	today?
	demarcate	the teacher checks	their move	ements, control of the	
	d area in	balls with the stick	and gives c	orrective feedback for	Use answers to
	files while	correct mastery of	summarise the lesson.		
	singing and	progress at their ov	wn pace du	ring practice. Organise	
	clapping to	competition for lea	rners. End	the lesson with cool down	
	warm-up	activities and use q	juestions to	summarise the lesson.	
	the body				
	for				
	maximal				

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	ce and to		
	prevent		
	injuries		
	ilijulies		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:		
Day:				Dat	e :	
Period :				Les	son :	
Strand : God	, His Creatior	and Attributes S	Sub-stran	d : 0	od the Creator	
Indicator (co	ode)	B5.1.1.1.2:				
Content star	ndard (code)	B5.1.1.1.				
Performance	e Indicator	Learners can state	the qualit	ties	of God that humankind s	hould demonstrate.
-		tivity and Innovation ng and Problem Solvi		nica	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures			<u> </u>	
Ref:	RME curricu	llum Page		}-		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	 Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc. Let learners discuss among those qualities of God they should possess to make them God's children 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	

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LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:			Class size:	;	
Day:				Date :		
Period:				Lesson :		
Strand : INT	RODUCTION ⁻	TO COMPUTING	Sub-strand	d : DATA, SOUF	RCES AND USA	GE
Indicator (co	ode)	B5.1.3.1.1. B5.2	1.3.1.2	B5.1.3.1.3	B5.1.3.1.4	
Content star	ndard (code)	B5.1.3.1. B5.	1.3.1.	B5.1.3.1.	B5.1.3.1.	
Performance Core Compe		 Learners can use strategies for identifying data from results of a experiment. Learners can identify primary sources of information e.g. photograph audio, video recordings, letters etc. Learners can identify secondary sources of information e.g. radio, fat telephones calls, SMS etc. Learners can demonstrate sending and sharing information e.g. arranging data, sorting and calculations etc. 				nation e.g. photographs, ormation e.g. radio, fax,
-		ng and Problem So		meacion and ec		and Development und
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc			(qualitative	Phase 3: Plenary / Reflections What have we learnt
Wednesday	Engage learners to sing songs and recite	and quantitative) them to convert of without losing its	by asking le	eading questio	ns. Task	today?

familiar	Guide learners to mention or talk about primary	Ask learners to
rhymes	sources of information. Task learners to record data	summarize the main
	from the primary source and bring them to class for	points in the lesson
	discussion. List items recorded and ask learners to	
	group according to their similarities.	
	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	\sim
	on the radio and bring to class for discussion. List items	
	recorded and ask learners to group according to their	
	similarities.	
	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.	
	Learners can also be guided to generate age data from	
	their dates of birth.	
	NB: recall content in B4 and add to it.	
	Assessment: Let learners sort data in alphabetical	

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son:	
Strand : Visu	ial arts	S	Sub-stran	d : T	hinking and Exploring Id	eas
Indicator (co	ode)	B5 1.2.2.1				
	ndard (code)	B5 1.2.2.				
Performance			iment wit	h av	vailable relevant visual a	rts media and methods to
		create own visual	artworks	tha	t reflect the physical ar	nd social environments of
		some African comm	nunities			
				nica	tion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solvi	ng.) `	
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAV	Dhasa 1.	Dhace 2: Main				Phase 3:
DAY	Phase 1: Starter	Phase 2: Main	dina occa		ont)	Plenary / Reflections
	(preparing	(new learning inclu	uing asse	25511	ient)	Pieriary / Reflections
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to	explore the local er	nvironme	nt to	select available	today?
	sing songs	materials and tools	that are	goo	d for making artworks	
	and recite	study and expering	nent with	ava	ilable materials and	Ask learners to
	familiar	tools to create simp	ole artwo	rks t	hat reflect the physical	summarize the main
	rhymes	and social environn	nents of s	ome	e African communities	points in the lesson
		using appropriate n	nethods a	and :	skills: e.g.	
		- clay, plasticine, pa	pier mâc	hé (paper pulp), etc. for	
		modelling and casti	ing;			

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		- straw, yarn, paper, etc. for weaving;	
		- odds and ends for constructing and assembling;	
		- brushes and paint for painting;	
		② discuss and share their experiences through jury and	
		peer review;	
		use available materials in the environment to make	
		artworks similar to the works studied;	
		② discuss and compare their artworks to the artworks	
		studied.	
		Assessment: let learners create own visual artworks	
		that reflect the physical and social environments of	
		some African communities	
Wednesday	Engage	Learners are to:	What have we learnt
vveunesday	learners to	explore the local environment to select available	today?
			touay:
	sing songs	materials and tools that are good for making artworks	A ale la a una a una de
	and recite	3 study and experiment with available materials and	Ask learners to
	familiar	tools to create simple artworks that reflect the physical	summarize the main
	rhymes	and social environments of some African communities	points in the lesson
		using appropriate methods and skills: e.g.	
		- craft tools for perforating, shaping and punching;	
		- folding and shaping paper to make origami and	
		quilling;	
		- spatula and scooping tools for modelling;	
		- needle for sewing, etc.	
		② discuss and share their experiences through jury and	
		peer review;	
		use available materials in the environment to make	
		artworks similar to the works studied;	
		discuss and compare their artworks to the artworks	
		studied.	
	1111		
		Assessment: let learners create own visual artworks	
		that reflect the physical and social environments of	
		some African communities	

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•	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Rea	ding		Sub-stran	d: Phonics: Letter Sound Kno	owledge
Indicator (co	ode)	B5.2.4.1.1 B5	5.2.4.1.2	B5.2.4.1.3	
Content star	ndard (code)	B5.2.4.1. B5	5.2.4.1.	B5.2.4.1.	
Performance Indicator • Learners should reaparagraphs.		ould read	d and recognise words with fa d and recognise diagraphs in v and two or more syllables to fo	vords found in	
Leadership C		tivity and Innovation ng and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mark	kers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculum	1		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	the alphabet. • Write down some	e of these I and lead	ome sounds of the letters of e sounds on the board. I learners to form words th familiar sounds.	What have we learnt today?

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lea sin an far	ngage	 Assist learners to read and recognise word with familiar sounds at word medial. Read to learners some simple poems. In groups, lead learners to read simple poems of about ten lines. Ask learners to note the words in the poems that have similar sounds. Group the words identified and categorise them into words with similar sounds. Assessment: let learners identify words with familiar sounds Let learners mention some words and write them on the board. Group the words into two: those without diagraphs and those with diagraphs on the board and pronounce them to the hearing of learners. Assist learners to recognise diagraphs in the words in a given paragraph. Call learners to write the diagraphs identified from the words on the board. Group the diagraphs and put learners into groups and ask learners to form more words with the diagraph assigned to each group. Assessment: let learners identify diagraphs in words	Review the lesson with learners What have we learnt today? Review the lesson with learners
lea sin an far	ngage aners to ng songs nd recite miliar ymes	 Let learners mention some words and write them on the board. Divide the words into syllables and discuss with learners. Allow learners to use some of the syllables to form new words. Let learners say the words to the class and write some on the board. Assist learners to blend two or more syllables to form words and read them. Let learners use some of the words to form sentences orally. 	What have we learnt today? Review the lesson with learners

	Assessment: let learn	ners blend two or more syllables to	
	form words and read	d them	
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		9 -	
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TERM ONE BASIC FIVE WEEK 4

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:
Day:		Date:
Period:		Lesson:
Strand:	Sub-stran	d:
A. Oral Language	A. Dra	amatization and Role Play
B. Reading	B. Dip	phthongs
C. Grammar Usage A	t Word C. De	terminers
D. Writing	D. Pa	ragraph Development
E. Using Writing Con	ventions E. Us	ing Punctuation
F. Extensive Reading	F. Bu	ilding the Love and Culture of Reading
Indicator (code)	B5.1.5.1.1. B5.2.4.1.1 B	5.3.2.1.1 B5.4.3.1.2 B5.5.2.1.1. B5.6.1.1.1.
Content standard (code)	B5.1.5.1. B5.2.4.1. B	5.3.2.1. B5.4.3.1. B5.5.2.1. B5.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	B. Learners can use closentences C. Learners can identify refer to a person, ani D. Learners can identify paragraph E. Learners can use pun apostrophe) in contraff. F. Learners can read a value at least a-three-paragraph	tume to dramatise or role-play parts/whole of stories using diphthongs, e.g. /aU/, /eU/to make meaningful and use indefinite and definite articles "a" and "an" to mal, event, time or objects in general the main idea and minor ideas/supporting details in a actuations: (the comma) to write an address; (the action ariety of age- and level appropriate books and present graph summary of each book read nication and Collaboration Personal Development and
Keywords		

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Lead learners to select a familiar story for dramatisation. Ask questions to review the story. Assign groups to prepare (share roles, select costume and rehearse) and dramatise/role-play the story using improvised lines. Invite groups to perform for the class to critique their performances. Assessment: let learners costume to dramatise or role-play parts/whole of stories 	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Revise the activity on minimal pairs words. Let learners pick partners, think-pair-share. Learners use their rhyming words in meaningful sentences. • Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g. /e℧/ - go, no, boat, load etc. /a℧/ - how, fowl etc. Note: Do not write the symbols of the sounds • 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. Assessment: let learners use closing diphthongs, e.g. /a℧/, /e℧/to make meaningful sentences	What have we learnt today? Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite	C.GRAMMAR • Provide an appropriate text containing abstract, concrete nouns.	What have we learnt today?		

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	familiar	Revise the lesson on nouns. Use the same text to	Ask learners to
	rhymes	introduce definite, indefinites and zero articles. Guide	summarize the main
	,	learners with examples to list the articles in the	points in the lesson
		passage.	points in the lesson
		Help learners to form sentences using the articles.	
		Assessment: let learners use indefinite and definite	
		articles "a" and "an" to form sentences	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	Display a Model Paragraph, e.g.	today?
	sing songs	The children of Boti go to great lengths to seek the	
	and recite	power of education and reading. For example, they	Ask learners to
	familiar	build their own school at the beginning of the year! To	summarize the main
	rhymes	do this, they use mud to make bricks to build the walls	points in the lesson
	,	and desks. They use grass and saplings and make a roof.	J 3
		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.	
		Have learners read it (or read it to them).	
		Have them do Think-Pair-Share and answer the	
		questions:	
		i. What is this paragraph about?	
		ii. How do you know?	
		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.	
		Topic Sentence in the margin next to it.	
		Guide learners to identify the details of the paragraph	
1		and the sentences that contain these details.	
	1371	Repeat the same process for other sentences.	
	1	Have learners write their own paragraphs (Guide	
		them to select a topic). Move round to support them.	
		,	
		Assessment: let learners identify the main idea and	
		minor ideas/supporting details in a paragraph	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Revise the use of the comma before and after "Yes"	today?
	sing songs	and "No" in sentences; after addressing a person, e.g.	,
	and recite	Kofi, can you help me?	Ask learners to
	familiar	• Introduce the use of the comma to write an address,	summarize the main
	rhymes	and the apostrophe in contraction in context. Provide	points in the lesson
	THYTHES	and the apostrophe in contraction in context. Frovide	points in the lesson

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		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.	
		Have learners practise using the comma to write an	
		address, and the apostrophe in contraction. Give pairs	
		of learners unpunctuated sentences/texts to punctuate.	
		Assessment: Give learners unpunctuated	
		sentences/texts to punctuate.	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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•	LESSON PLAN
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SUBJECT: Mathematics CLASS: FIVE

Week Endin	g:			Class size:		
Day:				te:		
Period :		Le	Lesson:			
Strand : Number Sub-stran			Sub-strand :	Counting, Representation	& Cardinality	
Indicator (co	ode)	B5.1.1.2.1	B5	B5.1.1.2.2		
Content star	ndard (code)	B5.1.1.2.	B5	5.1.1.2.		
Learners can count a up to 100 (C) and vice			an count and (C) and vice ve	ersa	nbers to Roman numerals	
Core Competencies: Creativity and Innovation Communication and Leadership Critical Thinking and Problem Solving.			ation and Collaboration Pe	ersonal Development and		
Keywords	1					
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	2			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)		ment)	Phase 3: Plenary / Reflections	
	for learning)					
Monday	Sing songs like:	Display roman numeral charts sequential order and lead lear			Review the lesson with Learners	

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	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	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.	Review the lesson with Learners
	one, what is one	Assessment: have learners to practice with more examples	
Wednesday	like: I'm counting one, what	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	Review the lesson with Learners
Thursday	is one 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

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SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :			Les	son:	
Strand : CYCLES Sub-stran			o-strand:	EARTH SCIENCE	
Indicator (co	de)	B5.2.1.1.1			
Content star	ndard (code)	B5.2.1.1.		\	
Performance	Indicator	Learners can know ho	w day and	night are formed	
=		tivity and Innovation Cong and Problem Solving		tion and Collaboration Pe	ersonal Development and
Keywords		(9	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includin	ng assessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	 Assemble materials 	such as po	olystyrene (plastic) balls,	What have we learnt
	learners to	football, ice-cream sti	ck, torch,	pen and globe.	today?
	sing songs	 Learners are assisted 	d to under	stand the terms,	
	and recite	rotation and axis using	g a ball.		Ask learners to
	familiar	 Explain how the mot 	tion of the	earth causes day and	summarize the
	rhymes	night, with the aid of a	a globe.		important points of the
		• Learners observe a d	demonstra	ition of day and night,	lesson
		using appropriate mat	terials, e.g	. globe of the earth, blu	
		tac, and lamp without	shade an	d a dark room.	

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		• Learners, in their groups, demonstrate the formation of day and night using, polystyrene balls, ice-cream stick, torch, pen and globe.	
		Assessment: let learners explain how day and night come about	
Thursday	Engage	Learners explain how day and night come about and	What have we learnt
	learners to	draw diagrams to represent their work.	today?
	sing songs		Ask learners to
	and recite	Assessment: let learners draw diagrams to represent	summarize the
	familiar	how day and night come about.	important points of the
	rhymes		lesson

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SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson:	\cup	
Strand : My	Country Ghar	na	Sub-stran	nd : The People Of Ghana		
Indicator (co	ode)	B5.2.1.1.2				
Content star	ndard (code)	B5.2.1.1.				
Performance	e Indicator	Learners can desc	ribe some	ancient towns in Ghana.		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inication and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage				What have we learnt	
	learners to		vhenya, Eg	guafo, Kintampo, Salaga,	today?	
	sing songs	Daboya).	these tow	ns and places on a map of		
	and recite	Ghana.	these tow	ms and places on a map of	Ask learners to	
	familiar	Griana.			summarize the main	
	rhymes	Assessment: let le	arners list	some ancient towns and	points in the lesson	
		places in Ghana				
	Which					
	were the					
	ancient					

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	towns in		
	Ghana?		
	Where		
	were they		
	located?		
Thursday	Engage learners to sing songs and recite familiar rhymes	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	What have we learnt today? Ask learners to summarize the main points in the lesson
	Which were the	and places on a map of Ghana	
	ancient		
	towns in		
	Ghana?		
	Where		
	were they		
	located?		
	Who		
	founded		
	them?		

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:		
Day:			Da	ate:		
Period :			Le	esson :		
Strand : ALL	ABOUT US		Sub-strand: My Family and the Community			
Indicator (co	ode)	B5.1.3.1.1.				
Content sta	ndard (code)	B5.1.3.1.				
Performanc	e Indicator	Learners can exp	lain the need	to be a commi	itted membe	er of the family
Leadership (tivity and Innovations and Problem Sol		ation and Colla	aboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures		!		
Ref:	Our World	Our People curricu	ulum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	luding assess	ment)		Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention be a committed fa family activities, or respect for family (performing assig needy relatives, b to family needs, e Learners talk about member e.g. to punity and peace in	amily member bedience to members, action and duties), to pe present at the true the true the need to promote unity,	r e.g. taking pa elders of the fa ccepting respor aking initiative family meeting to be a committe to gain respec	art in amily, nsibility as, helping as, respond ted family at, to bring	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by :	Signature:		Date :
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LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Date	e:	
Period :				Less	on:	
Strand: MO	TOR SKILL AN	D MOVEMENT S	Sub-stranc	d : N	1ANIPULATIVE SKILLS	
PATTERNS						
Indicator (co	de)	B5.1.2.1.2				
Content star	ndard (code)	B5.1.2.1.				
Performance	e Indicator	Learners can perfor	rm simple	sma	all-group balance stunts	by distributing weight and
		base of support				
-		tivity and Innovation ng and Problem Solvi		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
l	DI 4					1-1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learner stands stra	ight and h	nold	on to another person.	What have we learnt
	jog round a	Rise up and move a				today?
	demarcate	•		•	ompetition for learners	,
	d area in	and use time declar	re winners	s ba	sed on how long it	Use answers to
	files while	takes a member of	the group	los	es a balance. End the	summarise the lesson.
	singing and	lesson with cool do	wn activit	ties a	and use questions to	
	clapping to	summarise the less	on			
	warm-up					
	the body					
	for					
	maximal					

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	ce and to		
	prevent		
	injuries		
	injunes		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:			
Day:			Dat	e :			
Period:				son:			
Strand : Goo	l, His Creation	and Attributes Sub-stran	d : 0	od the Creator			
Indicator (co	ode)	B5.1.1.1.2:					
Content star	ndard (code)	B5.1.1.1.					
Performance	e Indicator	Learners can state how they	can	use their God-given unio	que qualities		
-		tivity and Innovation Community and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	RME curricu	ılum Page		<u> </u>			
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including asse	essm	ent)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Friday	Engage	• Let learners, in pairs or in a	σrΩιι	ns discuss how they	What have we learnt		
	learners to	can use their God-given unic	_	•	today?		
	sing songs	- Serve God and humankind,	-	1	,		
	and recite	- Protect and preserve the e		onment,	Ask learners to		
	familiar	- Live together in harmony,			summarize the main		
	rhymes	- Contribute to development	t, et	C.	points in the lesson		
• Let learners present their			worl	for appreciation and			
		discussion in class					
		Assessment: let learners sta	te h	ow they can use their			
		God-given unique qualities					

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	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:			Class size:			
Day:			Dat	te:			
			_				
Period :			Les	Lesson:			
Strand: INT	RODUCTION 1	TO COMPUTING Sub-strai	nd : ٦	ECHNOLOGY IN THE CON	MMUNITY		
Indicator (co	ode)	B5.1.4.1.1 B5.1.4	1.1.2				
Content star	ndard (code)	B5.1.4.1. B5.1	4.1.				
Performance	e Indicator	 Learners can list the 	effe	cts of technology on the	community.		
		 Learners can expla 	in tl	ne fundamentals of dig	ital system components		
		(hardware, software	and	networks).			
=		tivity and Innovation Commu	ınica	tion and Collaboration Pe	ersonal Development and		
	Critical Thinkin	ng and Problem Solving.					
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main	Main		Phase 3:		
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
	Engage	Guide learners to investigate the types and importance			What have we learnt		
14/ - du d	learners to	of compression of documer			today?		
Wednesday	sing songs	Positive effects – health car					
	and recite	manufacturing, agriculture etc.			Ask learners to		
	familiar	Negative effects – resource	dep	letion ,pollution, privacy	summarize the main		
	rhymes	and security etc.			points in the lesson		
		Guide learners to brainstor		<u>-</u>			
		system components such as	s har	dware, software and			
		networks).					
		Assessment: Let learners e	xplai	n the fundamentals of			
		digital system components					

Vetted by :	Signature:	Date :
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LESSON PLAN
 LESSON PLAIN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:				Class size:			
Day:			Da	ate:			
Period :			Le	Lesson:			
Strand : Perf	orming Arts	Su	b-strand :	d: Planning, Making and Composing			
Indicator (co	ode)	B5 2.2.2.1					
Content star	ndard (code)	B5 2.2.2.					
Performance	e Indicator	Learners can Experi	iment wit	h available relevant per	forming arts media and		
		techniques to create	own perf	orming artworks that refle	ct the history and culture		
		of the people of Afric	ca				
•		tivity and Innovation C ng and Problem Solvin		ation and Collaboration Pe	ersonal Development and		
Keywords				7/			
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum	9				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includi	ing assess	ment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	Learners are to:			What have we learnt		
	learners to	② explore the local er			today?		
	sing songs	instruments, equipm		• • • •			
	and recite	movement patterns t	_		Ask learners to		
	familiar			orming music, dance,	summarize the main		
~	rhymes	drama, poems, appel			points in the lesson		
		② experiment with th					
		• •		t patterns, melody, etc.			
		•	•	sitions of the Ghanaian			
			eflect the	history and culture of the			
		people of Africa;					

		② discuss and share their experiences through peer review	
		Assessment: let learners create own performing artworks that reflect the history and culture of the people of Africa	
Wednesday	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; discuss and share their experiences through peer review Assessment: let learners create own performing artworks 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

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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date :		
Period :			L	Lesson:		
Strand : Rea	ding		Sub-strand :			
			Phonics: Le	etter Sound Knowledge		
			Vocabulary	(Sight and content vocabul	ary)	
Indicator (co	ode)	B4.2.4.1.4 B	5.2.5.1.1			
Content star	ndard (code)	B4.2.4.1. B5	5.2.5.1.			
para; • Learn		paragraph • Learners s	should recognise and say consonant clusters in words found in hs should read paragraphs of passages aloud with correct ation and tone.			
Core Competencies: Creativity Leadership Critical Thinking ar				ication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, ma	anila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	luding asses	ssment)	Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	on the board.	rds on the bo	words and write the words pard and bring out the es.	What have we learnt today?	

• Write out the consonant clusters found in the words on the board and read them aloud. • Let learners recognise words that contain consonant clusters in a given paragraph. • Let learners use the consonant clusters found to form new words Assessment: let learners say consonant clusters in words found in paragraphs. Engage leaners to sing songs and recite familiar rhymes • Ask some of the learners to say the words and then read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read in turns. • With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. • Give passages of about three paragraphs, and let learners read in their groups. • Call leaders of the groups to read the whole passage to the class. Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone. • Write some sentences on flashcards and show them to learners. • Ask some of the learners to say the words and then read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read in turns. • With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read in turns. • With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. • Give passages of about three paragraphs, and let learners read in their	 ~~		
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Let learners use the consonant clusters found to form new words Assessment: let learners say consonant clusters in words found in paragraphs Engage leaners to sing songs and recite familiar rhymes • Write some sentences on flashcards and show them today? • Ask some of the learners to say the words and then read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read in turns. • With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. • Give passages of about three paragraphs of passages aloud with correct pronunciation and tone. • Write some sentences on flashcards and show them to learners. • Ask some of the learners read paragraphs of passages aloud with correct pronunciation and tone. • Write some sentences on flashcards and show them to learners. • Ask some of the learners to say the words and then read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read in turns. • With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read in turns. • With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. • Give passages of about three paragraphs, and let		• Let learners recognise words that contain consonant	learners
Review the lesson with learners to read in turns. Engage leaners to sing songs and in turns. What have we learnt today? Ask some of the learners to say the words and then read the sentences in full. In groups, guide learners to read sentences aloud with correct pronunciation and tone. Give a paragraph of a passage and allow learners to read in turns. With sentences card and learners in groups, help learners to read in their groups. Call leaders of the groups to read the whole passage to the class. Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone. Engage leaners to say the words and then read the sentences in full. Sing songs and recite familiar rhymes Engage leaners to say the words and show them to learners. Ask some of the learners read paragraphs of passages aloud with correct pronunciation and tone. Sing songs and recite familiar rhymes Engage leaners to say the words and show them to learners. Sing songs and recite familiar rhymes What have we learnt today? Review the lesson with learners to read the sentences aloud with correct pronunciation and tone. Sive a paragraph of a passage and allow learners to read in turns. With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. Give a paragraph of a passage and allow learners to read paragraphs aloud with correct pronunciation and tone. Give passages of about three paragraphs, and let		clusters in a given paragraph.	
Assessment: let learners say consonant clusters in words found in paragraphs Engage leaners to sing songs and recite familiar rhymes • Write some sentences on flashcards and show them to learners. • Ask some of the learners to say the words and then read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read in turns. • With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. • Give passages of about three paragraphs, and let learners read in their groups. • Call leaders of the groups to read the whole passage to the class. Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone. • Write some sentences on flashcards and show them to learners. • Write some sentences on flashcards and show them read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read the sentences in full. • In groups, guide learners to read sentences aloud with correct pronunciation and tone. • Give a paragraph of a passage and allow learners to read in turns. • With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. • Give passages of about three paragraphs, and let		• Let learners use the consonant clusters found to form	
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leaners to sing songs and recite familiar rhymes **New Service of the learners to say the words and then read the sentences in full.* **In groups, guide learners to read sentences aloud with correct pronunciation and tone. **Olive a paragraph of a passage and allow learners to read in turns. **With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. **Olive passages of about three paragraphs, and let learners read in their groups. **Call leaders of the groups to read the whole passage to the class. **Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone. **Engage leaners to sing songs and recite familiar rhymes **Ask some of the learners to say the words and then read the sentences in full. **In groups, guide learners to read sentences aloud with correct pronunciation and tone. **Give a paragraph of a passage and allow learners to read in turns. **With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. **Give passages of about three paragraphs, and let* **The service of the leason with learners to read sentences aloud with correct pronunciation and tone. **Give passages of about three paragraphs, and let*	Engage	Write some sentences on flashcards and show them	What have we learnt
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rhymes * In groups, guide learners to read sentences aloud with correct pronunciation and tone. * Give a paragraph of a passage and allow learners to read in turns. * With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. * Give passages of about three paragraphs, and let learners read in their groups. * Call leaders of the groups to read the whole passage to the class. * Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone. * Write some sentences on flashcards and show them to learners to sing songs and recite familiar rhymes * Ask some of the learners to say the words and then read the sentences in full. * In groups, guide learners to read sentences aloud with correct pronunciation and tone. * Give a paragraph of a passage and allow learners to read in turns. * With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone. * Give passages of about three paragraphs, and let	and recite		
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pronunciation and tone. • Give passages of about three paragraphs, and let			
Give passages of about three paragraphs, and let			
		•	
learners read in their groups.			
		learners read in their groups.	

Call leaders of the groups to read the whole passage	
to the class.	
Assessment: let learners read paragraphs of passages	
aloud with correct pronunciation and tone.	

TERM ONE BASIC FIVE WEEK 5

LESSON PLAN
 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class size:	1		
Day:			Date :			
			Lesson :			
Period :			Lesson .			
Strand :		Sub-strane	M ·			
A. Oral Language			u . amatization an	d Role Play		
B. Reading			ends and Conso	•		
C. Grammar Usage A	t Word		terminers			
D. Writing			riting as a Proc	ess		
E. Using Writing Conv	ventions		laming Words/Nouns			
F. Extensive Reading			ilding the Love		f Reading	
Indicator (code)	B5.1.5.2.1. B	35.2.5.1.1	B5.3.2.1.2.	B5.4.9.1.1.	B5.5.3.1.1.	B5.6.1.1.1.
Content standard (code)	B5.1.5.2.	35.2.5.1.	B5.3.2.1.	B5.4.9.1.	B5.5.3.1	B5.6.1.1.
Performance Indicator	A. Learners	can interpre	et moral values	in plays/storie	es	
	B. Learners	can orally	produce two	o-syllable wor	ds by blend	ding sounds
	(phonem	es), includin	g consonant b	lends		
	C. Learners	can Identify	y and use qua	ntifiers to sho	w qualities:	ordinal first,
	second e	tc.), a few/a	a little etc., b	oth each/ever	y, another, o	other,,fewer,
	less, etc.					
			a topic of c		ies in their	community,
		_	nise ideas befo	_		
		can Identify	and use noun	s or noun phra	ises to refer	to quantities
	or units.					
			ariety of age-a		-	and present
	at least a	-three-parag	graph summar	y of each book	read	

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

Keywords		Word cards, sentence cards, letter cards, handwriting on a manila card and a class				
T. L .R. (s)		library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Select stories or plays recently watched or read by learners. Use questions to guide learners to identify the moral values (e. g. truthfulness, perseverance, etc.) in the story/play. Put learners in groups to interpret the moral values identified and share their interpretation with the class. Have learners discuss how to apply those values to day-to-day living. Assessment: let learners interpret moral values in plays/stories 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Learners individually make meaningful sentences with words containing diphthongs. Every correct sentence is recorded for the group the individual belongs to. Introduce two-syllable words with consonant blends. Model the pronunciation and have learners say them after you. Teacher and learners select a reading text to guide the class to identify words containing consonant blends. List words on the board and drill learners in their pronunciation. Learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr-hundred, dr-drumstick, bl-problem, nd-handcuff Assessment: let learners read sentences and pick out the two-syllable words with consonant blends 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs	C.GRAMMAR • Introduce other types of determiners like each, both, and all.	What have we learnt today?			

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	and recite familiar rhymes	 Let learners read the sentences containing these determiners and explain the sentences. Provide a text and let learners identify the determiners in a group activity. Assessment: let learners identify the determiners ia a given text	Ask learners to summarize the main points in the lesson
		Siveri text	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Scaffold the writing process. i. Pre-writing Have learners select and discuss topics of interest on issues in their community with their partners. Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics. Have them organise the ideas into a writing plan using an outline, a chart or appropriate graphic organiser. e.g. line diagram 	What have we learnt today? Ask learners to summarize the main points in the lesson
1			
		Poor sanitation	
		What is poor sanitation causes/effects solution	
		Assessment: let learners select a topic of choice on issues in their community and write about it	
Friday	Engage learners to sing songs	E.WRITING CONVENTION AND GRAMMAR USAGE Introduce quantities and units in context. E.g.	What have we learnt today?
	and recite familiar	Please, give me <u>a piece of paper</u>.I have <u>a pair of trousers</u>	Ask learners to summarize the main
	rhymes	Assessment: let learners use nouns or noun phrases in sentences	points in the lesson
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
		summary of the book read.	

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	library	• Invite individuals to present their work to the class for	
	period	feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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: LESSON PLAN

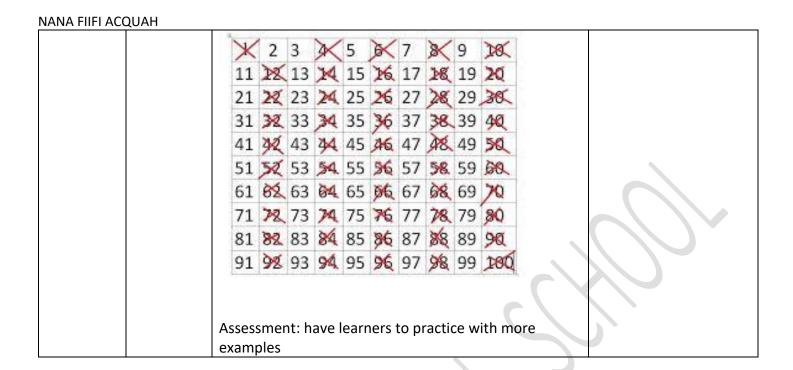
SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:			Class size:			
Day:			Dat			
Period :				Lesson:		
Strand : Number Sub-stran			Sub-stran	d : 0	Counting, Representation	& Cardinality
Indicator (code) B5.1.1.3.1				B5.1.1.3.2		
Content standard B5.1.1.3.			B5.1.1.3.			
(code)						
Performance Indicator • Learners can1 identi			fy th	e factors of whole numb	ers 1 - 100	
 Learners can genera 		e an	d identify prime numbers	and composite numbers		
between 1 and 100						
Core Competencies: Creativity and Innovation Commu			on Commui	nica	tion and Collaboration Pe	ersonal Development
and Leadership Critical Thinking and Problem Solving.			n Solving.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Page	9			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	nent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					

Monday	QUAH Sing songs				Review the lesson with
Iviolitay	like: I'm counting one, what is one	objects to find instance the factoring array	use different arrangem factors of whole numbe ctors of 24 can be obta s of objects. ave learners to practice	ers 1 – 100. For ined from the	of Learners
Tuesday	Sing songs				Review the lesson with
Tuesday	like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	as the factors of factors of 24 =		Hence the set	Learners
Wednesda y	Sing songs like: I'm counting one, what	objects (or the the first 30 who complete the to numbers; i.e. n	use different arrangem factorization method)t ole numbers and use th able below. Have learn umber with only two fa other are composite	o find factors of eir results to ers identify prin	f ne
	is one 1 - One is			Number of	
	one alone,	Numbers	Factors	factors	
	alone it	1	1	1	
	shall be.	2	1, 2	2	
		3	1, 3	2	
		4	1, 2, 4	3	
		5	1, 5	2	

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		30 1,2, 3, 5, 6, 10, 15, 30	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs	In convenient groups, have learners use the "Sieve of Review the lesson with	h
	like:	Eratosthenes" to identify prime numbers between 1 and 100, i.e. dividing through by whole numbers	
	I'm counting one, what	starting from 2; numbers that cannot be divided by other numbers except the number itself are prime numbers.	
	is one	X 2 3 X 5 X 7 X 9 X 8	
	1 - One is	11 22 13 24 15 26 17 28 19 20	
	one alone,	21 22 23 24 25 26 27 28 29 36	
	alone it shall be.	31 32 33 34 35 36 37 38 39 40 41 32 43 34 45 36 47 38 49 50	
	Silali bc.	51 52 53 54 55 36 57 58 59 60	
		61 82 63 84 65 86 67 88 69 70	
		71 72 73 74 75 76 77 78 79 80	
		81 32 83 34 85 36 87 38 89 90	
		91 92 93 94 95 96 97 98 99 180	
		Assessment: have learners to practice with more	
Friday	Sing songs	In convenient groups, have learners use the "Sieve of Review the lesson with	h
	like:	Eratosthenes" to identify prime numbers between 1 Learners	
		and 100, i.e. dividing through by whole numbers starting from 2; numbers that cannot be divided by	
	l'm	other numbers except the number itself are prime	
	counting one, what	numbers.	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		



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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:			Class size:		
Day:			Date :			
Period :				Lesson:		
Strand : CYC	LES		Sub-stran	id : EARTH SCIENCE		
Indicator (co	ode)	B5.2.1.2.1				
Content star	ndard (code)	B5.2.1.2.				
Performance	e Indicator	Learners can desc	ribe the be	enefits of the sun to the earth	1	
=		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Science curriculum Page				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asso	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	_		discuss the benefits the	What have we learnt	
	learners to	earth derives from			today?	
	sing songs			present their findings. These		
	and recite	•	-	he sun provides warmth to	Project: Importance of	
	familiar		•	grow well, provides day	the sun to plant growth	
	rhymes	and night cycles a	nd energy			
		Assessment: let le	arners des	scribe the benefits of the		
_		sun to the earth				

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

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			Class size:	
Day :			Da	ite :	
Period :			Le	sson :	
Strand : My	Country Ghar	na S	Sub-strand:	The People Of Ghana	
Indicator (co	ode)	B5.2.1.1.2)
Content star	ndard (code)	B5.2.1.1.			
Performance			be some an	cient towns in Ghana.	
Leadership (tivity and Innovation		ation and Collaboration P	ersonal Development and
Keywords		(
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning include	ding assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			ary/pictures of some of	What have we learnt
	learners to	these towns and pla	aces.		today?
	sing songs	Accordments let lea	rnare daceri	be some ancient towns	
	and recite	in Ghana	mers descri	be some ancient towns	Ask learners to
	familiar	ili Gilalia			summarize the main
	rhymes				points in the lesson
Thursday	Engage			ary/pictures of some of	What have we learnt
	learners to	these towns and pla	aces.		today?
	sing songs and recite				

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

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : ALL	ABOUT US		Sub-stran	nd : Home and School	
Indicator (co	ode)	B5.1.4.1.1			J
Content star	ndard (code)	B5.1.4.1.			
Performance	e Indicator	Learners can talk	about the	benefits of belonging to goo	d peer groups
		tivity and Innovationg and Problem Sol		nication and Collaboration P	ersonal Development and
Keywords				6.	
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricu	lum Page	9	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	peer groups e.g. le obedience, achiev Learners discuss the to bad peer group pre marital sex	earning ne ing goals, ne danger s e.g. drin	-	What have we learnt today? Ask learners to summarize the main points in the lesson
		belonging to good			
		1 31511.611.76 10 8004	1. 2 2. 0. 00	: Is :	

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

Week Ending	g:				Class size:		
Day:				Date :			
Period :				Les	son:		
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-stran	d : N	MANIPULATIVE SKILLS		
PATTERNS							
Indicator (co	de)	B5 1.2.1.3:					
Content star	ndard (code)	B5 1.2.1.					
Performance	e Indicator	Learners can cha	nge direc	tion	quickly whiles walkir	ng with an object within	
		obstacles but keep	one's bal	ance			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen Leadership Critical Thinking and Problem Solving.						Personal Development and	
Keywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu	m Page					
						T	
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	nent)	Plenary / Reflections	
	(preparing						
	the brain for						
	learning)						
Friday	Learners	After general and specific warm ups, learners stand What have we lear					
Tituay	jog round a					today?	
	demarcate	with balls in front. Learners dribble through the obstacles whiles maintaining their balance, agility in				today:	
	d area in	turns and progress at their own pace. Put learners in				Use answers to	
	files while	groups to compete			summarise the lesson.		
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						

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	ce and to		
	prevent		
	injuries		
	injunes		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:				
Day:				Date	Date :			
Period :				Lesso	Lesson:			
							$\bigcap \bigcap \bigcap$	
Strand : God	l, His Creatior	and Attributes Sub-strand : God the Creator						
Indicator (co	ode)	B5.1.1.1.3						
Content star	ndard (code)	B5.1.1.1.						
Performance	e Indicator	Learners can mention	n why ir	ndivid	uals should mai	ntain the	eir God-given gifts of form	
		and colour.						
•		tivity and Innovation (ng and Problem Solvin		ınicati	on and Collabo	ration Pe	ersonal Development and	
Keywords								
T. L .R. (s)		Pictures						
Ref:	RME curricu			1				
DAY	Phase 1:	Phase 2: Main					Phase 3:	
	Starter	(new learning includi	ing asso	essme	nt)		Plenary / Reflections	
	(preparing the brain							
	for							
	learning)							
Friday	Engage	Let learners give reasons why they should maintain			ntain	What have we learnt		
	learners to	their God-given form and colour: God has a purpose for				ose for	today?	
	sing songs	creating everybody a	as they a	are. N	o one creates h	imself		
	and recite	or herself.Our bodies serve as the Temple of God.				i.	Ask learners to	
	familiar	• Let learners discuss possible purposes for which each			h each	summarize the main		
	rhymes	one is created in a unique form. points in the less				points in the lesson		
		Assessment: let learners mention why individuals						
		should maintain their God-given gifts of form a			gifts of form and	d		
		colour.						

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LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:			Class size:			
Day:			[Date :			
Period :			Lesson:				
Strand :			Sub-strand	:			
PRESENTATI	ON		INTRODUC	TION TO MS-POWERPOINT			
WORD PROC	CESSING		INTRODUCTION TO WORD PROCESSING				
Indicator (co	ode)	B5.2.1.1.1.	B5.2.1.1.1. B5.3.1.1.1.				
Content star	ndard (code)	B5.2.1.1.	B5.3.1.1	. \			
Performance Indicator		 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. 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). 					
Core Competencies: Crea Leadership Critical Thinkin Keywords		·		ication and Collaboration P	ersonal Development and		
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections					
Wednesday	Engage learners to sing songs and recite familiar rhymes	Ribbons" to create a new MS-PowerPoint slide and use shapes in the "Insert ribbon" to draw the Ghana flag". Ask learners summarize t			What have we learnt today? Ask learners to summarize the main points in the lesson		

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	Guide learners to use File menu, Insert, Design and	
	Layout Ribbon.	
	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	

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: LESSO

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:	
Day:		D	ate:		
Period :			Le	esson :	
Strand : Visu	ial Arts	S	Sub-strand	: Planning, Making and Cor	nposing
Indicator (co	ode)	B5 1.2.3.1			
Content star	ndard (code)	B5 1.2.3.			
Performance Indicator				ual artworks based on ov at reflect the history and	,
=		tivity and Innovation ng and Problem Solvi		cation and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing	(new learning inclu	ding assess	sment)	Plenary / Reflections
	the brain for				
NA I	learning)	1 1 -			Male at the control of the control
Monday	Engage	Learners are to:	ام اده میدا م ا	ro and skills in the use and	What have we learnt
	learners to		_	ge and skills in the use and	today?
	sing songs and recite	• •		d principles of art and	Ask learners to
	familiar	design, media, met			summarize the main
		creative and expres	•	o produce own 2- al artworks based on own	
	rhymes	ideas and experience		ai ai twoiks Dased on OWN	points in the lesson
		i iucas anu expenient	ues,		

 make own comprehensive designs based on reflective memory of the history and culture of a selected group of Africans; follow own design to produce personal artworks by selecting and using available but suitable and appropriate: 	
of Africans; I follow own design to produce personal artworks by selecting and using available but suitable and	
If follow own design to produce personal artworks by selecting and using available but suitable and	
selecting and using available but suitable and	
The state of the s	
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)	
b) tools and equipment: e.g.	
- brush for painting;	
- scissors and cutting knives for cutting;	
- spray diffuser for spraying	
- chisel for carving	
- spatulas for modelling	
- craft tools for punching, perforating, etc.	
c) manual/mechanical production methods/techniques	
(e.g. painting, printing, weaving, knotting, trimming,	
doodling, modelling, casting, carving, construction,	
assemblage, folding, quilling);	
d) select and use suitable and appropriate	
manual/mechanical finishing and decorating techniques	
(e.g. firing, painting, burnishing, spraying).	
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	
Wednesday Engage Learners are to: What have we learnt	\neg
learners to 2 demonstrate basic knowledge and skills in the use and today?	
sing songs application of the elements and principles of art and	
and recite design, media, methods and techniques freely in Ask learners to	
familiar creative and expressive ways to produce own 2- summarize the main	
rhymes dimensional and 3-dimensional artworks based on own points in the lesson	
ideas and experiences;	
make own comprehensive designs based on reflective	
memory of the history and culture of a selected group	
of Africans;	

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- If ollow own design to produce personal artworks by selecting and using available but suitable and appropriate:
- 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) b) tools and equipment: e.g.
- brush for painting;
- scissors and cutting knives for cutting;
- spray diffuser for spraying
- chisel for carving
- spatulas for modelling
- craft tools for punching, perforating, etc.
- c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);
- d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).

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

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•	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Wri	ting		Sub-strar	nd: Penmanship/Handwritin	g
Indicator (co	ode)	B5.3.1.1.1 B5	5.3.1.1.2		
Content star	ndard (code)	B5.3.1.1. B5	5.3.1.1.		
Performance Indicator		sentence, • Learners s	and to sep should reco	ognise the use of full stops at parate initials ognise that a comma is used t in sentences and speech.	·
Core Competencies: Creativi Leadership Critical Thinking a				inication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	their books. • Go round and c full stops are at the Discuss the pun	heck the so he ends. actuation, f	entences written to see if full stop, with learners.	What have we learnt today?

NANA FIIFI ACQUAR		
	 Assist learners to recognise that a full stop is used at the end of a complete sentence, and to separate initials. 	Review the lesson with learners
	Assessment: let learners use full stops at the end of a complete sentence, and to separate initials	
Engage leaners sing son and recite familiar rhymes	Discuss the passage with learners, and help them to	What have we learnt today?
	 and speech. Let learners write sentences or short passages using the comma. 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. 	Review the lesson with learners
	Assessment: let learners use the comma to separate the items in the sentence written	
Engage leaners sing son and recite familiar rhymes	Discuss the passage with learners, and help them to	What have we learnt today?
	 separate a list of items. It serves as a pause in sentences and speech. Let learners write sentences or short passages using the comma. 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. 	Review the lesson with learners
	Assessment: let learners use the comma to separate the items in the sentence written	

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TERM ONE BASIC FIVE WEEK 6



	LESSON PLAN
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SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:			
Day:		Date:			
Period :		Lesson:			
Strand :	Sub-strar	id:			
A. Oral Language	A. Co	onversation			
B. Reading	B. Vo	ocabulary			
C. Grammar Usage A	t Word C. De	eterminers			
D. Writing	D. W	Writing as a Process			
E. Using Writing Con	ventions E. N	laming Words/Nouns			
F. Extensive Reading F. Building the Love and Culture of Reading					
Indicator (code)	(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			
Content standard (code)	(B5.1.6.1. B5.1.6.2.) B5	5.2.6.1. B5.3.2.1. B5.4.9.2. B5.5.3.1. B5.6.1.1.			
Performance Indicator	well as personalities clearly. Maintain apply B. Learners can use leve and adverbs), and spoken and written C. Learners can Identify second etc.), a fewyless, etc D. Learners can develoop the writing convention paragraphs to aid convention co	be/talk about names of regions/places in the country as es in the community, expressing ideas and feelings propriate posture and facial expression rel-appropriate content words (nouns, verbs, adjectives function words (e.g. prepositions) appropriately in communication fy and use quantifiers to show qualities: ordinal first, a little etc., both each/every, another, other, fewer, p ideas into a two-paragraph draft without considering ions, using appropriate linking words within and across obesion and avoid ambiguity, e.g. firstly, then, after y and use nouns or noun phrases to refer to quantities			

NANA FIIFI AC	QUAH		
		F. Learners can read a variety of age- and level appr	
		at least a-three-paragraph summary of each boo	
		tivity and Innovation Communication and Collaboration P ng and Problem Solving.	ersonal Development and
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting or library.	a manila card and a class
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Discuss some important personalities in the community, Ask pupils to mention the regions in the country. In groups, have learners talk about important places in in each region. Have groups read their findings to the class. Encourage the class to ask questions for clarification of ideas Discuss with learners the importance of appropriate posture and facial expression in conversation. 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. 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 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACC	JUAH		
		• Examples of function words are determiners, conjunctions, prepositions, auxiliary verbs, modals etc.	
		 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. In groups learners identify and work out the meanings of content words in texts read. Have them use these words in sentences. 	
		Assessment: let learners use function words and Content words in sentences	
Wednesday	Engage learners to sing songs	C.GRAMMAR • Provide a context containing quantifiers. With examples help learners to identify them. e.g.	What have we learnt today?
	and recite	i. Numerals (cardinals – one, two, three);	Ask learners to
	familiar	ii. Ordinals (first, second, third);	summarize the main
	rhymes	iii. Some few/little etc;	points in the lesson
		iv. No/both, all, each/every.	
		Help learners to use the quantifiers in sentences.	
		Assessment: let learners use the quantifiers in sentences	
Thursday	Engage	D.WRITING	What have we learnt
-	learners to	Put learners into groups to develop their ideas in	today?
	sing songs	B5.4.9.1.1 into a three-paragraph draft.	·
	and recite		Ask learners to
	familiar	Assessment: let learners develop ideas into a two-	summarize the main
	rhymes	paragraph draft	points in the lesson
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Introduce quantities and units in context.	today?
	sing songs and recite	E.g.	Ask learners to
	familiar	 Please, give me <u>a piece of paper</u>. I have <u>a pair of trousers</u> 	summarize the main
	rhymes	Thave a pair of trousers	points in the lesson
	mymes	Assessment: let learners use nouns or noun phrases in	points in the lesson
		sentences	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
•	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	Learners think-pair-share their stories with peers.	
	during the	Learners trimin pair strate their stories with peers.	
	ading the		

nana fiifi acc	QUAH		
	library	Ask each learner to write a-two-three paragraph	
	period	summary of the book read.	
		• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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: LESSO

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class size:			
Day:			Da	te:			
Period :			Les	son :			
Strand : Number Sub-			Sub-strand :	Counting, Representation	n & Cardinality		
Indicator (co	ode)	B5.1.1.3.3	B5.1.1.3.4				
Content standard B5.1.1.3. (code)			B5.:	B5.1.1.3.			
Performance	e Indicator	that can b • Learners o	e arrayed in tv	vos array and those which	een I and 100 as number n cannot. or of any 2 or 3 numbers		
		tivity and Innovation		tion and Collaboration Pe	ersonal Development		
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Page	е				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assessn	nent)	Phase 3: Plenary / Reflections		

Monday	Sing songs					Review the lesson with
	like:		ners to use a to find even	Learners		
		100	to illia eveli			
	l'm	100				
	counting	Even				
	one, what	10			9	
	is one	8	****	****	7	
		6	***	•••	5	
		4	**	••	3	
		2	•	•	Ï	
		count in number	twos startir	ng from 1 to ount in two	arrays, pairs to skip o generate odd os starting from 2 to	
		1 2 Assessmexample		6 7 8 searners to p	9 10 ractice with more	
Tuesday	Sing songs like:	determi	ne prime fac	ctors of any	tree method to given whole number. of 24 For instance, from	Review the lesson with Learners
	l'm		re 24 = 2×2×		nd 3 are the prime	
	counting				of two or more given	
	one, what			ig the facto	r tree; for 36 and 48 we	
	is one	=2×2×3	= 2×3×2×3			
	1 - One is	48= 2×3				
	one alone,	= 2×2×2				
	alone it		_	he prime fa	actorization to	
	shall be.	_		•	ing the common factors	
		in each		•	-	
		36=2×2×	<3×3			
		48= 2×2	×2×2×3			
		\rightarrow which	n is 2×2×3=1	2;		

NANA FIIFI ACC	QUAH .		T
		24	
		2 × 12	
		2 × 6	
		2 x 3	
		Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Learners use the prime factorization by inspection to	Review the lesson with
у	like:	determine the LCM by underlining the largest number	Learners
'		of factors in each product	
	l'm	36=2×2×3×3	
		48= 2×2×2×3	
	counting	\rightarrow which is 2×2×2×3×3=144	
	one, what		
	is one	Factors of 36 Factors of 48	
	1 - One is	3	
	one alone,		
	alone it	2 3 / 2 /	
	shall be.		
		Loomono place fortancia a Mana diagnamente final tha	
		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 \rightarrow 2×2×3=12; and the LCM is	
		product of factors in the diagram $\rightarrow 3 \times 2 \times 2 \times 3 \times 2 \times 2 \times 2 \times 3 \times 2 \times 2 \times$	
		product of factors in the diagram 73x2x2x3x2x2 =144	
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Learners use the prime factorization to determine the	Review the lesson with
,	like:	LCM and HCF of three numbers using (i) prime	Learners
		factorization using table and dividing through by prime	
	l'm	factors. Example 1, find the LCM and HCF these sets of	
		numbers: 12, 20 and 30. (see method in figure), i.e.	
	counting	$HCF = 2$, and $LCM = 2 \times 2 \times 3 \times 5 = 60$.	
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	<u> </u>		

NANA FIIFI ACC	QUAII	1					
		*2	12	20	30	The prime factor which can divide all the numbers	
		2	6	10	15	is starred. The product of all the starred prime	
		3	3	5	15	factors is the HCF. In this case only one is starred,	
		5	1	5	5	and so the HCF is 2.	
			1	1	1	The product of each prime factor which divided any of the numbers is the LCM	
		Asse:		nt: ha	ve lear	rners to practice with more	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learn LCM facto facto num	ners u and H orizati ors. Ex bers:	ise tho HCF of on us cample 12, 20 nd LCI 20 10 5	Review the lesson with Learners		
			1	1	1	The product of each prime factor which divided any of the numbers is the LCM	
		Asse:		nt: ha	ve lear	rners to practice with more	

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Pate :	
Period :			L	esson :	
Strand : CYC	LES		Sub-strand	: EARTH SCIENCE	
				()	
Indicator (co	ode)	B5.2.1.3.1			J
Content star	ndard (code)	B5.2.1.3.			
Performance	e Indicator			aporation and condensatio	n as important processes
		of the hydrologica			
-		•		ication and Collaboration Pe	ersonal Development and
Leadership C	ritical Thinkir	ng and Problem Sol	ving.		
Keywords			-		
T. L .R. (s)		Pictures			
Ref:					
DAY	Phase 1:	Phase 2: Main	-		Phase 3:
	Starter	(new learning incl	luding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning)	• Loarnors rosito	nooms and r	thumas involving tha	What have we learnt
Monday	Engage Learners	environment and	•	hymes involving the	today?
	recite			trate evaporation and	today:
	poems and			oserve water drying off	Ask learners to
	rhymes	. •), covering water with a lid	summarize the
	involving			on the lid after some time	important points of the
	the	(evaporation & co	-		lesson
	environme	· ·		y heating water until it	
	nt and		•	ner), then covering the	
	water				

NANA FIIFI ACC	QUAH		
		boiling water with a sheet of transparent glass. Water	
		vapour condenses on transparent glass (condensation).	
		Learners are assisted to understand how evaporation	
		and condensation lead to the formation of rain.	
		Assessment: let learners explain how evaporation and	
		condensation lead to the formation of rain.	
Thursday	Engage	Learners are assisted to understand how evaporation	What have we learnt
	learners to	and condensation lead to the formation of rain.	today?
	sing songs	Display pictures or simple diagrams of the water cycle	Ask learners to
	and recite	showing evaporation and	summarize the

important points of the

lesson

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Assessment: let learners draw diagrams of the water

condensation.

condensation

cycle showing evaporation and

familiar

rhymes

 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			Class size:		
Day:			Da	Date :		
·						
Period:			Les	son:		
Strand : My	Country Ghar	na Sub-str	and:	Some Selected Individuals		
Indicator (co		B5.2.5.1.1				
	ndard (code)					
Performance	e Indicator	Learners can name Ghana		_	t	
		contribution locally and ir				
=		tivity and Innovation Comn	nunica	ition and Collaboration Pe	ersonal Development and	
Leadership (ritical Ininkir	ng and Problem Solving.				
Keywords			\ \ \)		
,						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
	,					
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	1. Use pictures, posters o		•	What have we learnt	
	learners to	Ghanaian who have made	•	rtant contributions	today?	
	sing songs	locally and internationally 2. Match these personalit		th areas of specialty or a		
	and recite	Dr R.E.G Armattoe (Science		· · · · · · · · · · · · · · · · · · ·	Ask learners to	
•	familiar	(international diplomacy)		**	summarize the main	
	rhymes	Anatsui (sculptor), David			points in the lesson	
	NA (1 + 1	Boateng (fashion), Efua Su		•		
	Which	Francis Allotey (science ar	d Hist	tory), Prof Akua		
	individuals	Kuenyehia (law), Prof. Frii	npong	g Boateng (Surgeon),		
	have					

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NANA FIIFI ACI	1		T
	contribute	Abedi Ayew 'Pele' (Football), Azumah Nelson (Boxing)	
	d locally	etc.	
	and		
	internation	Assessment: let learners name Ghanaians who have	
	ally?	made significant	
		contribution locally and internationally	
	What were		
	their		
	contributio		
	ns		
Thursday	Engage	Show photographs/ documentary of significant	What have we learnt
-	learners to	individuals	today?
	sing songs		
	and recite	Assessment: let learners name Ghanaians who have	Ask learners to
	familiar	made significant	summarize the main
	rhymes	contribution locally and internationally	points in the lesson
	lityiiies		points in the lesson
	Which		
	individuals		
	have		
	contribute		
	d locally		
	and		
	internation		
	ally?		

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•	LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:			
Day :				Date :			
Period :				Lesson:			
Strand: ALL	AROUND US		Sub-strand: The Environment and the Weather				
Indicator (co	ode)	B5.2.1.1.1.					
Content star	ndard (code)	B5.2.1.1.					
Performance	e Indicator	Learners can reco	rd human	activities that cause over co	ncentration of greenhouse		
		gases and climate	change				
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration P	ersonal Development and		
Leadership (Critical Thinkin	ng and Problem Sol	ving.				
Keywords			-/-				
T. L .R. (s)		Pictures					
Ref:	Our World	Dur People curricu	ılum Page	2			
DAY	Phase 1:	Phase 2: Main	•		Phase 3:		
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Learners explain o	climate cha	ange and human	What have we learnt		
	learners to	adaptations.			today?		
	sing songs						
	and recite	Learner list huma	n activities	in their community that	Ask learners to		
	familiar	contribute to the	emission o	of greenhouse gases e.g.	summarize the main		
	rhymes	deforestation, ap	plication o	f fertilizers, smoke from	points in the lesson		
			_	ning of refuse and charcoal,			
		smoke from indus	stries.				

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

Vetted by :	Signature:	Date :
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LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Da	ite:	
Period :			Le	sson :	
Strand: MO	TOR SKILL AN	D MOVEMENT Su	b-strand:	MANIPULATIVE SKILLS	
PATTERNS					
Indicator (co	de)	B5.1.2.1.4			
Content star	ndard (code)	B5.1.2.1.			
Performance	Indicator	Learners can striking	a droppin	g light ball upward and for	ward to a teammate using
		the hands or feet.			
=		tivity and Innovation C ng and Problem Solvinุ		ation and Collaboration Pe	ersonal Development and
Keywords				7,	
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includi	ing assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Learners	•		ers are grouped in pairs	What have we learnt
	jog round a			and swing their feet from	today?
	demarcate	behind to strike the k	•		
	d area in			II back to continue the	Use answers to
	files while	rally. Group can be st	summarise the lesson.		
	singing and	with their hands and		•	
	clapping to	with their foot to pre	event injur	ies.	
	warm-up	Learners continue wi	ith the pro	cess when the ball	
	the body	drops. Supervise and	l give supp	ort to learners. Organise	
	for	mini football and voll	ley compe	tition. End lesson with	
	maximal	cool down activities.			

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	ce and to		
	prevent		
	injuries		
	ilijulies		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : God, His Creation and Attributes Sub-s			ub-stran	id : 0	God the Creator	
Indicator (co	de)	B5.1.1.1.3				
Content star	ndard (code)	B5.1.1.1.				
Performance	e Indicator	Learners can mention	on why ir	ndivi	duals should maintain th	eir God-given gifts of form
		and colour.				
•		tivity and Innovation ng and Problem Solvi		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page)		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asso	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Use pictures or vice	-	•		What have we learnt
	learners to	demonstrate the effects of destroying our bodies.				today?
	sing songs	Put learners in groups to discuss how to maintain				
	and recite					Ask learners to
	familiar					summarize the main
	rhymes	created.Weshould a	avoid ble	achi	ng the skin.	points in the lesson
		Assessment: let lea	rners des	scrib	e how to maintain their	
		God-given form and	d colour			

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•	LESSON PLAN
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SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:			Cla	iss size:		
Day :			1	Date :			
Period:				Lesson	:		
Strand : PRC	GRAMMING		Sub-strand		ODUCTION	TO DATA	BASES, ALGORITHM AND
Indicator (co	ode)	B5.5.1.3.1 B	35.5.1.3.2				
Content star	ndard (code)	B5.5.1.3. B	35.5.1.3.				
Performance	e Indicator	Learners ca	n describe	e datab	ases		
		Learners cal	n discuss t	the imp	ortance an	d uses of c	database.
-		tivity and Innovation		nication	and Collab	oration Pe	ersonal Development and
Keywords							
T. L.R. (s) Laptop			. /				
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inclu	iding asses	essment	:)		Plenary / Reflections
	(preparing						
	the brain						
	for						
	learning) Engage	Guide learners to id	dontify the	o foatuu	os of a data	ahasa	What have we learnt
	learners to	and the types of da	•				today?
Wednesday	1. 1. 1.	select the database					today.
	and recite	board					Ask learners to
	familiar						summarize the main
	rhymes	Play a video of the	importanc	ce and	uses of data	abases	points in the lesson
		and ask learners to	mention o	other u	ses of data	base and	
		their importance.					
		Assist learners to re	ealise that	t Datab	ase designe	ers	
		typically organise t	he data to	o model	aspects of	reality in	
		a way that support	s processe	es requ	ring inform	nation	

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	Assessment: Let lear	rners write importanc	e and uses of	
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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	son :	
Strand : Perf	forming Arts	Sub	o-strand :	Planning, Making and Co	mposing
Indicator (co	ode)	B5 2.2.3.1			J
Content star	ndard (code)	B5 2.2.3.			
Performance	Performance Indicator Learners can create own performing artworks based on own ideas, knowled understanding of artworks that reflect the history and culture of the performance Indicator				•
=		tivity and Innovation Cong and Problem Solving		tion and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assessn	nent)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to		knowledg	e and skills in the use	today?
	sing songs	and application of th	_		,
	and recite	performing arts, inst		• •	Ask learners to
	familiar	techniques freely in o	creative ar	nd expressive ways to	summarize the main
	rhymes	produce own music,	dance, dra	ama, poetry etc. based	points in the lesson
		on own ideas and ex	periences;		

I make own compositions based on reflective memory of the history and culture of a selected group of Africans: Il produce music, dance, drama etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate: a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props); 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); c) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production. 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 Wednesday Engage Learners are to: What have we learnt ☑ demonstrate basic knowledge and skills in the use and today? learners to application of the elements and principles of sing songs and recite performing arts, instruments, equipment and Ask learners to familiar techniques freely in creative and expressive ways to summarize the main rhymes produce own music, dance, drama, poetry etc. based on points in the lesson own ideas and experiences; 2 make own compositions based on reflective memory of the history and culture of a selected group of Africans; I produce music, dance, drama etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate: a) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props);

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	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);
	c) props, scenery, and costumes for different styles and
	performances which support and enhance the intent of
	a production.
	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

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson :	()	
Strand : Com	nposition Wri	ting	Sub-stran	d : Narrative Writ	ing	
Indicator (co	ode)	B5.4.1.1.1 B	5.4.1.1.2	B5.4.1.1.3		
Content star	ndard (code)	B5.4.1.1. B5	5.4.1.1.	B5.4.1.1.		
Performance		appropriaLearners sappropriaLearners snarrative	tely in narr should unde tely. should knov writing	ative writing erstand and use ex	xclamation use of colo	tops, and question marks mark in narrative writing on and quotation marks in
		tivity and Innovations and Problem Sol		nication and Colla	boration Pe	ersonal Development and
T. L .R. (s)		Manila cards, ma	rkers, recor	ded audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essment)		Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	what narrative w	riting is.	s of writing and ex		What have we learnt today?

Discuss with learners the structure and features of	
narrative writing.	
 Assist learners to recognise the use of commas, full 	Review the lesson with
stops, and question marks appropriately in narrative	learners
writing given.	
 Allow learners to write a narrative of about two 	
hundred words.	
Assessment: let learners use commas, full stops, and	\sim
question marks appropriately in narrative writing	
Give a long narrative writing piece to learners.	What have we learnt
Discuss the content of the narrative writing with	today?
learners.	
Allow learners to recognise the exclamation marks	
used in the given piece.	
• Let learners read the narrative piece in their groups.	
Assist learners to understand the use of exclamation	Review the lesson with
marks in narrative writing appropriately	learners
Assessment: let learners use exclamation mark in	
narrative writing appropriately.	
With a given narrative writing piece.	What have we learnt
Allow learners to discuss in groups the punctuations	today?
used in the narrative writing.	
 Assist learners to know the use of the colon and 	
quotation marks in narrative writing appropriately	
through discussion	
	Review the lesson with
Assessment: let learners use colon and quotation	learners
	1
	 Assist learners to recognise the use of commas, full stops, and question marks appropriately in narrative writing given. Allow learners to write a narrative of about two hundred words. Assessment: let learners use commas, full stops, and question marks appropriately in narrative writing Give a long narrative writing piece to learners. Discuss the content of the narrative writing with learners. Allow learners to recognise the exclamation marks used in the given piece. Let learners read the narrative piece in their groups. Assist learners to understand the use of exclamation marks in narrative writing appropriately Assessment: let learners use exclamation mark in narrative writing appropriately. With a given narrative writing piece. Allow learners to discuss in groups the punctuations used in the narrative writing. Assist learners to know the use of the colon and quotation marks in narrative writing appropriately through discussion

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TERM ONE BASIC FIVE WEEK 7



LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:	Class size:
Day :	Date:
Period :	Lesson:
Strand :	Sub-strand :
A. Oral Language	A. Listening Comprehension
B. Reading	B. Vocabulary
C. Grammar Usage A	t Word C. Pronouns
D. Writing	D. Narrative Writing
E. Using Writing Con	ventions E. Naming Words/Nouns
F. Extensive Reading	F. Building the Love and Culture of Reading
Indicator (code)	(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
Content standard (code)	(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.
Performance Indicator	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
1/1///	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

Keywords		Word cards, sentence cards, letter cards, handwriting on	a manila card and a clas		
		library.			
T. L .R. (s)					
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1:	Phase 2: Main	Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Have learners listen to an audio text or a teacherread text. Model Think-Aloud strategy to make meaning from the text. Have learners practise the Think-Aloud strategy to construct meaning. Have learners listen to an audio drama or watch a video. Guide learners to identify the sequence of events in the story, i.e. events at the beginning, middle and ending. Ask relevant questions to guide learners to relate the events in the drama to their lives Assessment: let learners relate the events in the drama to their lives 	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc. Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages. Assessment: let learners use idioms, antonyms, 	What have we learnt today? Ask learners to summarize the main points in the lesson		
		prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in sentences			

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Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Introduce indefinite pronouns with examples in sentences. Discuss the indefinite pronouns with learners. Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences. Assessment: let learners use indefinite pronouns in sentences. 	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing. Prewriting • Put learners into groups of five (5) and have them select a topic, purpose and audience for their narrative writing. E.g. Topic: How I spent my Christmas holidays. Purpose: to share an important experience. Audience: Classmates • Guide learners to individually use appropriate graphic organizers to generate, gather and organise ideas and details for writing. E.g. Time Line, 5 Ws Chart. Time Line Organiser • Use Time Line for personal narratives to list actions or events in the order in which they occurred. E.g. Topic Events in Chronological Order 1. Event 1 2. Event 2 3. Event 3 5 W's Chart • 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

Friday Engage learners to sing songs and recite familiar rhymes

E.WRITING CONVENTION AND GRAMMAR USAGE **Proper nouns**

• Introduce the concept in context.

e.g. Christmas is coming.
The people of Ga celebrate Homowo.

Count and non-count nouns.

• Revise the concept of proper nouns and common nouns giving and eliciting several examples.

What have we learnt today?

Ask learners to summarize the main points in the lesson

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		 (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.) Provide a text and let learners identify count and noncount nouns. Have groups use the nouns identified in simple sentences. Invite groups to present their work. Assessment: let learners use nouns in simple sentences.	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:				Class size:	
Day:			Da	te:	
Period :			Les	Lesson:	
Strand : Number Sub-stra			ub-strand :	Counting, Representation	& Cardinality
Indicator (co	ode)	B5.1.1.3.5	B5.1.	2.1.1	
Content standard (code) B5.1.1.3.		B5.1.	35.1.2.1.		
			elationship between facto	•	
				_	s and number properties,
			_	•	loubling or halving, using
			erns in the 9sfacts, using repeated doubling or halving, to determine wers for basic multiplication facts		
•					
		tivity and Innovation ng and Problem Solvir		ition and Collaboration Pe	ersonal Development and
Leauership C	litical illiikii	ig and Problem Solvii	ıg.		
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	tics curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ding assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				

Monday	Sing songs	Investigate even and odd numbers. How do you know a	Review the lesson with
	like:	number is even or odd?	Learners
	I'm counting	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).	
	one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	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 1+2+3	Review the lesson with Learners
	I'm counting one, what	=6, and hence 6 is a perfect number. How many more perfect number can we find in the first 100 whole numbers?	
	is one	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like:	Describe the mental mathematics strategies used to determine a given basic fact, such as skip count up by one or two groups from a known fact	Review the lesson with Learners
	I'm counting one, what	(e.g., if $5 \times 7 = 35$, then 6×7 is equal to $35 + 7$ and 7×7 is equal to $35 + 7 + 7$) ② skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$, then 7×8 is equal to $64 - 8$ and	
	is one	6×8 is equal to $64 - 8 - 8$) Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs like:	Describe the mental mathematics strategies used to determine a given basic fact, such as \square doubling (e.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$)	Review the lesson with Learners
	I'm counting one, what is one	$\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ $	
		Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Describe the mental mathematics strategies used to determine a given basic fact, such as repeated doubling (e.g., if 2 × 6 is equal to 12, then 4 × 6 is equal to 24 and 8 × 6 is equal to 48)	Review the lesson with Learners

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l'm		
count	ting and $30 \div 2 = 15$)	
one, v	what 2 relating division to multiplication (e.g., for 64 ÷ 8,	
is one	$think 8 \times = 64$	
15 0110		
	Recall multiplication facts to 81and related division	
	facts	
	Assessment: have learners to practice with more	
	examples	

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	ıg:				Class size:	
Day:				Date	·:	
Period :				Less	on:	
Strand : CYC	CLES		Sub-strar	n d : E/	ARTH SCIENCE	
Indicator (co	ode)	B5.2.1.2.1				
Content sta	ndard (code)	B5.2.1.2.				
Performanc	e Indicator	Learners can relat	e the stru	cture	of the parts of a plant	leaves, stem, root, flower)
		to the functions tl	hey perfor	rm		
		tivity and Innovationg and Problem Sol		unicat	on and Collaboration F	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essm	ent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	may include the for the earth, light for and night cycles a	n the sun. ir groups, ollowing; t r plants to nd energy	prese the su grow	is the benefits the ont their findings. These on provides warmth to well, provides day the benefits of the	What have we learnt today? Project: Importance of the sun to plant growth

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

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LESSON PLAN
 LESSON PLAIN

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson:	UII		
Strand : My	Country Ghar	na	Sub-strand : The People Of Ghana				
Indicator (co	ode)	B5.2.1.1.2					
Content star	ndard (code)	B5.2.1.1.					
Performance	e Indicator	Learners can desc	cribe some	ancient towns in Ghana.			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration F	Personal Development and		
Leadership C	Critical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage			entary/pictures of some of	What have we learnt		
	learners to	these towns and p	places.		today?		
	sing songs	Accessment let le	arnara da	scribe some ancient towns			
	and recite	in Ghana	earriers des	scribe some ancient towns	Ask learners to		
	familiar	in Ghana			summarize the main		
	rhymes				points in the lesson		
Thursday	Engage			entary/pictures of some of	What have we learnt		
	learners to	these towns and p	places.		today?		
	sing songs						
	and recite						

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

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 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:				Class size:			
Day:				Date:				
Period:					Lesson:			
Strand : ALL ABOUT US Sub-stra				d : ⊦	lome and School			
Indicator (co	de)	B5.1.4.1.1						
Content star	ndard (code)	B5.1.4.1.						
Performance	e Indicator	Learners can talk a	bout the	ben	efits of belonging to goo	d peer groups		
			ivity and Innovation Communication and Collaboration Personal Development and g and Problem Solving.					
Keywords								
T. L .R. (s)		Pictures						
Ref:	Our World (Our People curriculu	um Page	<u>;</u>				
DAY	Phase 1: Starter	Phase 2: Main	ding acc	occm	uant)	Phase 3: Plenary / Reflections		
	(preparing the brain	(new learning include	(new learning including assessment) Ple			rienary / Nemections		
	for learning)							
Tuesday	Engage	Learners talk about	the bene	efits	of belonging to good	What have we learnt		
	learners to	peer groups e.g. lea	arning ne	w th	ings, respectfulness,	today?		
	sing songs	obedience, achievir	ng goals,	bein	g courteous			
	and recite					Ask learners to		
	familiar	Learners discuss the	e danger:	s of I	pelonging	summarize the main		
	rhymes	to bad peer groups pre marital sex	e.g. drin	k alc	ohol, take drugs, have	points in the lesson		
		Assessment: Let lea	arners wi	rite t	he benefits of			
		belonging to good p	peer grou	ıps				

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

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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Class size:			
Day:				Dat	e :		
Period :				Les	son:		
Strand : MOTOR SKILL AND MOVEMENT Sub-stra			Sub-stran	d : N	MANIPULATIVE SKILLS		
PATTERNS							
Indicator (co	de)	B5 1.2.1.3:					
Content star	ndard (code)	B5 1.2.1.					
Performance	e Indicator	Learners can cha	nge direc	tion	quickly whiles walking	g with an object within	
		obstacles but keep	one's bal	ance			
Core Competencies: Creativity and Innovation Cor Leadership Critical Thinking and Problem Solving.				nica	tion and Collaboration F	ersonal Development and	
Keywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu	ım Page					
	DI 4					T-1 -	
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding asse	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday	Learners	After general and s	specific wa	arm	ups, learners stand	What have we learnt	
	jog round a	with balls in front.	-		•	today?	
	demarcate				eir balance, agility in		
	d area in	turns and progress	at their o	wn	pace. Put learners in	Use answers to	
	files while	groups to compete	<u>غ</u>			summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						

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	ce and to		
	prevent		
	injuries		
	injunes		
Vetted by :		 Signature:	 Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				(Class size:		
Day:			D	Date	:		
Period:			L	esso.	on :		
Strand : God	l, His Creatior	and Attributes Sul	b-strand	: G	od the Creator		
Indicator (co	ode)	B5.1.1.1.3					
Content star	ndard (code)	B5.1.1.1.					
Performance	e Indicator	Learners can mention and colour.	n why ind	livid	uals should maintain th	eir God-given gifts of form	
		tivity and Innovation C ng and Problem Solving		icati	on and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ulum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including	ng asses	ssme	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday	Engage	• Let learners give rea	asons wh	ny th	ey should maintain	What have we learnt	
	learners to	their God-given form	and colo	our:	God has a purpose for	today?	
	sing songs	creating everybody as	s they ar	e. N	o one creates himself		
	and recite	or herself.Our bodies	serve as	s the	Temple of God.	Ask learners to	
	familiar • Let learners discuss possil			•	poses for which each	summarize the main	
	rhymes	one is created in a un	nique forr	m.		points in the lesson	
		Assessment: let learn	ners ment	tion	why individuals		
		should maintain their colour.	r God-giv	/en {	gifts of form and		
<u> </u>						1	

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SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:			Class size:	
Day:		D	ate:		
Period :			Le	esson :	
Strand:			Sub-strand		
PRESENTATI	ON	INTRODUCTION TO MS-POWERPOINT			
WORD PROC	CESSING		INTRODUCT	ION TO WORD PROCESSIN	G
Indicator (co	ode)	B5.2.1.1.1.	B5.3.1.1.	1.	
Content star	ndard (code)	B5.2.1.1.	B5.3.1.1.		
Performance	e Indicator	 Learners c 	an show the	use of Insert, design, anima	ation and transition in the
		ribbons se	ction. (New,	Open, Save, Save As, Print	and Close) and the Insert
		and desigr	n ribbon.		
 Learners can demonstrate the use of Insert, Design, and Layout (New, Company) 			n, and Layout (New, Open,		
		Save, Save	As, Print and	d Close) and Insert, Design	, and Layout ribbons. (i.e.
clipboard, slides, fonts and paragraph).					
-				cation and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	ving.		
Keywords					
,					
T. L .R. (s)					
Ref:					
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding assess	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)	A - 1 . 1	- ((F')	" "! !" ! "D	Male at the control of the control
	Engage			", "Insert" and "Design	What have we learnt
Wednesday	learners to	Ribbons" to creat			today?
vveunesudy				shapes in the "Insert	Ack loarnors to
	and recite familiar	ribbon" to draw t	ne Gnana na{	S ·	Ask learners to summarize the main
	rhymes				points in the lesson
	illyllies				ן אטווונא ווו נוופ ופאאטוו

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	Guide learners to use File menu, Insert, Design and	
	Layout Ribbon.	
	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	

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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Da	ate:	
Period :			Le	esson :	
Strand : Visual Arts Sub-str			uh-strand :	Planning, Making and Cor	nnosing
Straira: Visc	14171115		ab strana .	Training, Waking and Cor	прозинд
Indicator (co	ode)	B5 1.2.3.1			
Content star	ndard (code)	B5 1.2.3.			
Performance	e Indicator			al artworks based on ow at reflect the history and	,
		Africa			
=		tivity and Innovation ng and Problem Solvin		ration and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Pictures					
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ding assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
24	learning)				NAME OF THE PARTY
Monday	Engage	Learners are to:	. 1 1 1.		What have we learnt
	learners to		_	e and skills in the use and	today?
	sing songs	• •		d principles of art and	Ack loarners to
	and recite	design, media, meth			Ask learners to
	familiar	creative and express	•	•	summarize the main
	rhymes			l artworks based on own	points in the lesson
		ideas and experienc	ces;		

		1 make own comprehensive designs based on reflective	
		memory of the history and culture of a selected group	
		of Africans;	
		☐ follow own design to produce personal artworks by	
		selecting and using available but suitable and	
		appropriate:	
		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)	
		b) tools and equipment: e.g.	
		- brush for painting;	
		- scissors and cutting knives for cutting;	
		- spray diffuser for spraying	
		- chisel for carving	
		- spatulas for modelling	
		- craft tools for punching, perforating, etc.	
		c) manual/mechanical production methods/techniques	
		(e.g. painting, printing, weaving, knotting, trimming,	
		doodling, modelling, casting, carving, construction,	
		assemblage, folding, quilling);	
		d) select and use suitable and appropriate	
		manual/mechanical finishing and decorating techniques	
		(e.g. firing, painting, burnishing, spraying).	
		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	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② demonstrate basic knowledge and skills in the use and	today?
	sing songs	application of the elements and principles of art and	
	and recite	design, media, methods and techniques freely in	Ask learners to
	familiar	creative and expressive ways to produce own 2-	summarize the main
	rhymes	dimensional and 3-dimensional artworks based on own	points in the lesson
		ideas and experiences;	
		1 make own comprehensive designs based on reflective	
		memory of the history and culture of a selected group	
		of Africans;	

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- I follow own design to produce personal artworks by selecting and using available but suitable and appropriate:
- 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) b) tools and equipment: e.g.
- brush for painting;
- scissors and cutting knives for cutting;
- spray diffuser for spraying
- chisel for carving
- spatulas for modelling
- craft tools for punching, perforating, etc.
- c) manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);
- d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).

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

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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:		Class size:	
Day:			Date :	
Period :			Lesson :	
Strand : Con	nposition Wri	ting Sub-strand	d: Creative/ Free Writing	
Indicator (co	ode)	B5.3.1.1.1 B5.3.1.1.2	2	
Content star	ndard (code)	B5.3.1.1. B5.3.1.1.		
Performance	e Indicator	 Learners should recognise the use of full stops at the end of a complete sentence, and to separate initials Learners should recognise that a comma is used to separate a list of iten It serves as a pause in sentences and speech. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developm Leadership Critical Thinking and Problem Solving.		ersonal Development and		
Keywords				
T. L .R. (s)		Manila cards, markers, recor	ded audios visual	
Ref:	Ghanaian La	anguage curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asse	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Let learners write a sentent their books. Go round and check the sefull stops are at the ends. Discuss the punctuation, full write a passage on the books. 	ntences written to see if	What have we learnt today?

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	Assist learners to recognise that a full stop is used at the end of a complete sentence, and to separate initials.	Review the lesson with learners
	Assessment: let learners use full stops at the end of a complete sentence, and to separate initials	
Engage leaners to sing songs and recite familiar rhymes	 Write a passage on the board with all the appropriate punctuations. Discuss the passage with learners, and help them to recognize the punctuation comma. Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech. Let learners write sentences or short passages using the comma. 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. Assessment: let learners use the comma to separate the items in the sentence written	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Write a passage on the board with all the appropriate punctuations. Discuss the passage with learners, and help them to recognize the punctuation comma. Assist learners to recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech. Let learners write sentences or short passages using the comma. 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. 	today?
	Assessment: let learners use the comma to separate the items in the sentence written	

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LESSON PLAN
 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:		
Day:		Date:		
Period :		Lesson:		
Strand :	Sub-stra	nd:		
A. Oral Language	A. Li	istening Comprehension		
B. Reading	B. V	ocabulary		
C. Grammar Usage At Word C. Pronouns				
D. Writing	D. N	larrative Writing		
E. Using Writing Con	ventions E. N	laming Words/Nouns		
F. Extensive Reading	F. B	uilding the Love and Culture of Reading		
Indicator (code)	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.		
Content standard (code)	B5.1.7.1. B5.2.6.2.	B5.3.3.1. B5.4.10.1. B5.5.3.1. B5.6.1.1		
Performance Indicator	A. Learners can relate	to lessons in stories		
	B. Learners can develo	op a rich vocabulary stock through extensive reading of		
	age-appropriate tex	cts, using the dictionary or online resources to look up		
	meanings of words	etc.		
	C. Learners can Identif	y and use Possessive pronouns to show possession, e.g.		
	mine, ours etc.			
	D. Learners can create	te settings, characters and at least one plot in a narrative		
	text, using appropri	iate linking words within and across paragraphs to aid		
	cohesion, and using	simple literary devices, e.g. direct speech		
		ry and use proper nouns to refer to festivals; common count, Singular, Plural (regular, irregular), plural ser		
	·	variety of age- and level appropriate books and present		
		agraph summary of each book read		

		tivity and Innovation Communication and Collaboration Png and Problem Solving.	ersonal Development and
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting or library.	a manila card and a class
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Assist learners to revise the sequence of a story familiar to them. Have learners identify the characters in the story and the roles the characters played in the story or text. Learners again identify the setting of the story. Learners identify the moral lessons from the story. Help them discuss and relate the moral lessons to their lives using an example to illustrate that. Read a short story to learners and in groups, have them relate to the lessons in the story by repeating the above activities Assessment: let learners relate to lessons in stories 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Choose and read an age-appropriate story to the class. Have learners talk about the story. Let them identify unfamiliar vocabulary and find their meanings in context. Have learners use the Build My Vocab App on the internet to help build the most globally used language to help develop their vocabulary. Guide learners to choose books from the school library or distribute supplementary readers to them. Introduce a simple vocabulary book made by teacher to guide the learners build their vocabulary. 	What have we learnt today? Ask learners to summarize the main points in the lesson

Wednesday	Engage learners to sing songs and recite familiar rhymes	 Read to learners to encourage them read extensively. Encourage individual learners to read their selected story books to the class Assessment: let learners read their selected story books to the class C.GRAMMAR Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences. Repeat the procedure to teach possessive pronouns. Assessment: let learners use possessive pronouns in sentences. 	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative Discuss personal narrative with learners: 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. Assessment: let learners create settings, characters and at least one plot in a narrative text 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Singular and Plural (regular, irregular) nouns 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. Have learners read the sentences and observe the underlined words. Show pictures of objects/people to help learners identify regular and irregular nouns. E. g. picture of a child and a picture of children. Guide learners to discover the difference between regular and irregular plural forms: Regular count nouns take s or es to form their plural.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		E.g. table – tables, chair – chairs – 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 Put learners into groups Have groups construct sentences with given singular and plural nouns and share their work with the class. 	
		Plural nouns without plural markers • Have learners discover the plural nouns without	
		plural markers in context.	
		Assessment: let learners use nouns in sentences	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
	I		

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Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-

paragraph summary of each book read

feedback.

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SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson:			
Strand : Nun	nber		Sub-strand	d: Counting, Representation	& Cardinality		
Indicator (co	ode)	B5.1.2.1.2		B5.1.2.2.1			
Content star		B5.1.2.1.		B5.1.2.2.			
(code)							
as annexing then a property			ng then add	ental mathematics strategie ding zero halving and doubli multi digit numbers by 2-dig	ng using the distributive		
-		tivity and Innovation		nication and Collaboration Pe	ersonal Development		
Keywords							
T. L .R. (s) Counters							
Ref: Mathematics curriculum Page			9				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	ssment)	Phase 3: Plenary / Reflections		

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Monday	Sing songs like: I'm counting one, what is one	of 10, 10 (e.g., for Apply ha	0, or 100 3×200 th	00 by anne nink of 3×2	xing z and t wher	e factor is a multiple ero or adding zeros hen add two zeros) determining a given s 16×10)	Review the lesson with Learners
		Assessme examples		e learners t	o pra	ctice with more	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	product i written ir (6×8) = 6 determine that are of (1×7) = 2 determine that are of (1×7) i. one ii. zero.	involving n the exp 0+48 = 1 ne a giver close to r 03. he prope ng numb	multiplying anded for 08. Or app on product in multiples controller by	ng fact m (e.g ly dist nvolv of 10 (determine a given fors that can be g., $6 \times 18 = (6 \times 10) + 6 \times 18 = (6 \times 10) + 18 = (6 \times 10) $	Review the lesson with Learners
		Assessme examples			= 108 to pra	ctice with more	
Wednesda y	Sing songs like: I'm	Multiplicand box" Lead lear number a	ation of method ners to r	Review the lesson with Learners			
	counting	×	400	40	8		
	one, what	2	800	80	16		
	is one 1 - One is one alone, alone it shall be.	448×2=(4	100×2)+(40×2)+(8×2 -800+90+6	2)=80	0+80+16	

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		Multiplication of whole numbers using the Column or vertical method; i.e. 25×32	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Multiplication of whole numbers using the Distributive property; i.e. 25×32 25 x (32) = $25(30 + 2)$ = $25(30) + 25(2)$ = $750 + 50$ = 800 25 $\times 32$ $\times 32$ $\times 30$ $\times 25$ $\times 30$	Review the lesson with Learners
Friday	Sing songs	Assessment: have learners to practice with more examples Multiplication of whole numbers using the lattice method. Have learners draw a 2 by 1 rectangular box	Review the lesson with
	like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	for solving 54 × 3. 5 4 1 5 2 Have learners draw a 2 by 1 rectangular box for solving 79×58. Assessment: have learners to practice with more examples	Learners

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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Dat	e :	
Period:			Les	son:	
					$\lambda \setminus \bigcup$
Strand : SYS	TEMS	Sub	o-strand : T	HE HUMAN BODY SYSTE	MS
Indicator (co	ode)	B5.3.1.1.1			
Content star	ndard (code)	B5.3.1.1.			
Performance	e Indicator	Learners can know the	e parts of t	he respiratory system in	humans
Core Compe	tencies: Crea	 tivity and Innovation Co	ommunica	tion and Collaboration Pe	ersonal Development and
=		ng and Problem Solving		tion and condocation is	ersonal bevelopment and
Keywords				<u> </u>	
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assessm	ent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Introduce	Ask learners to brea			What have we learnt
	the lesson	 Relate the act of bre 	eathing to 1	the respiratory system	today?
	with songs	and guide learners to	identify th	e organs of the system	
	on the	using charts or models	S.		Project: Assist learners
	parts of	 Use role-play to guid 	de learners	to identify the	to design an improvised
	the body,	functions of each part	t (different	learners assume and	breathing apparatus
	e.g. head,	role-play the function	s of parts o	of the respiratory	using plastics.
	shoulders,	system, e.g. Ama is th	ie lungs and	d Amina is the	
	knees and	diaphragm).			
	toes				

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		Engage learners in an activity to design a breathing model using plastic bags, balloons, rubber bands and polythene bags.	
		Assessment: let learners mention the parts of the	
		respiratory system in humans state its function	
Thursday	Engage	Learners draw and label the respiratory system and	What have we learnt
	learners to	state its function.	today?
	sing songs	Learners are tasked to find out the diseases and	Ask learners to
	and recite	lifestyles that affect the respiratory system adversely.	summarize the
	familiar		important points of the
	rhymes	Assessment: let learners draw and label the respiratory	lesson
		system and state its function	

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SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : My Country Ghana Sub-stran				nd : Some Selected Individuals	
Indicator (co	de)	B5.2.5.1.1)
Content star	ndard (code)	B5.2.5.1.			
Performance	e Indicator	Learners can nam	ne Ghanaia	ans who have made significan	t contribution locally and
		tivity and Innovations and Problem Sol		unication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Tuesday	Engage			t learners, develop a	What have we learnt
	learners to	documentary/poster of individuals who have			today?
	sing songs	contributed signif	ricantiy in 1	tnis field.	
	and recite	 Assessment: let le	earners de	velop a documentary/poster	Ask learners to
	familiar			tributed significantly in this	summarize the main
	rhymes	field.		-	points in the lesson
	Which				
	individuals				
	have				

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

 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending: Class size	:			
Day: Date:				
Period : Lesson :				
Strand : ALL AROUND US Sub-strand : Map Makin	g and Land Marks			
Indicator (code) B5.2.3.1.1.				
Content standard (code) B5.2.3.1.				
Performance Indicator Learners can locate major land marks on a	sketch map of the community			
Core Competencies: Creativity and Innovation Communication and Content Leadership Critical Thinking and Problem Solving.	ollaboration Personal Development and			
Keywords				
T. L.R. (s) Pictures				
Ref: Our World Our People curriculum Page				
DAY Phase 1: Phase 2: Main	Phase 3:			
Starter (new learning including assessment)	Plenary / Reflections			
(preparing				
the brain				
for				
learning)				
Tuesday Engage Learners identify major land marks in the c	-			
learners to e.g. the school, post office, police station c	hurch, today?			
sing songs mosque				
and recite	Ask learners to			
familiar Using landmarks, learners take turns in sho				
rhymes directions to places in the community	points in the lesson			
Assessment: Let learners identify major la	nd marks in			
the community				

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

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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:			Class size:		
Day:			C	Pate:		
Period:			L	Lesson:		
Strand: MO	TOR SKILL AN	D MOVEMENT S	ub-strand	: MANIPULATIVE SKILLS		
PATTERNS						
Indicator (co	de)	B5.1.2.1.6				
Content star	ndard (code)	B5.1.2.1.				
Performance	e Indicator	Learners can throw	a ball to a	moving partner to catch v	while walking, jogging and	
		running.				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords	Keywords					
T. L .R. (s)	T	Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning include	ding asses	sment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learners go through	What have we learnt			
	jog round a	Group learners in pa	today?			
	demarcate	appropriate distanc				
	d area in	perform throwing a	g whiles walking, jogging	Use answers to		
	files while	and running as in ha	andball or	basketball based on the	summarise the lesson.	
singing and balls available and learners'		earners' a	bility. Supervise learners			
	clapping to	and give the feedba	ick to impr	ove their performance.		
	warm-up	Let them play handl	ball, or bas	sketball game. End the		
	the body	lesson with cool dov	wn activiti	es.		
	for					
	maximal					

ce and to prevent injuries Vetted by :	NANA FIIFI ACC	performan		
prevent injuries Vetted by:				
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		injuries		
	Vetted by :		 Signature:	 Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : God	, His Creatior	and Attributes	Sub-stran	i d : ⊺	he Environment	
Indicator (co	ode)	B5.1.2.1.1.				
Content star	ndard (code)	B5.1.2.1.				
Performance	e Indicator	Learners can discu	ss the effe	ects	of human activities on th	ne environment
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:)-		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write 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		

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SUBJECT: COMPUTING CLASS: FIVE

Week Endin	g:				Class size:	
Day:				Date :		
Period :				Les	son :	
Strand: Inte	rnet and soci	al media Si	ub-stran	d : \	VEB BROWSERS AND WE	B PAGES
Indicator (co	ode)	B5.6.2.1.1. B5.6.	2.1.2	B5.0	5.2.1.3	
Content star	ndard (code)	B5.6.2.1 B5.6.	.2.1.	B5.	5.2.1.	
Performance	e Indicator	Learners can	explain	wha	t a web browser is and i	ts use.
		 Learners can 	identify	/ wel	browsers.	
					e the use of MS-Internet	-
				nica	tion and Collaboration Po	ersonal Development and
Keywords	riticai ininkir	ng and Problem Solvir	ng.	-		
Reywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
	Comparing	odiniodidiii Tago				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage				e concept and use of	What have we learnt
	learners to				ns. Show interfaces or	today?
Wednesday	sing songs	images of browsers				
	and recite				types of browsers e.g.	Ask learners to
	familiar	Firefox, Internet Exp			_	summarize the main
	rhymes	practical lessons or	tne use (от рі	ctures.	points in the lesson
		Guide learners to la	unch MS	S-Int	ernet Explorer and use	
		the components (na			•	
		components (na		.,		
		Assessment: Let lea	rners wr	ite t	he use of MS-Internet	
		Explorer				

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	\sim
i ciiou .			'	.033011 .	
Strand : Perf	orming Arts		Sub-strand	: Displaying and Sharing	
				()	
Indicator (co	ode)	B5 2.3.4.2			
Content star	ndard (code)	B5 2.3.4.			
Performance	e Indicator	<u> </u>	• •	own portfolio of performing	=
		share creative e	xperiences	of artworks that reflect	the physical and social
		environments of s	some comm	unities of Africa	
_				ication and Collaboration Pe	ersonal Development and
Leadership (ritical Thinkii	ng and Problem Sol	ving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Monday	Engage	Learners are to:			What have we learnt
Worlday	learners to		deo or live i	performances (preferably	today?
	sing songs			egional cultural festival of	coddy.
	and recite			the Ghana Education	Ask learners to
	familiar			ry and culture of the	summarize the main
	rhymes	people of Africa;		•	points in the lesson
	-		d for perfori	ming compositions of own	
		music, dance, dra	ma, poetry,	etc.;	
		🛚 develop a roadn	nap for the	performances by:	

- fixing a date - selecting a venue - inviting an audience Description
It is a second to be a second (e.g. The Pride of African Culture); Is 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); 2 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); 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 Wednesday Learners are to: What have we learnt Engage decide on mode and arrangement of performances, today? learners to sing songs e.g. monologue/solo/group, costumes, props, etc.; and recite getting ready: plan the sequence of events, stage/site Ask learners to familiar plan identifying the positions of all facilities (e.g. PA summarize the main rhymes system, lightings, performance zone, entry, exit, points in the lesson changing and makeup rooms/corners), characters, directors, stage managers, audience, health and security personnel); Clean and prepare the venue and its environment and make it ready for the performance; plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc 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

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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :				sson:	
Strand : Com	nposition Wri	ting Su	ub-strand :	Descriptive Writing	
Indicator (co	de)	B5.4.3.1.1 B5	5.4.3.1.2		
Content star	ndard (code)	B5.4.3.1. B5.	.4.3.1.		
Performance		controlled co • Learners show controlled co	omposition uld give sim omposition	mple descriptive essays al	out objects using
		tivity and Innovation (ng and Problem Solvin		ation and Collaboration Pe	ersonal Development and
,					
T. L .R. (s)		Manila cards, marker	rs, recorded	d audios visual	
Ref:	Ghanaian La	inguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including)	ling assessr	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Use controlled composition. Use controlled composition Use controlled composition 	a cardboar onitor learne	d.	What have we learnt today?

		Assessment: let learners write simple descriptive essays	Review the lesson with
		about human beings using controlled composition	learners
Enga	age	Use controlled composition to write a simple	What have we learnt
lean	ners to	descriptive essay on a cardboard.	today?
_	g songs	Let learners write simple descriptive essays about	
and	l recite	objects using controlled composition	
	niliar		Review the lesson with
rhyr	mes	Assessment: let learners give simple descriptive essays	learners
		about objects using controlled composition	
Enga	gage	Use controlled composition to write a simple	What have we learnt
lean	ners to	descriptive essay on a cardboard.	today?
	g songs	Let learners write simple descriptive essays about	
and	l recite	objects using controlled composition) `
_	niliar		Review the lesson with
rhyr	mes	Assessment: let learners give simple descriptive essays	learners
		about objects using controlled composition	

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TERM ONE BASIC FIVE WEEK 9



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:		
Day:		Date:		
Period :		Lesson:		
Strand :	Sub-stran	d:		
A. Oral Language	A. As	king and Answering Questions		
B. Reading	B. Lis	tening Comprehension		
C. Grammar Usage A	t Word C. Ad	adjectives		
D. Writing	D. Cro	eative/ Free Writing		
E. Using Writing Con	ventions E. Us	ing action Words		
F. Extensive Reading	F. Bu	ilding the Love and Culture of Reading		
Indicator (code)	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.		
Content standard (code)	B5.1.8.1. B5.2.7.1. B5	3.4.1. B5.4.11.1. B5.5.4.1. B5.6.1.1.		
Core Competencies: Crea Leadership Critical Thinkin	questions and respor B. Learners can constru C. Learners can use con make comparisons: D. Learners can write fro E. Learners can identify F. Learners can read a v at least a-three-paragetivity and Innovation Communication	ct meaning from text read nparatives forms of regular and irregular adjectives to Regular e.g. shorter, Irregular: better eely on topics of choice on issues in the community		
Keywords				

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class						
		library.						
Ref:	English Lang	guage curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Revise Wh and Yes/No questions by having learners respond to several of such questions. 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? Answer each question yourself. Ask the questions again and have learners give the answer. In pairs, learners ask questions for their partners to answer. Repeat the procedure to introduce the various forms of "be" (is, am, are etc.) and "have" (has, have, had). Assessment: let learners ask questions for their partners to answer. 	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Choose different texts for learners to make meaning from using the different strategies they are familiar with: - Use of prior knowledge/experience. - Making predictions - Contextual meaning of vocabulary to connect with the other words to make meaning. Assessment: let learners construct meaning from text read ask questions for their partners to answer.	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Revise the formation of the comparative adjective using er and the superlative using est .e.g. fat, fatter, fattest. Introduce learners to formation of comparison for irregular adjectives.	What have we learnt today? Ask learners to summarize the main points in the lesson					

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		 Let them form the comparative forms for irregular adjectives. e.g. good better Bad worse Introduce drills to give learners practice in their usage. Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons 	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Revise the stages of the writing process Have learners follow the writing process to create their own pieces on a given topic. Learners present their work for editing. Have pupils publish their works on the notice board. Assessment: let learners write freely on topics of choice on issues in the community	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Distribute a sample story and let learners identify the simple past verbs to observe how they are used in sentences. • Working in pairs, learners write their own story using the simple past. • Guide learners to do their own editing paying attention to the correct use of the simple past. Assessment: let learners identify the simple past verbs in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	 E.EXTENSIVE READING Have learners read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-three paragraph summary of the book read. Invite individuals to present their work to the class for feedback. 	Have learners to tell what they read to the whole class
		Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	

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SUBJECT: MATHEMATICS CLASS: FIVE

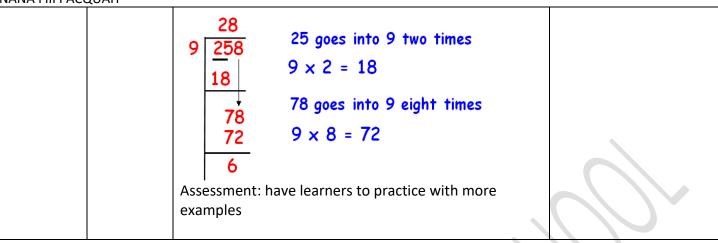
Week Endin	g:			Class size:		
Day: Period:				Date: Lesson:		
Strand : Nur	nber		Sub-strand:	Counting, Representation	& Cardinality	
Indicator (co	ode)	B5. 1.2.3.1	B5.	1.2.4.1		
Content star	ndard	B5. 1.2.3.	B5.	B5.1.2.4.		
(code)						
Performance	e Indicator			nine basic division fact up to 81		
				git numbers by 1-digit num		
		inking and Problen		ation and Collaboration Pe	ersonal Development	
Keywords						
,						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	(new learning including assessment) Plenary			
	(preparing					
	the brain					
	for					
	learning)					
Monday	Sing songs like:	_	ow a number	nultiples of 3,4, 6, 8 and is divisible by 3, 4, 6, 9? bility test).	Review the lesson with Learners	
		1				

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	I'm counting one, what is one	Assessr exampl		have le	earner	s to pr	actice	with n	nore	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Draw a board t playing and mathe resobtains	o play cards rk (or ults (i.	the 3- . Playe cover) e. a qu						
		FIREST !	5	6	7	8	9	10	1	
		-								
		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		
		Assessr exampl		have le						
Wednesda	Sing songs						_	_		Review the lesson with
У	like:	Divisior divisior		•					•	Learners
	l'm			•	•			•	ı n a given	
	counting	dividen	d unti	l there						
	one, what	the nur dividen		of time	s the c	livisor	is take	n fron	n the	
	is one	uiviueii	u							
	1 - One is									
	one alone,									

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	alone it shall be.	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 28 25 goes into 9 two times 9 x 2 = 18 78 goes into 9 eight times 9 x 8 = 72 Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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	Review the lesson with Learners





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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son:	
Strand: SYS	ΓEMS	Su	ub-stran	d : T	HE SOLAR SYSTEM	
Indicator (co	ode)	B5.3.2.1.1				
Content star	ndard (code)	B5.3.2.1.			\	
Performance	e Indicator	Learners can identify planets, satellite)	y the cor	npo	nents of the solar system	n (sun, earth, moon, other
		tivity and Innovation ng and Problem Solvir		nica	tion and Collaboration Pe	ersonal Development and
Keywords		, (
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Monday	Engage				odel or video depicting	What have we learnt
	learners to	•			ar system on the board,	today?
	sing songs	=			te the different bodies.	
	and recite		e poem,	"I se	e the moon, and the	Ask learners to
	familiar	moon sees me".			6.1	summarize the
	rhymes		on on the	imp	ortance of the sun to	important points of the
		life on earth.			.1. 1.1. /	lesson
		•			e earth orbits (moves	
		•	_		ges in seasons (it takes	
		a year for the earth	to move	aro	und the sun).	

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		Learners are made to understand that heavenly	
		bodies that move around the sun are called planets.	
		Learners observe the planet Venus, the brightest	
		object in the sky before sunset or several hours after	
		sunrise.	
		Learners are guided to role- play the sun and the	
		planets in the solar system.	
		Assessment: let learners identify the components of the	\sim
		solar system	
Thursday	Engage	Share folktales about the sun and moon with learners	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners write folktales about the sun	Ask learners to
	and recite	and moon	summarize the
	familiar		important points of the
	rhymes		lesson

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date:	
Period :			Lesson:		
Strand: Europeans in Gha		ana	Sub-stran	d : International Trade Includ	ding the Slave Trade
Indicator (co	ode)	B5.3.2.1.1			
Content sta	ndard (code)	B5.3.2.1.			
Performanc	e Indicator	Learners can inve	estigate wh	y the Europeans began tradi	ng in humans by the 16th
		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords)	
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Europeans took part	Slave Trade. 2. Role play/show was conducted.	v document	concept of Trans-Atlantic tary on how the slave trade trate how the slave trade	What have we learnt today? To visit/show pictures of some forts and castles as next lesson

	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

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 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : ALL	AROUND US		Sub-strand : Population and Settlement		
Indicator (co	ode)	B5.2.4.1.1.			
Content star	ndard (code)	B5.2.4.1.			
Performance	e Indicator	Learners can expl	ain the fea	atures of rural settlement	
Core Compe	tencies: Crea	tivity and Innovatio	n Commû	nication and Collaboration P	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solv	ving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Dur People curricu	lum Page	2	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			ures of rural and urban	What have we learnt
	learners to	_		lements there is small	today?
	sing songs		0 , ,	eople living far apart.	
	and recite		nts the po	pulation is large, there is	Ask learners to
	familiar	large market.			summarize the main
	rhymes			it the main activities in the	points in the lesson
		rural and urban se			
		What can do to ge			
		settlement: crop f	arming, ar	nimal rearing, hunting	

		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

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 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Class size:		
Day:		D	Pate:			
Period :			L	esson :		
Strand: MO	TOR SKILL AN	D MOVEMENT S	ub-strand	: MANIPULATIVE SKILLS		
PATTERNS						
Indicator (co	de)	B5.1.2.1.7:				
Content star	ndard (code)	B5.1.2.1.				
Performance	e Indicator	Learners can catch	a ball belo	ow the waist and away from	m the body while jogging	
		and running.				
-		tivity and Innovation ng and Problem Solvi		cation and Collaboration Pe	ersonal Development and	
Keywords				0,		
T. L .R. (s)		Cones	Cones			
Ref:	PE curriculu	m Page	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning include	ding asses	sment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learners start with	general an	d specific warm ups.	What have we learnt	
	jog round a		_	ball stand at appropriate	today?	
	demarcate	•		er. Learners perform	,	
	d area in	throwing and catch	ing ball be	low the waist and away	Use answers to	
	files while	_	_	ove from one point to the	summarise the lesson.	
	singing and	other. Supervise the	em and giv	e the feedback to		
	clapping to	· ·		earners play handball,		
	warm-up	netball or basketba	II game. Er	nd the lesson with cool		
	the body	down activities				
	for					
	maximal					

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	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Endin	g:				Class size:	
Day:			Date	e :		
Period :			Less	on:		
Strand : God	l, His Creatior	and Attributes	Sub-strar	nd : T	he Environment	
Indicator (co	ode)	B5.1.2.1.2				
Content star	ndard (code)	B5.1.2.1.				
Performance	e Indicator	Learners can dem	onstrate v	vays	to care for the environr	nent.
-		tivity and Innovationg and Problem Sol		inicat	ion and Collaboration I	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page	lum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
Friday	Engage learners to sing songs and recite familiar rhymes	 Through questions and answers, learners explain what they think a clean environment should be. 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. Assessment: let learners identify ways of caring for the environment 		What have we learnt today? Ask learners to summarize the main points in the lesson		

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SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:			Class s	ize:	
Day:		Date :				
Period :				Lesson:		
Strand · Inte	rnet and soci	al media	Sub-strar	d · SURFING	THE WORLD W	DF WFB
Straina : mice	THE UNG SOCI	arricaia	Jub Jul	14 . 50 m m c	THE WORLD W	DE WES
Indicator (co	ode)	B5.6.3.1.1. B5.	6.3.1.1.			
Content star	ndard (code)	B5.6.3.1. B5.	6.3.1.			
Performance	e Indicator	 Learners ca 	an show h	now to create	e a favourite link	
		 Learners ca 	an demor	nstrate delet	ing favourite link	S
				inication and	Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	/ing.			
Keywords				$\overline{}$		
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	DI 4	DI 3 M				DI 2
DAY	Phase 1: Starter	Phase 2: Main	udina asa	\		Phase 3:
	(preparing	(new learning inclu	uding ass	essment)		Plenary / Reflections
	the brain					
	for					
	learning)					
	Engage	Guide learners to create a favourite li		avourite link		What have we learnt
	learners to					today?
Wednesday	sing songs					
	and recite	Guide learners to o	delete fav	ourite links t	they have	Ask learners to
	familiar	created in the prev	vious less	on		summarize the main
	rhymes					points in the lesson
		Assessment: Let le	arners de	escribe delet	ing favourite	
		links				

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•	LESSON PLAN
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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand:			Sub-stran	d :		
Visual Arts			Displaying	g and Sharing		
Performing A	Arts		Appreciat	ing and Appraising		
Indicator (co	ode)	B5 1.3.4.1	E	35 2.4.6.1		
Content star	ndard (code)	B5 1.3.4.	E	35 2.4.6.		
Performance	e Indicator	• Learners	can plan a	n exhibition of own portfo	olio of visual artworks to	
		educate a	nd share ci	reative experiences of artwo	rks that reflect the history	
		and culture of the people of Africa				
		 Learners can Develop guidelines for appreciating and appraising own and 				
		others' pe	erforming artworks that reflect the history and culture of the			
		people of	Africa			
-				nication and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
N. A. a. a. a. a.	learning)	1			NA/leat leave voe la avet	
Monday	Engage	Learners are to:		and the fact and a substate and	What have we learnt	
	learners to			exhibition or visit an	today?	
	sing songs	exilibition centre,	preferably	during the circuit, district		
	and recite					

f	amiliar	or regional cultural festival of the cultural education	Ask learners to
		unit of the Ghana Education Service);	summarize the main
	hymes	••	
		discuss the need for displaying portfolio of own visual	points in the lesson
		artworks;	
		② develop a roadmap for the exhibition by:	
		- fixing a date	
		- selecting a venue	
		- inviting an audience	
		Description brainstorm to agree on a theme for the exhibition	
		(e.g. the African History and Culture).	
		$\ensuremath{\mathbb{P}}$ 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);	
		② 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);	
		 decide on mode of display (e.g. hanging, draping, 	
		spreading);	
		 plan the layout of the exhibition hall, prepare labels 	
		for the works (e.g. title, name of artist, date);	
		 clean and prepare the hall and its environment and 	
	make it ready for the exhibition;		
		 plan for post exhibition activities such as cleaning, 	
		appreciation, evaluation, reporting, etc.	
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners write a plan for an exhibition	
		Assessment: let learners write a plan for an exhibition	
3		of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the	
		•	
146		history and culture of the people of Africa	NATI - I
	Engage	Learners are to:	What have we learnt
	earners to	discuss and accept a guide for analysing and	today?
	sing songs	appreciating/appraising own and/or others'	
	and recite	compositions and performances on the guide guidelines	Ask learners to
	amiliar	suggested below;	summarize the main
r	hymes	① identify the correct vocabulary to use for appreciating	points in the lesson
		and appraising music, dance and drama;	
		$\ensuremath{\mathbb{D}}$ agree on what to use the appraisal report for and how	
		to share it;	

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	② agree on the approach/method (manual/digital) to
	use in recording/documenting the appraisal process;
	If ix a day/date for the appreciation/appraisal/jury.
	Suggested guidelines
	Music: theme, voice production and diction, harmony
	and blending of parts, interpretation, the elements and
	knowledge of music.
	② 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
	② Drama: characterisation, makeup, gestures, voice
	projection, diction, use of space, aesthetics, creativity.
	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

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Wri	ting Conventi	ons / Usage	Sub-strar (Capitaliz	nd: Integrating Grammar in V ation)	Vritten Language
Indicator (co	ode)	B5.5.1.1.1. B5	.5.1.1.2	B5.5.1.1.3	
Content star	ndard (code)	B5.5.1.1 B5	.5.1.1.	B5.5.1.1.	
 Learners sl 			should com should und	lerstand that capital letters be aprehend the use of capital let lerstand the use of capital let	etters after a colon. ters after a question
		tivity and Innovations and Problem So		inication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	orded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		nd proper group the	nouns.	What have we learnt today?

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TERM ONE BASIC FIVE WEEK 10



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class siz	ze:		
Day:		Dat	e:			
Period :		Les	son :	9		
Strand :	S	Sub-strand:				
A. Oral Language		A. Giving	and Foll	owing Comm	nands	
B. Reading		B. Listeni	ng Comp	orehension		
C. Grammar Usage A	C. Verbs					
D. Writing	D. Creative/ Free Writing					
E. Using Writing Conventions E. Using action Words						
F. Extensive Reading		F. Buildir	ng the Lo	ve and Cultu	re of Reading	5
Indicator (code)	B5.1.9.1.1. B5.2.7	7.1.2. B5.3.	5.1.1. E	B5.4.11.1.1.	B5.5.4.1.1	B5.6.1.1.1.
Content standard (code)	B5.1.9.1. B5.2.7	7.1. B5.3.	5.1. E	B5.4.11.1.	B5.5.4.1.	= B5.6.1.1.
Performance Indicator	A. Learners ca	n give and re	spond to	commands,	instructions;	give and follow
	directions w	ith clear land	lmarks			
	B. Learners car	n note and re	call mair	n ideas in a se	equence	
	C. Learners ca	n use differer	nt types	of verbs in se	entences: Ma	in verb, Helping
	verb (prima	ry auxiliary ar	nd moda	l auxiliary		
	D. Learners car	n write freely	on topic	cs of choice o	n issues in th	e community
	E. Learners ca	n differentiat	te betwe	en 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-th	ree-paragrap	h summ	ary of each b	ook read	-
Core Competencies: Crea						evelopment and
Leadership Critical Thinkir						·
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Revise the concept of giving commands and making requests. In pairs, have learners role-play giving and obeying or following commands/instructions. Model giving simple directions to places in the school and important places in the community or environment. Provide situations for learners to practise giving directions. Assessment: let learners give and respond to commands, instructions; give and follow directions with clear landmarks 	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Using SQ3R guide learners to present facts and ideas in a sequential order. Assessment: let learners recall main ideas in a sequence	What have we learnt today? Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Revise verbs using context. Let learners identify main verbs in sentences. E.g. The boy has bought a new football. Provide a text and guide learners to identify auxiliary (Primary and Modal) verbs. E.g. is, was, have, has, had, etc. Create situations and introduce drills for learners to have practice using them. Assessment: let learners use different types of verbs in sentences 	What have we learnt today? Ask learners to summarize the main points in the lesson		

Thursday	Engage	D.WRITING	What have we learnt
	learners to	Revise the stages of the writing process	today?
	sing songs	Have learners follow the writing process to create	
	and recite	their own pieces on a given topic.	Ask learners to
	familiar	Learners present their work for editing.	summarize the main
	rhymes	Have pupils publish their works on the notice board.	points in the lesson
		Assessment: let learners write freely on topics of	
		choice on issues in the community	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Distribute a sample story and let learners identify the	today?
	sing songs	simple past verbs to observe how they are used in	
	and recite	sentences	Ask learners to
	familiar		summarize the main
	rhymes	Follow the same procedure to guide learners to identify	points in the lesson
		uses of the present perfect tense.	
		Have learners compare how the two tenses are	
		different.	
		Assessment: let learners use the simple past and the	
		present perfect tense forms in sentences	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	

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		LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending	g:			Class	size:	
Day: Period:				Date : Lesson :		
					7	
Strand : Number Sub			Sub-stranc	d : Countir	ng, Representation	& Cardinality
Indicator (co	nde)	B5.1.2.5.1		B5.1.2.6.	1	
Content standard B5.1.2.5.		-	B5.1.2.6.			
(code)						
Performance	e Indicator	operation	S		·	involving the four basic stion problems involving
-		tivity and Innovation		nication ar	nd Collaboration Pe	ersonal Development
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essment)		Phase 3: Plenary / Reflections

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Monday	Sing songs like:	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	Review the lesson with Learners
	I'm counting one, what is one	Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Learners role play a given word problem involving addition and multiplication and solve	Review the lesson with Learners
	I'm counting	Learners role play a given word problem involving subtraction and division and solve	
	one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt. The relationship	Review the lesson with Learners
	I'm counting one, what is one	between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed	
	13 OHC	Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm	Use number line to help learners to do the following types (addition) (1) 9 + -4 = (2) -8 + 4 = (3) -3 + -5 = (4) 1 + -3 =	Review the lesson with Learners
1	counting one, what is one	(5) -6 + 5 = (6) 6 + -2 = (7) -6 + 8 = (8) -2 + 9 =	
	1 - One is one alone, alone it	-6+3=-3 < 1 	
	shall be.	-6+(-3)=-9 < 0 1 1 1 	
		Use number line to help learners to do the following types (subtraction)	

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

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SUBJECT: SCIENCE CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand: SYS	TEMS		Sub-stran	d : ECOSYSTEM	
Indicator (co	ode)	B5.3.3.1.1			
Content star	ndard (code)	B5.3.3.1.			
Performance	e Indicator	Learners can know	v how vario	ous organisms are adapte	d to survive in their habitat
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developm Leadership Critical Thinking and Problem Solving.				n Personal Development and	
Keywords				9	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Dhana 1.	Discos 2: Maio			Dhara 2
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing	(new learning incl	uding asse	essment)	Plenary / Reflections
	the brain				
	for				
	learning)				
Monday	Engage	Begin the lesson	with a ma	tching activity using	What have we learnt
	learners to	flashcards (write t	today?		
	sing songs	flashcards and a li			
	and recite	flashcards for lear	ners to ma	tch with).	Project: Designing a
	familiar	• Learners explain	why a bire	d cannot live in water.	habitat
	rhymes	• Learners discuss	various ha	bitats of animals and	Learners plan, design
		plants.			and make a model of a
		Brainstorm with	learners t	come out with the	habitat using card
		meaning of the te	rm habitat		board, paper, blu tack

		Learners are asked to give examples of animals that	and clay to show the
		live in water, land and trees.	homes of some animals.
		Assessment: let learners write the names of different	
		organisms and their habitat	
Thursday	Engage	Learners are assisted to discuss how various	What have we learnt
	learners to	organisms adapt to their habitat, e.g. what enables fish	today?
	sing songs	to live in rivers, birds to live on trees?	Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners describe how various	important points of the
	rhymes	organisms adapt to their habitat	lesson

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SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson :		
Strand : Europeans in Ghana Sub-str			Sub-stran	d : International Trade Includ	ling the Slave Trade	
Indicator (co	ode)	B5.3.2.1.1)	
Content star	ndard (code)	B5.3.2.1.				
Performance	e Indicator	Learners can inve	stigate why	y the Europeans began tradii	ng in humans by the 16th	
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords)		
T. L.R. (s) Pict		Pictures	Pictures			
Ref:	History curr	iculum Page	iculum Page			
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Tuesday	learning)	In small groups to	arnors dov	relop a poster on the Trans-	What have we learnt	
Tuesuay	Engage learners to	Atlantic Slave Trac		relop a poster on the mans-	today?	
	sing songs			o the whole class	today:	
	and recite				Ask learners to	
	familiar			small groups develop a	summarize the main	
	rhymes	poster on the Trai	ns-Atlantic	Slave Trade	points in the lesson	
	Which					
	Europeans					
	took part					

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	in the		
	trade in		
	humans?		
	Why did		
	the		
	Europeans		
	begin		
	trading in		
	humans?		
Thursday	Engage learners to	In small groups learners develop a poster on the Trans- Atlantic Slave Trade.	What have we learnt today?
	sing songs	Groups present their work to the whole class	
	and recite		Ask learners to
	familiar	Assessment: let learners in small groups develop a	summarize the main
	rhymes	poster on the Trans-Atlantic Slave Trade	points in the lesson
	Which		
	Europeans		
	took part		
	in the		
	trade in		
	humans?		
	Why did		
	the		

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Europeans

trading in humans?

begin

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:		
Day:				Date :		
Period :			Lesson:			
Strand: OUF	R BELIEFS AND	O VALUES :	Sub-stran	d: Worship		
Indicator (co	ode)	B5. 3.1.1. 1.				
Content star	ndard (code)	B5. 3.1.1.			J	
Performance	e Indicator	Learners can give	reasons v	vhy we worship		
=		tivity and Innovation ng and Problem Solv		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Learners recall the	modes o	f worship (charity, prayer,	What have we learnt	
	learners to	song ministration,	evangelis	m,) and give reasons why	today?	
	sing songs	we worship: huma				
	and recite	the Creator, we de	Ask learners to			
	familiar	for survival, etc	summarize the main			
	rhymes				points in the lesson	
		Assessment: Let le	earners gi	ve reasons why we worship:		
Thursday	Engage			eligious songs of the three	What have we learnt	
	learners to	major religions in (Ghana.		today?	
	sing songs					
	and recite					

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

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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:			Class size:		
Day:			Dat	e:		
Period:			Les	son :		
Strand : MOTOR SKILL AND MOVEMENT Sub-st			b-strand : N	MANIPULATIVE SKILLS		
PATTERNS						
Indicator (code) B5.1.2.1.8:						
Content standard (code)		B5.1.2.1.				
Performance	e Indicator	Learners can stop a	kicked bal	I by trapping it with th	e foot while standing or	
		moving.				
-		tivity and Innovation C ng and Problem Solving		tion and Collaboration Pe	ersonal Development and	
Keywords				7,		
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page	J			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	ng assessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners		•	pairs facing each other	What have we learnt	
	jog round a	with a ball. The partner with the ball throws it to the			today?	
	demarcate	partner to trap (contr				
	d area in	thigh or chest. The practice should be done one after the other. Learners practice and progress at their own			Use answers to	
	files while				summarise the lesson.	
	singing and	pace.				
	clapping to					
	warm-up					
	the body					
	for					
	maximal					

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	injuries		
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	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :			Los	son :		
Period:				LC3.		
Strand : God	l, His Creatior	and Attributes	Sub-strar	nd : T	he Environment	
Indicator (co	ode)	B5.1.2.1.2				
Content star	ndard (code)	B5.1.2.1.				
Performance	e Indicator	Learners can dem	ionstrate v	vays	to care for the environn	nent.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners 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	

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SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand: Inte	rnet and soci	al media	Sub-strar	nd : F	AVOURITE PLACES AND	SEARCH ENGINE
			USING O	NLIN	FORMS	
Indicator (co	ode)	B5.6.4.1.1. B5.6.	.5.1.1.			
	ndard (code)	B5.6.4.1. B5.6.	5.1.			
Performance	e Indicator	 Learners ca 	an identify	y cor	nmon search engines.	
					describe forms in a web	<u> </u>
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.					
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essn	ent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
	Engage	Guide learners to (discuss se	arch	engines and the	What have we learnt
	learners to				(Google, DuckDuckGo,	today?
Wednesday	sing songs	Yahoo etc.)		J	,	,
	and recite	·				Ask learners to
	familiar	Guide learners to f	fill out dro	opdo	wn boxes, combo box,	summarize the main
	rhymes	Text fields etc				points in the lesson
		Assessment: Let le engines	arners id	lenti	y common search	

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velled by	Signature:	Date

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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Dat	e :	
Period :				son:	
_				Displaying and Sharing	Appreciating and
Appraisin					
Indicator (code) B5 1.3.5.1				2.4.7.2	
	ndard (code)			2.4.7.	
share creative ex of the people of • Learners can and and present rep			ative experience ople of Africa can analyse and ont reports as fo	es of artworks that refle d appreciate own or oth	rs' visual art artworks to ct the history and culture ners' performing artworks s that reflect the physical Africa
		ng and Problem Sol		tion and Collaboration Pe	ersonal Development and
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding assessm	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	suit the theme for	It them based on the exhibition of the history	er of artworks to on the space available to (e.g. artworks that and culture of the	What have we learnt today? Ask learners to summarize the main points in the lesson

INAINA I III I ACC	20711		
NAVATIII TACK	20/11	 display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; label the works using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of production; assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully (e.g. leading visitors through the 	
		exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors' books);	
		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	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	2 display (photographs/video) of selected performances	today?
	sing songs	(own or that of others) that reflect the physical and	
	and recite	social environments of some communities in Africa;	Ask learners to
	familiar	☐ talk about the performances dispassionately using	summarize the main
	rhymes	agreed guidelines; ② use the outcome of the appreciation/appraisal to	points in the lesson
		modify the product or to produce similar or another	
		composition and performance;	
		Precord/document the activity and share using an	
		accepted social media by the class/group (e.g.	
		Facebook, Twitter, Instagram, WhatsApp).	
	11.	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	
		III AIIICa	

Vetted by :	Signature:	Date :
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LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Wri	ting Conventi	ons / Usage	Sub-strand	d: Integrating Grammar in W	/ritten Language
			(Punctuati	on).	
			Integrating	g Grammar in Written Langu	age (Use of action
			words)		
Indicator (code) B5		B5.5.2.1.1 B5	.5.2.1.2	B5.5.2.1.3	
Content star	ndard (code)	B5.5.2.1. B5	.5.2.1.	B5.5.2.1.	
Performance Indicator		appropriaLearners sappropriaLearners s	tely in writi should unde tely should use c	gnise and use commas, full sing. Perstand and use exclamation Colon and quotation marks in Dication and Collaboration Po	mark in writing n writing appropriately
		ng and Problem So		neation and conaboration is	ersonal bevelopment and
Keywords					
T. L .R. (s)					
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage		to learners	and allow the learners to	What have we learnt
	leaners to	. 50.01			today?
	sing songs and recite	Read the passage	ge aloud to	learners.	
	arra recite				

familiar	Let learners recognise the punctuation used in the	
rhymes	passage.	
	Write a paragraph on a flash card without any	
	punctuations.	Review the lesson with
	Guide learners to use commas, full stops, and	learners
	question marks appropriately in the writing.	
	Assessment let learners use commes full stone and	
	Assessment: let learners use commas, full stops, and	
	question marks appropriately in writing.	
Engage	Allow learners to read a passage and discuss the	What have we learnt
leaners to sing songs	punctuations with learners.	today?
and recite	Talk about the exclamation mark.	
familiar	Write a paragraph on a flash card without some	
rhymes	punctuations, e.g. the exclamation mark.	
inymes	Read the paragraph aloud to learners.	
	Assist learners to use exclamation marks to punctuate	Review the lesson with
	the writing appropriately	learners
	Assessment: let learners use exclamation mark in writing	
	appropriately	
Engage	Revise the lesson on colon with learners and discuss	What have we learnt
leaners to	quotation marks with learners.	today?
sing songs	Give a short passage and ask learners to put in the	
and recite	colon and quotation marks appropriately.	
familiar		
rhymes	Assessment: let learners use colon and quotation marks	
	in writing appropriately	Review the lesson with
	V ///,	learners

Vetted by :	Signature:	Date :
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TERM ONE BASIC FIVE WEEK 11



SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:
Day:		Date :
Period :		Lesson :
Strand :	Sub-strand	
A. Oral Language	A. Pre	sentation
B. Reading	B. List	ening Comprehension
C. Grammar Usage A	t Word C. Ver	bs
D. Writing	D. Des	scriptive Writing
E. Using Writing Con	ventions E. Usi	ng action Words
F. Extensive Reading	F. Bui	lding the Love and Culture of Reading
Indicator (code)	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.
Content standard (code)	B5.1.10.1. B5.2.7.1.	B5.3.5.1. B5.4.12.1. B5.5.4.1. B5.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	e.g. use of discourse r B. Learners can Scan tex C. Learners can use appr D. Learners can use describe p E. Learners can use the sand interest F. Learners can read a varietiest at least a-three-paragetivity and Innovation Communication	trate awareness of the features of spoken language, markers — well, also, finally kts for details ropriate subject-verb agreement: criptive words/expressions/sound devices/ figurative places, personal experiences and events. simple past verb form to express past needs, feelings ariety of age- and level appropriate books and present raph summary of each book read dication and Collaboration Personal Development and
Keywords		

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class			
n-f	1	library.			
Ref:					
DAY	Phase 1:	Phase 2: Main	Phase 3:		
	Starter	(new learning including assessment)	Plenary / Reflections		
	(preparing				
	the brain				
	for				
	learning)				
DAYS	PHASE 1:	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
	STARTER	(New Learning Including Assessment)	10MINS		
	10		(Learner And Teacher)		
	MINS				
	(Preparing				
	The Brain				
	For				
	Learning)				
Monday	Engage	A.ORAL LANGUAGE	What have we learnt		
	learners to	Revise important features of spoken language such as	today?		
	sing songs and recite	use of contractions and ellipsis.	Ask learners to		
	familiar	 Help learners to use contractions and ellipsis in speech. 	summarize the main		
	rhymes	E.g.	points in the lesson		
	,	1. Contraction:	points in the recon		
		i. Kofi cannot come today.			
		ii. Kofi can't come today.			
		2. Ellipis:			
		A: When will you come?			
		B: Tomorrow			
		Assessment let leave use sentingtions and allipsis in			
		Assessment: let learners use contractions and ellipsis in speech.			
Tuesday	Engage	B.READING	What have we learnt		
ruesuay	learners to	Guide learners to skim and scan texts for details.	today?		
	sing songs	Have learners skim/scan a text in a short period/time	,		
	and recite	frame and write down their ideas.	Ask learners to		
	familiar	Discuss the answers together as a class.	summarize the main		
	rhymes		points in the lesson		
		Assessment: let learners skim and scan passages for			
A/ a al a l -	F	details.	M/lest lesses at less t		
Wednesday	Engage	C.GRAMMAR	What have we learnt		
	learners to	Review subjects and verbs in simple sentences.	today?		
ŀ	sing songs	 Use examples to introduce and explain subject-verb 			

	familiar rhymes	 Present sentences with missing subjects and others without verbs for learners to complete. Introduce drills e.g. a completion drill to give further practice Assessment: Present sentences with missing subjects and others without verbs for learners to complete 	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Revise descriptive writing with learners. Talk about sensory details that allow a reader to visualise a person, a place, a thing or an idea. Guide learners through the stages of writing. Write to describe events/situations/places of their choice and personal experiences. Focus on the use of: Descriptive (adjectives) Figurative language e.g. simile – metaphor Sensory details (sensory details that are experience through the senses: sight, smell, touch, taste Assessment: let learners use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events. 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION AND GRAMMAR USAGE Let learners write on a story. E.g. What happened after school on Monday? Discus the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually. Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form Guide learners to rewrite the essay incorporating the corrections. Assessment: let learners use the simple past verb form	What have we learnt today? Ask learners to summarize the main points in the lesson

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LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:				Class size:	
Day:			Dat	re:	
Period :		Lesson:			
Strand : Number		Sub-strai	nd : F	ractions	
Indicator (co	ode)	B5.1.3.1.1 B5.1.	3.1.2	2	
Content star		B5.1.3.1. B5.1.	B5.1.3.1.		
Performance Indicator		 Learners can determine equivalent fractions of given fractions Learners can compare and order fractions 			
•		tivity and Innovation Commuinking and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	To compare, add or subtraction 7/10, we need find the Low (LCD) and use this to express	est (Common Denominator	Review the lesson with Learners

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ting LC eq 3/4 e [To the the	D of 4, 6, an uivalent fractured the elementary of the prime of the pr	d 20. Use to ctions. 5 = ??/36; a commerator goes in roobtain a 3 so 2 and a commerator goes in rood under the commerce goes in rood under the comm	the LCD working 7/10 = ? ors, determine to the LCD at a new number of 3 are prime at 3 are prime at 3 are prime at 5 are with a 1 are to fill the LCD at 5 are with a 1 are w	??/36. ne how many and multiply erator.] e factors of 2 10 5 5 1	times this by				
what eq 3/4 [To the the	uivalent fraction 4=?/36; 5/6 pobtain the edenominate numerator = 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2	ctions. 5 = ??/36; and the result of goes in the obtain of the control of the co	and 7/10 = ? ors, determine to the LCD at a new number of a ne	??/36. ne how many and multiply erator.] e factors of 2 10 5 5 1	this by				
e 3/4 [To the the	4=?/36;5/6 c obtain the c obtain the e denominate e numerator $=2 \times 2 \times$	a e ??/36; a numerato tor goes in r to obtain a 3 so 2 and 4 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ors, determine to the LCD at a new number of 3 are prime of 3 are prime of 1	ne how many and multiply erator.] e factors of 2 10 5 1	this by				
e [To	o obtain the e denominate numerator $= 2 \times 2 $	anumerato tor goes in r to obtain x 3 so 2 and 4 2 1 1 1 oro du e fact ed an	ors, determine to the LCD at a new number of 3 are prime of 3 are prime of 1	ne how many and multiply erator.] e factors of 2 10 5 1	this by				
the the	e denominate numerator $= 2 \times 2 $	tor goes in r to obtain x 3 so 2 and 4 2 1 1 1 or o d u e fact ed an	to the LCD as a new numer of 3 are prime of 3 are prime of 1 are to for when the LCD as a new numer of 1 are to for when the LCD as a new numer of 1 are to for when the LCD as a new numer of 1 are to for when the LCD as a new numer of 1 are to for when the LCD as a new numer of 1 are to for when the LCD as a new numer of 1 are to for when the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD as a new numer of 1 are to for the LCD are to for	e factors of 2 10 5 5 1 each	this by				
24	e numerator $=2x2x2x$ 2 2 3 5 The p prime	1 1 orodue fact	a new numed 3 are primed 4 are	erator.] e factors of 2 10 5 5 1 each	·				
24	=2x2x2x 2 2 3 5 The p	4 2 1 1 orodu	6 3 3 1 1 ct of	e factors of 2 10 5 5 1 each	24				
	2 3 5 The p prime	4 2 1 1 rodu	6 3 1 1 ct of	10 5 5 1 each	24 - - -				
	2 3 5 The p prime divide	2 1 1 rodu e fact	3 1 1 ict of	5 5 1 each	-5				
	3 5 The p prime divide	1 1 rodu e fact	3 1 1 ict of	5 1 each	-5				
	5 The p prime divide	1 1 rodu e fact ed an	1 1 ict of or wh	5 1 each nich	5				
	The p prime divide	1 rodu e fact ed an	1 ict of or wh	1 each nich	5				
	prime divide	rodu e fact ed an	ct of or wh	each nich	5				
	prime divide	e fact ed an	or wh	nich					
	prime divide	e fact ed an	or wh	nich					
	divide	ed an							
			iy oı c		prime factor which divided any of the				
		numbers is the LCM							
		<i>,</i> c1 5 1	3 tile	COIVI					
As	sessment: h	nave learne	rs to praction	e with more					
ex	amples								
songs						Review the lesson with			
						Learners			
-									
			•						
+ina		-			he				
- 1	LCD of 4, 6, and 20. Use the LCD work out the								
- 4			1-1:	22 /2 2					
		-		-	. •				
				-					
alonic,		•			this by				
e it the	e numeratoi	r to obtain	a new nume	erator.]					
he	= 2 x 2 x 2 x	x 3 so 2 and	d 3 are prim	e factors of 2	24				
t r	ting LC what equal to the is lone, it	To compare, a 7/10, we nee (LCD) and use Use the prime LCD of 4, 6, are equivalent fra 3/4=?/36; 5/6 [To obtain the denomina the numerato	To compare, add or subt 7/10, we need find the I (LCD) and use this to expuse the prime factorising LCD of 4, 6, and 20. Use the equivalent fractions. 3/4=?/36; 5/6=??/36; and it is the denominator goes in the numerator to obtain	To compare, add or subtract the fractions, we need find the Lowest Compare, and use this to express the equivalent fractions. In a sign of the lowest Compare, and the lowest Compare, and use this to express the equivalent fractions. It is a sign of the lowest Compare, and use this to express the equivalent fractions. It is a sign of the lowest Compare, and use this to express the equivalent fractions. It is a sign of the lowest Compare, and use this to express the equivalent fractions. It is a sign of the lowest Compare, and use this to express the equivalent fractions. It is a sign of the lowest Compare, and use this to express the equivalent fractions. It is a sign of the lowest Compare, and use this to express the equivalent fractions. It is a sign of the lowest Compare, and use this to express the equivalent fractions. It is a sign of the lowest Compare, and use this to express the LCD work equivalent fractions. It is a sign of the lowest Compare, and use the lowest Compare, and us	To compare, add or subtract the fractions,3/4,5/7/10, we need find the Lowest Common Denom (LCD) and use this to express the equivalent fractions Use the prime factorising strategy to determine to LCD of 4, 6, and 20. Use the LCD work out the equivalent fractions. 3/4=?/36; 5/6=??/36; and 7/10=???/36. [To obtain the numerators, determine how many the denominator goes into the LCD and multiply the numerator to obtain a new numerator.]	To compare, add or subtract the fractions, 3/4,5/6 and 7/10, 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. 3/4=?/36; 5/6=??/36; and 7/10=???/36. [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.]			

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		2	4	6	10		
		2	2	3	5		
		3	1	3	5		
		5	1	1	5		
			1	1	1		
		-		ct of or wh			
		-		yoft			
				s the			
		Assessment: examples	have learne	rs to praction	ce with more		
Wednesda	Sing songs	·	. 0				Review the lesson with
У	like:	Find the Low fractions and		Learners			
	ľm	fractions and is larger, 5/6					
	counting one, what	E.g. 2 Change and use then					
	is one	i.e. 5/6 = 0.83		•	0.66, and		
	1 - One is one alone,	compare.					
	alone it	LCD for	$\frac{3}{4}$, $\frac{2}{3}$ and	5 is 12;	:		
	shall be.			$-\frac{8}{12}$; $\frac{5}{6}$ =			
1							
			ler is $\frac{5}{6}$,				
		Assessment: examples	have learne	rs to praction	ce with more		
Thursday	Sing songs	er. J. i.		. D	1(1.00) (Review the lesson with
	like:	fractions and	use this to	express the	•		Learners
	I'm	fractions and is larger, 5/6		=	arison; e.g. w	hich	
	counting						

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	one, what	E.g. 2 Change the fractions to percentages or decimals	
	is one	and use them for the comparison.	
	1 - One is	i.e. 5/6 = 0.83, 3/4 = 0.75, and 2/3 = 0.66, and	
	one alone,	compare.	
	alone it		
	shall be.	LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;	
		hence $\frac{3}{4} = \frac{9}{12}$; $\frac{2}{3} - \frac{8}{12}$; $\frac{5}{6} = \frac{10}{12}$	
		$\therefore \text{ the order is } \frac{5}{6}, \frac{3}{4}, \frac{2}{3}$	
		Assessment: have learners to practice with more examples	
Edd.	C:		De la thalasa 11h
Friday	Sing songs	Find the Lewist Common Denominator (LCD) of the	Review the lesson with
	like:	Find the Lowest Common Denominator (LCD) of the fractions and use this to express their equivalent	Learners
		fractions and use them for the comparison; e.g. which	
	l'm	is larger, 5/6 and 3/4or 2/3?	
	counting	E.g. 2 Change the fractions to percentages or decimals	
	one, what	and use them for the comparison.	
	is one	i.e. 5/6 = 0.83, 3/4 = 0.75, and 2/3 = 0.66, and	
	1 - One is	compare.	
	one alone,		
	alone it	ICD for 3 2 and 5	
	shall be.	LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;	
		hence $\frac{3}{4} = \frac{9}{12}$; $\frac{2}{3} - \frac{8}{12}$; $\frac{5}{6} = \frac{10}{12}$	
		$\therefore \text{ the order is } \frac{5}{6}, \frac{3}{4}, \frac{2}{3}$	
		Assessment: have learners to practice with more examples	

Vetted by :	Signature:	. Date :
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 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:			CI	ass size:	
Day:				Date :		
Period :			L	-essor	1:	
Strand : FOR	CES AND ENE	RGY S	Sub-strand	l : SOL	JRCES AND FORMS O	FENERGY
Indicator (co	ode)	B5.4.1.1.1				J
Content star	ndard (code)	B5.4.1.1.1				
Performance	e Indicator	Learners can explai	n how ene	ergy is	transformed from or	e form to another
=	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords	Keywords					
T. L .R. (s)		Pictures				
Ref:	Science curi	irriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asses	ssmen	it)	Plenary / Reflections
	(preparing		_			
	the brain					
	for					
	learning)					
Monday	Engage	Explore learners' pr	revious kno	owled	ge on the forms of	What have we learnt
	learners to	energy (e.g. Electric	cal, heat, li	ight, s	ound).	today?
	sing songs	Use some commo	on devices	(e.g. t	torch, radio,	
	and recite	television, etc.) to o	demonstra	te tra	nsformation of	Ask learners to
	familiar	energy.				summarize the
	rhymes	• Learners discuss 6	energy trar	nsforr	nations that take	important points of the
		place in the school,	e.g. ringin	ng of b	ell, beating of gong-	lesson
		gong, drumming, et	tc.			

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	•		
		In groups, learner's identity other forms of energy	
		transformations in the school community and present	
		their findings for discussion in the class.	
		Assessment: let learners explain how energy is	
		transformed from one form to another	
Thursday	Engage	Learners design a flow chart to explain how energy	What have we learnt
	learners to	from the sun is transformed into energy for walking.	today?
	sing songs		Ask learners to
	and recite	Assessment: let learners design a flow chart to explain	summarize the
	familiar	how energy from the sun is transformed into energy for	important points of the
	rhymes	walking.	lesson

Vetted by :	Signature:	Date :

LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:			
Day:				Date :			
Period:				Lesson:			
Strand : Colonisation and Developments Sub-strain			Sub-stran	nd : Developments Under Colo	onial Rule		
under Colonial Rule in Ghana							
Indicator (co	de)	B5.4.2.1.1					
Content star	ndard (code)	B5.4.2.1.					
Performance	nance Indicator Learners can identify the developments in education during the colonial eronal erona				ng the colonial era (1874-		
_	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords				<i></i>			
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page	culum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning include	ding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain for						
	learning)						
Tuesday	Engage	Identify schools tha	at existed	d by 1930, where they are	What have we learnt		
	learners to	•		s about these schools.	today?		
	sing songs						
	and recite				Ask learners to		
	familiar			entify schools that existed by	summarize the main		
	rhymes	about these schools		ed and state some facts	points in the lesson		
	Which						
	schools						

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	were built		
	during the		
	colonial		
	period?		
	Where		
	were they		
	located?		
Thursday	Engage	List some of the measures the British took to promote	What have we learnt
	learners to	education in the Gold Coast. e.g. Ordinances to make	today?
	sing songs	sure all teachers were registered	
	and recite		Ask learners to
	familiar	Assessment: let learners list some of the measures the	summarize the main
	rhymes	British took to promote education in the Gold Coast	points in the lesson
) `
	What did		
	the British		
	do to		

Vetted by :	Signature:	Date :

promote education?

•	LESSON PLAN
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Date :		
Period :				Lesson:	
Strand: OUF	R BELIEFS AND	O VALUES	Sub-strar	nd : Worship	
Indicator (co	ode)	B5. 3.1.1. 1.			
Content star	ndard (code)	B5. 3.1.1.			
Performance	e Indicator	Learners can iden	ntify the m	oral significance of Sacred Pas	ssages and Oral Traditions
		in the three main	religions		
Leadership (tivity and Innovationg and Problem Sol		inication and Collaboration Pe	ersonal Development and
Keywords			-		
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricu	ulum Page	2	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding ass	essment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	e.g.: The Ten Com how they can app	nmandmer lly them in learners w	rite the moral significance	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite		•	sages and, or oral traditions ow they can apply them in	What have we learnt today?

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

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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:					Class size	:
Day:				Date :		
Period :				Lesson:		
Strand : MOTOR S	SKILL AND MOVEMENT PA	TTERNS	Sub-stran	d : MANIP	ULATIVE	SKILLS
Indicator (code)		B5.1.2.1.	9:			
Content standard	l (code)	B5.1.2.1.				
Performance Indi	cator		can dribble		•	hile preventing another
•	es: Creativity and Innovati Il Thinking and Problem Sc		unication a	nd Collabo	oration Per	sonal Development and
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu	im Page				
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter		(new learning including assessment)		sment)	Plenary / Reflections
	(preparing the brain for learning)					
Friday	Learners jog round a	Put Learn	ers in pairs	after a wa	arm up.	What have we learnt
	demarcated area in files	Learners	dribble the	ir peers w	ith their	today?
	while singing and		football or			
	clapping to warm-up		dball but th	_		Use answers to
the body for maximal		similar obstacles. Learners progress to		_	summarise the lesson.	
performance and to		advance dribbling their peers prevent				
	prevent injuries		m taking po			
			ernate the h			
			bble. Keep	=		
		-	placing you			
		ball and p	oartner. Org	ganise a m	ini	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:					Class size:			
Day:				Date :				
Period :				Les	son :			
Strand : God	, His Creatior	and Attributes	Sub-stran	d : T	he Environment			
Indicator (co	ode)	B5.1.2.1.2						
Content star	ndard (code)	B5.1.2.1.						
Performance	e Indicator	Learners can demo	onstrate w	ays	to care for the environm	ent.		
-		tivity and Innovationg and Problem Solv		nica	ion and Collaboration Pe	ersonal Development and		
Keywords								
T. L .R. (s)		Pictures						
Ref:	RME curricu	ilum Page)-				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections			
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners 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			

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SUBJECT: Computing CLASS: FIVE

Week Endin	g:			Class size:		
Day :				Date :		
Period :				Lesson:		
Strand : Internet and social media Sub-stran		nd: customizing y	our browser			
Indicator (co	ode)	B5.6.6.1.1. B5	.6.6.1.2.			
Content star	ndard (code)	B5.6.6.1. B5	5.6.6.1.			
Performance	e Indicator	• Learners c	an demon	strate how to set	default sear	ch engines
		 Learners c 	an show h	ow to set homep	ages	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords	Reywords					
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page		5		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essment)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	Guide learners to	set defaul	t search engines		What have we learnt
	learners to					today?
Wednesday	sing songs	Guide learners to	set home	oages.		
	and recite					Ask learners to
	familiar					summarize the main
	rhymes					points in the lesson
		Assessment: Let le	earners de	scribe how to set	t	
		homepages				

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Date :		
Period :				Lesson :	
Strand : Visu	ıal Arts Per	forming Arts	Sub-stranc	I: Appreciating and Appraisi	ng
Indicator (co	ode)	B5 1.4.6.2		B5 2.4.6.2	
Content star	ndard (code)	B5 1.4.6.		B5 2.4.6.	
 Learners can Develop guidelines for appreciating and appraising of others' visual artworks that reflect the physical and social environment of some communities in Africa Learners can Develop guidelines for appreciating and appraising of others' performing artworks that reflect the physical and environment of some communities in Africa 				nd social environments of and appraising own and	
		tivity and Innovationg and Problem Sol		ication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	ssment)	Plenary / Reflections
Monday	Engage	Learners are to:	Learners are to:		What have we learnt
	learners to sing songs	appraising own ar	nd/or other	for appreciating and s' visual artworks based on	today?
	and recite	the guidelines sug	_		Ask learners to
	familiar	•		lary to use for appreciating	summarize the main
	rhymes	, , , , , , , , , , , , , , , , , , , ,		points in the lesson	

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		② agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		fix a day/date for the appreciation/appraisal/jury.	
		Suggested Guidelines	
		② 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.	
		Subject matter: Meaning, message, topic, mood,	
		feelings, history, religion, environment, global warming.	
		2 Appraisal: What the work can be used for, likes, good	$\lambda \bigcirc$
		things in the work, beauty, social and cultural value,	
		correlation (connecting to other areas of learning)	
		② Experiences to share: The design process through	
		thinking and composing, planning and making,	
		displaying and sharing, etc.	
		Assessment: let learners write guidelines for	
		appreciating and appraising own and others' visual	
144 1 1	_	artworks	NAVI II I
Wednesday		Learners are to:	What have we learnt
	learners to	discuss and accept a guide for analysing and	today?
	sing songs	appreciating/appraising own and/or others'	
	and recite	compositions and performances on the guide guidelines	Ask learners to
	familiar	suggested below;	summarize the main
	rhymes	identify the correct vocabulary to use for appreciating	points in the lesson
		and appraising music, dance and drama;	
		② agree on what to use the appraisal report for and how	
		to share it;	
		② agree on the approach/method (manual/digital) to	
	11.00	use in recording/documenting the appraisal process;	
		If ix a day/date for the appreciation/appraisal/jury	
		Suggested guidelines	
		② Music: theme, voice production and diction, harmony	
		and blending of parts, interpretation, the elements and	
		knowledge of music.	
		② Dance: theme, entrance/exit, movement variation,	
		gestures, creativity, makeup, movement in relation to	
L	l		

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

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LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date:	
Period :		Lesson:			
Strand : Exte	ensive Readin	g	Sub-strar Learners	nd : Building the Love and Cul	ture of Reading in
Indicator (co	ode)	B5.6.1.1.1 B	35.6.1.1.2		
Content star	ndard (code)	B5.6.1.1. B	5.6.1.1.		
Performance	e Indicator	 Learners should read aloud passages from novels and newspapers with correct pronunciation and tone. Learners should demonstrate correct speech, rhythm and tone 			
-		tivity and Innovations and Problem So		inication and Collaboration P	ersonal Development and
Keywords					
T. L.R. (s) Manila cards, markers, re		rkers, reco	rded audios visual		
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	written on them to	with three to assist le d intonation ng other m	to four word sentences arners with correct on. naterials on literary works	What have we learnt today?

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		• Call learners to read paragraph by paragraph to check	Review the lesson with
		the correct pronunciation	learners
		Assessment: let learners read aloud passages from	
		novels and newspapers with correct pronunciation and	
		tone	
	Engage	• Read a newspaper or novel aloud to learners with the	
	leaners to	correct tone and rhythm.	today?
	sing songs	Allow learners to demonstrate correct speech, rhythm	
	and recite	and tone.	
	familiar		Review the lesson with
	rhymes	Assessment: let learners read with correct rhythm and	learners
		tone	
	Engage	Read a newspaper or novel aloud to learners with the	What have we learnt
	leaners to	correct tone and rhythm.	today?
	sing songs	Allow learners to demonstrate correct speech, rhythm	
	and recite	and tone.	
	familiar		Review the lesson with
	rhymes	Assessment: let learners with correct rhythm and tone	learners

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SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:		Class size:
Day:		Date:
Period :		Lesson:
Strand :	Sub-strar	nd:
A. Oral Language	A. Pr	resentation
B. Reading	B. Lis	istening Comprehension
C. Grammar Usage A	t Word C. Ve	erbs
D. Writing	D. De	escriptive Writing
E. Using Writing Con	ventions E. Us	Ising action Words
F. Extensive Reading	F. Bu	uilding the Love and Culture of Reading
Indicator (code)	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.
Content standard (code)	B5.1.10.1. B5.2.7.1	B5.3.5.1. B5.4.12.1 B5.5.4.1. B5.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	and written forms of B. Learners can scan te C. Learners can use app D. Learners can use de language to describe E. Learners can use the and interest F. Learners can read a v at least a-three-para	nstrate awareness of the differences between spoken of language, e.g. formal and informal register exts for details appropriate subject-verb agreement: escriptive words/expressions/sound devices/ figurative e places, personal experiences and events e simple past verb form to express past needs, feelings variety of age- and level appropriate books and present agraph summary of each book read unication and Collaboration Personal Development and
Keywords		

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class				
		library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE 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. Demonstrate simplicity of spoken language by giving short and simple speeches on a topic. E.g. Introduction of a chairman. Encourage learners to give short and simple speeches on chosen topics, e.g. My Favourite Meal Assessment: let learners give short and simple speeches on chosen topics, e.g. My Favourite Meal 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Guide learners to skim and scan texts for details. Have learners skim/scan a text in a short period/time frame and write down their ideas. Discuss the answers together as a class. Assessment: let learners scan texts for details	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Review subjects and verbs in simple sentences. Use examples to introduce and explain subject-verb agreement. Present sentences with missing subjects and others without verbs for learners to complete. Introduce drills e.g. a completion drill to give further practice Assessment: Present sentences with missing subjects	What have we learnt today? Ask learners to summarize the main points in the lesson			

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Thursday	Engage	D.WRITING	What have we learnt
	learners to	Revise descriptive writing with learners.	today?
	sing songs	Talk about sensory details that allow a reader to	
	and recite	visualise a person, a place, a thing or an idea.	Ask learners to
	familiar	Guide learners through the stages of writing.	summarize the main
	rhymes	Write to describe events/situations/places of their	points in the lesson
		choice and personal experiences. Focus on the use of:	
		- Descriptive (adjectives)	
		- Figurative language e.g. simile - metaphor	
		– Sensory details (sensory details that are experience	
		through the senses: sight, smell, touch, taste	
		Assessment: let learners use descriptive	
		words/expressions/sound devices/ figurative language	
		to describe places, personal experiences and events.	
		to describe places, personal experiences and events.	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Let learners write on another topic individually using	today?
	sing songs	the past verb form.	
	and recite		Ask learners to
	familiar	Assessment: let learners use the simple past verb form	summarize the main
	rhymes	to express past needs, feelings and interest	points in the lesson
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
	feedback.		
		Tecaback.	
		Assessment: let learners read a variety of age- and	
	$N \mid Y$	level appropriate books and present at least a-three-	
	1111	paragraph summary of each book read	
		paragraph summary of each book read	

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LESSON PLAN
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SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:				Class size:	
Day:			Dat	re:	
Period :			Les	son:	
Strand :		Sub-strar	id :		
Indicator (co	ode)	B5.1.3.1.1 B5.1.	3.1.2	2	
	ndard (code)		1.3.1.		
Performance	e Indicator	 Learners can determine equivalent fractions of given fractions Learners can compare and order fractions 			
Core Competencies: Crea Leadership Critical Thinkin		tivity and Innovation Commung and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter	Phase 2: Main (new learning including assessment)		nent)	Phase 3: Plenary / Reflections
	(preparing the brain for learning)				
Monday	Sing songs like:	To compare, add or subtraction 7/10, we need find the Low (LCD) and use this to express	est (Common Denominator	Review the lesson with Learners

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

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Wednesday	-	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. LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12; hence $\frac{3}{4} = \frac{9}{12}$; $\frac{2}{3} - \frac{8}{12}$; $\frac{5}{6} = \frac{10}{12}$ \therefore the order is $\frac{5}{6}$, $\frac{3}{4}$, $\frac{2}{3}$ Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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. LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12; hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} - \frac{8}{12}$; $\frac{5}{6} = \frac{10}{12}$ \therefore the order is $\frac{5}{6}$, $\frac{3}{4}$, $\frac{2}{3}$ Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	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 3/4or 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.	Review the lesson with Learners

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

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LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:			(Class size:	
Day:				Date	:	
Period :				Lesso	on:	
Strand : FORCES AND ENERGY Su			Sub-strand	: SC	OURCES AND FORMS OF	ENERGY
Indicator (co	ode)	B5.4.1.1.1				
Content star	ndard (code)	B5.4.1.1.			\	
Performance	e Indicator	Learners can explai	n how ene	ergy	is transformed from on	e form to another
=		tivity and Innovation ng and Problem Solvi		icati	on and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asses	ssme	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Explore learners' pr	revious kno	owle	dge on the forms of	What have we learnt
	learners to	energy (e.g. Electric		_	·	today?
	sing songs	Use some commo				
	and recite	television, etc.) to o	demonstra	ate tr	ansformation of	Ask learners to
	familiar	energy.				summarize the
	rhymes	• Learners discuss e	energy trai	nsfo	rmations that take	important points of the
		place in the school,	e.g. ringin	ng of	bell, beating of gong-	lesson
		gong, drumming, et	tc.			

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		In groups, learner's identity other forms of energy transformations in the school community and present	
		their findings for discussion in the class.	
		Assessment: let learners explain how energy is	
		transformed from one form to another	
Thursday	Engage	Learners design a flow chart to explain how energy	What have we learnt
	learners to	from the sun is transformed into energy for walking.	today?
	sing songs		Ask learners to
	and recite	Assessment: let learners design a flow chart to explain	summarize the
	familiar	how energy from the sun is transformed into energy for	important points of the
	rhymes	walking.	lesson

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 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Cold	nisation and	Developments	Sub-strar	nd : Developments Under Co	lonial Rule
under Colonial Rule in Ghana					
Indicator (co	ode)	B5.4.2.1.1			
Content star	ndard (code)	B5.4.2.1.			
Performance	e Indicator	or Learners can identify the developments in education during the colonial era 1957).			
		tivity and Innovationg and Problem Solv		inication and Collaboration F	ersonal Development and
Keywords)	
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Tuesday	learning)	Discuss the role of	f +ba abuu	ches in Ghana's education	What have we learnt
Tuesday	Engage learners to	sector	i tile tilui	ches in Ghana's education	today?
	sing songs	30001			today:
	and recite	Assessment: let lea	arners me	ention the role of the	Ask learners to
	familiar	churches in Ghana	's educat	ion sector	summarize the main
	rhymes				points in the lesson
	,				·
	What did				
	the British				

	do to promote education?		
Thursday	Engage learners to sing songs and recite familiar rhymes	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. Assessment: let learners mention important people in (a) the community and (b) the country who played key role in the educational sector	What have we learnt today? Ask learners to summarize the main points in the lesson

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LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : OUF	R BELIEFS ANI	O VALUES	Sub-stran	nd : Worship	
Indicator (co	ode)	B5. 3.1.1. 1.			
Content star	ndard (code)	B5. 3.1.1.			
Performance	e Indicator	Learners can iden	tify the m	oral significance of Sacred Pa	ssages and Oral Traditions
		in the three main	religions		
=		tivity and Innovationg and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords				<u> </u>	
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricu	lum Page	2	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners recite sel	ected pas	sages and, or oral traditions	What have we learnt
	learners to	e.g.: Folktales, and	d show ho	w they can apply them in	today?
	sing songs	their daily lives.			
	and recite				Ask learners to
	familiar				summarize the main
	rhymes				points in the lesson
		Assessment: Let le	earners id	entify the moral significance	
		of Folktales,			

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

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SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period:				Less	son :	
Strand : MOTOR SKILL AND MOVEMENT Sub-stran			Sub-strand	d : N	MANIPULATIVE SKILLS	
PATTERNS						
Indicator (code) B5.1.2.1.10						
Content standard (code) B5.1.2.1.						
Performance	e Indicator	Learners can dribble a ball (by foot) and kick it to a partner at a distance of about				
		five metres.				
=		tivity and Innovationg and Problem Solv		nicat	ion and Collaboration P	ersonal Development and
Keywords),	
T. L .R. (s) cones		cones)-		
Ref:	PE curriculu	m Page				
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DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	the brain					
	for					
	learning)					
Friday	Learners	Put learners in pai	rs after a v	varn	n up. Learners to	What have we learnt
	jog round a	-			tles or objects and kick	today?
	demarcate	it to a partner at five metres. Organise a mini football game for learner to participate in.				,
	d area in					Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:		
Day:				Dat	e :		
Period:				Less	son :		
Strand : God	, His Creatior	and Attributes	Sub-stran	nd : T	he Environment		
Indicator (co	de)	B5.1.2.1.2	5.1.2.1.2				
Content star	ndard (code)	B5.1.2.1.					
Performance	e Indicator	Learners can demo	onstrate v	vays	to care for the environm	ent.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving.					ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	um Page					
DAY	Phase 1: Starter (preparing the brain					Phase 3: Plenary / Reflections	
	for learning)						
Friday	Engage learners to sing songs	• Let learners discuss and write down the importance of caring for the environment: it helps to improve climatic conditions such as adequate rainfall, balanced				What have we learnt today?	
	and recite	temperature on earth, etc.				Ask learners to	
	familiar	Let learners present their work in class for			summarize the main		
	rhymes	appreciation and d	liscussion			points in the lesson	
		Assessment: let lea			own the importance of		

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SUBJECT: Computing CLASS: FIVE

Week Endin	g:			Class size:		
Day:				Date :		
Period :			Lesson:			
Strand : Internet and social media Sub-str			Sub-strar	nd : electronic email		
Indicator (code) B5.6.7.1.1. B5.6.7.1.2						
Content star	ndard (code)	B5.6.7.1. B	5.6.7.1.			
Performance	e Indicator	• Learners c	Learners can identify the various e-mail service providers			
		• Learners c	an demon	strate the use of internet	e-mail addresses.	
=		tivity and Innovationg and Problem Sol		nication and Collaboratio	on Personal Development and	
Keywords						
T. L.R. (s) Laptop						
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
	Engage	Guide learners to	explore o	n the various email servic	e What have we learnt	
	learners to	providers (email,	outlook.co	m, icloud mail).	today?	
Wednesday	sing songs					
	and recite	Guide learners to	start an e	mail address. Assist learn	ers Ask learners to	
	familiar	to use email addre	ess		summarize the main	
	rhymes				points in the lesson	
		Assessment: Let le	earners d	escribe the use of interne	t e-	
		mail addresses				

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 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending	g:			Class size:	
Day:			[Date :	
Period :			L	esson :	
Strand : Visu	ial Arts Per	forming Arts	Sub-strand	: Appreciating and Appraisi	ng
Indicator (co	ode)	B5 1.4.6.2		B5 2.4.6.2) '
Content standard (code) B5 1.4.6.				B5 2.4.6.	
Performance Indicator • Learners can Development of thers' visual artwoods some communities • Learners can Development of thers' performing			sual artworks nmunities in can Develop performing	guidelines for appreciating sthat reflect the physical ar Africa guidelines for appreciating artworks that reflect the communities in Africa	nd social environments of and appraising own and
=		tivity and Innovations and Problem So		ication and Collaboration Pe	ersonal Development and
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	appraising own a	nd/or others ggested belo rect vocabul	for appreciating and solutions of visual artworks based on law; ary to use for appreciating	What have we learnt today? Ask learners to summarize the main points in the lesson

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		② agree on what to use the appraisal report for and how to share it;	
		☐ agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		② fix a day/date for the appreciation/appraisal/jury.	
		Suggested Guidelines	
		② 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.	
		☑ Subject matter: Meaning, message, topic, mood,	
		feelings, history, religion, environment, global warming.	
		② 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)	
		② Experiences to share: The design process through	
		thinking and composing, planning and making,	
		displaying and sharing, etc.	
		Assessment: let learners write guidelines for	
		appreciating and appraising own and others' visual	
		artworks	
Wednesday		Learners are to:	What have we learnt
	learners to	discuss and accept a guide for analysing and	today?
	sing songs	appreciating/appraising own and/or others'	
	and recite	compositions and performances on the guide guidelines	
	familiar	suggested below;	summarize the main
	rhymes	identify the correct vocabulary to use for appreciating	points in the lesson
		and appraising music, dance and drama; graph agree on what to use the appraisal report for and how	
		to share it;	
		☐ agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		☐ fix a day/date for the appreciation/appraisal/jury	
		a management and approximation, approximation, jury	
		Suggested guidelines	
		Music: theme, voice production and diction, harmony	
		and blending of parts, interpretation, the elements and	
		knowledge of music.	
		<u>-</u>	<u> </u>

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	② 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.	
	② Drama: characterisation, makeup, gestures, voice	
	projection, diction, use of space, aesthetics, creativity.	
	Assessment: let learners writ guidelines for	
	appreciating and appraising own and others'	
	performing artworks	

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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day:			Dat	te:	
Period :			Les	son:	
Strand: Exte	ensive Reading	g	Sub-strand:	Read Aloud with Children	
Indicator (co	ode)	B5.6.2.1.1 B5.	6.2.1.2		
Content star	ndard (code)	B5.6.2.1. B5.	6.2.1.		
			oud passages with correct strate correct speech, rhy	•	
			n Communica		ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, marl	kers, recorded	d audios visual	
Ref:	Ghanaian La	inguage curriculun	1		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding assessn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	learners. • Lead learners to pronunciation and	read aloud pa intonation arners read al	n paragraphs aloud to assages with correct oud passages with	What have we learnt today? Review the lesson with learners

	Engage	Demonstrate correct speech, rhythm and tone.	What have we learnt
leaners to		• Lead learners to demonstrate correct speech, rhythm	today?
	sing songs and recite	and tone	
	familiar rhymes	Assessment: let learners read aloud passages with	Review the lesson with
	,	correct pronunciation and tone.	learners
	Engage	Demonstrate correct speech, rhythm and tone.	What have we learnt
	leaners to	• Lead learners to demonstrate correct speech, rhythm	today?
	sing songs and recite	and tone	
	familiar rhymes	Assessment: let learners read aloud passages with correct pronunciation and tone.	
		contest promandation and tone.	Review the lesson with
			learners

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