THE GRANDMOTHER TERM TWO BASIC FOUR WEEK 1- 12

Termly Scheme of Learning (SOL) for B4 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Talking About Oneself, Etc	B4.1.6.3.	B4.1.6.3.1	Word cards sentence
	Reading	Vocabulary	B4.2.6.2.	B4.2.6.2.1	cards, class
	Grammar Usage At Word	Pronouns	B4.3.2.1.	B4.3.2.1.5	library
	Writing	Writing As A Process	B4. 4.9.1	B4. 4.9.1.1	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1	B4.6.1.1.1.	
2	Oral Language	Talking About Oneself, Etc	B4.1.6.3.	B4.1.6.3.2	Word cards sentence
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.1	cards, class
	Grammar Usage At Word	Adjectives	B4.3.3.1.	B4.3.3.1.1	library
	Writing	Writing As A Process	B4.3.3.1.	B4.3.3.1.1	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1	B4.6.1.1.1.	-
3	Oral Language	Talking About Oneself, Etc	B4.1.6.3.	B4.1.6.3.3	Word cards sentence
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.2	cards, class
	Grammar Usage At Word	Verbs	B4.3.3.1.	B4.3.3.1.1	library
	Writing	Writing As A Process	B4.4.9.3.	B4.4.9.3.1	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.3	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1.	B4.6.1.1.1.	

4	Oral	Talking About	B4.1.7.1.	B4.1.7.1.1	Word cards
	Language Reading	Oneself, Etc Vocabulary	B4.2.6.4.	B4.2.6.4.1	sentence cards, class
	Grammar	Verbs	В4.2.0.4.	B4.3.4.1.1.	library
	Usage At	Verus	D4.3.4.1	D4.3.4.1.1.	library
	Word				
	Writing	Narrative	B4.4.9.3	B4.4.9.3.1.	
		Writing			
	Using Writing	Using Action	B4.5.4.1.	B4.5.4.1.3	
	Conventions	Words			
	Extensive	Building The			
	Reading	Love And	B4.6.1.1	B4.6.1.1.1.	
		Culture Of			
		Reading			
5	Oral	Listening	B4.5.4.1.	B4.5.4.1.3	Word cards
	Language	Comprehension			sentence
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.2	cards, class
	Grammar	Verbs	B4.3.5.1.	B4.3.5.1.1	library
	Usage At				
	Word				
	Writing	Narrative	B4.4.9.3	B4.4.9.3.2.	
		Writing	54554	545544	
	Using Writing	Using Action	B4.5.5.1.	B4.5.5.1.1	
	Conventions	Words	D4.C.4.4	D4 C 4 4 4	
	Extensive	Building The	B4.6.1.1	B4.6.1.1.1.	
	Reading	Love And Culture Of			
		Reading			
6	Oral	Listening	B4.1.7.1.	B4.1.7.1.3	Word cards
	Language	Comprehension	D4.1.7.1.	D4.1.7.1.3	sentence
	Reading	Comprehension	B4.2.6.4.	B4.2.6.4.3	cards, class
	Grammar	Verbs	B4.3.5.1	B4.3.5.1.1	library
	Usage At	70.00	2	2 113131212	,
	Word				
	Writing	Creative/Free	B4.4.9.3	B4.4.9.3.3	
		Writing			
	Using Writing	Using Action	B4.5.5.1.	B4.5.5.1.1	
	Conventions	Words			
	Extensive	Building The	B4.6.1.1	B4.6.1.1.1.	
	Reading	Love And			
		Culture Of			
		Reading			
7	Oral	Listening	B4.1.7.1.	B4.1.7.1.4	Word cards
	Language	Comprehension			
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.1	

	Grammar	Verbs	B4.3.5.1.	B4.3.5.1.2	sentence
	Usage At				cards, class
	Word Writing	Creative/Free	B4.4.10.1.	B4.4.10.1.1	library
		Writing			
	Using Writing	Using Action	B4.5.5.1.	B4.5.5.1.2	
	Conventions Extensive	Words Building The	B4.6.1.1	B4.6.1.1.1.	-
	Reading	Love And	64.0.1.1	64.0.1.1.1.	
		Culture Of			
		Reading			
8	Oral	Listening	B4.1.7.1.	B4.1.7.1.5	Word cards
	Language	Comprehension	54074		sentence
	Reading	Comprehension	B4.2.7.1	B4.2.7.1.2.	cards, class
	Grammar Usage At	Verbs	B4.3.5.1.	B4.3.5.1.3	library
	Word				
	Writing	Descriptive	B4.4.10.1.	B4.4.10.1.1	1
		Writing			
	Using Writing	Using Action	B4.5.5.1.	B4.5.5.1.2	
	Conventions	Words			
	Extensive	Building The	B4.6.1.1.	B4.6.1.1.1.	
	Reading	Love And Culture Of			
		Reading			
9	Oral	Listening	B4.1.7.1.	B4.1.7.1.7	Word cards
	Language	Comprehension			sentence
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3.	cards, class
	Grammar	Verbs	B4.3.5.1.	B4.3.5.1.4	library
	Usage At				
	Word	Dagariation	D4 4 4 2 4	D4 4 4 2 4 4	-
	Writing	Descriptive Writing	B4.4.12.1.	B4.4.12.1.1	
	Using Writing	Using	B4.5.6.1.	B4.5.6.1.1	-
	Conventions	Qualifying	2		
		Words-			
		Adjectives			
	Extensive	Building The	B4.6.1.1	B4.6.1.1.1.	
	Reading	Love And Culture Of			
		Reading			
10	Oral	Listening	B4.1.8.1.	B4.1.8.1.1	Word cards
	Language	Comprehension			sentence
	Reading	Comprehension	B4.2.7.1	B4.2.7.1.4.	cards, class
	Grammar	Verbs	B4.3.5.1.	B4.3.5.1.5	library
	Usage At				
	Word				

	Writing	Descriptive Writing	B4.4.12.1.	B4.4.12.1.1	
	Using Writing Conventions	Using Qualifying Words- Adjectives	B4.5.6.1.	B4.5.6.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1.	B4.6.1.1.1	
11	Oral Language	Listening Comprehension	B4.1.8.2.	B4.1.8.2.1	Word cards sentence
	Reading	Comprehension	B4.2.7.2	B4.2.7.2.1.	cards, class
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	library
	Writing	Descriptive Writing	B4.4.12.1.	B4.4.12.1.1	
	Using Writing Conventions	Using Qualifying Words- Adverbs	B4.5.7.1.	B4.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1	B4.6.1.1.1.	
12	Oral Language	Listening Comprehension	B4.1.9.1.	B4.1.9.1.1	Word cards sentence
	Reading	Comprehension	B4.2.7.2	B4.2.7.2.1.	cards, class
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	library
	Writing	Descriptive Writing	B6.4.12.1.	B4.4.13.2.	
	Using Writing Conventions	Using Qualifying Words- Adverbs	B6.5.6.1.	B6.5.6.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	

Termly Scheme of Learning (SOL) for B4 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD	Term 2	
1	Visual Arts	Thinking and Exploring Ideas	B4. 1.1.1.	B4. 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	Thinking and Exploring Ideas	B4. 2.1.1.	B4. 2.1.1.3	-do-
3	Visual Arts	Planning, Making and Composing	B4 1.2.2.	B4 1.2.2.2	-do-
4	Performing Arts	Planning, Making and Composing	B4 2.2.2.	B4 2.2.2.2.	-do-
5	Visual Arts	Displaying and Sharing	B4 1.3.4.	B4 1.3.4.2	-do-
6	Performing Arts	Displaying and Sharing	B4 2.3.4.	B4 2.3.4.2	-do-
7	Visual Arts	Appreciating and Appraising	B4 1.4.6.	B4 1.4.6.2	-do-
8	Performing Arts	Appreciating and Appraising	B4 2.4.6.	B4 2.4.6.2	-do-
9	Visual Arts Performing Arts	Thinking and Exploring Ideas	B4. 1.1.1. B4 2.1.1.	B4. 1.1.1.4 B4 2.1.1.4.	-do-
10	Visual Arts Performing Arts	Planning, Making and Composing	B4 1.2.3 B4 2.2.3.	B4 1.2.3.2 B4 2.2.3.2	-do-
11	Visual Arts Performing Arts	Displaying and Sharing	B4 1.3.5. B4 2.3.5.	B4 1.3.5.2 B4 2.3.5.2	-do-
12	Performing Arts	Appreciating and Appraising	B4 1.4.7. B4 2.4.7.	B4 1.4.7.2 B4 2.4.7.2	-do-

Termly Scheme of Learning (SOL) for B4 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Number	Number	B4.1.2.6.	B4.1.2.6.1	Counters, bundle and
		Operations			loose straws, Paper
					strips, Cut out cards
2	Number		B4.1.3.1.	B4.1.3.1.1	Counters, bundle and
		Fractions	B4.1.3.1.	B4.1.3.1.2	loose straws, Paper
					strips, Cut out cards
3	Number	Fractions	B4.1.3.1.	B4.1.3.1.2	Counters, bundle and
			B4.1.3.1.	B4.1.3.1.3	loose straws, Paper
					strips, Cut out cards
4	Number	Fractions	B4.1.3.1.	B4.1.3.1.3	Counters, bundle and
			B4.1.3.1.	B4.1.3.1.4	loose straws, Paper
					strips, Cut out cards
5	Number	Fractions	B4.1.3.2.	B4.1.3.2.1	Counters, bundle and
			B4.1.3.2.	B4.1.3.2.3.	loose straws, Paper
					strips, Cut out cards
6	Number	Fractions	B4.1.3.2.	B4.1.3.2.3.	Counters, bundle and
			B4.1.4.1.	B4.1.4.1.1	loose straws, Paper
			B4.1.4.1.	B4.1.4.1.2	strips, Cut out cards
7	Number	Fractions	B4.1.4.1.	B4.1.4.1.2	Counters, bundle and
			B4.1.4.1.	B4.1.4.1.3	loose straws, Paper
					strips, Cut out cards
8	Number	Fractions	B4.1.5.1.	B4.1.5.1.1	Counters, bundle and
			B4.1.5.1.	B4.1.5.1.2	loose straws, Paper
					strips, Cut out cards
9	Number,	Patterns and	B4.2.1.1.	B4.2.1.1.1	Counters, bundle and
	Algebra	Relationships	B4.2.1.1.	B4.2.1.1.2	loose straws, Paper
			B4.2.1.1.	B4.2.1.1.3	strips, Cut out cards
			B4.2.1.2.	B4.2.1.2.1	
			B4.2.1.2.	B4.2.1.2.2	
10	Algebra	Pattern and	B4.2.1.3.	B4.2.1.3.1	Counters, bundle and
		Relationships	B4.2.1.3	B4.2.1.3.2	loose straws, Paper
			B4.2.2.1.	B4.2.2.1.1	strips, Cut out cards
11	Algebra	Pattern and	B4.2.2.1.	B4.2.2.1.2	Counters, bundle and
		Relationships	B4.2.2.2.	B4.2.2.2.1	loose straws, Paper
			B4.2.2.2.	B4.2.2.2.2	strips, Cut out cards
			B4.2.2.2.	B4.2.2.2.3	
			B4.2.2.2.	B4.2.2.2.4	
12	Algebra	Unknowns,	B4.2.2.1.	B4.2.2.1.2	Counters, bundle and
		Expressions	B4.2.2.2.	B4.2.2.2.1	loose straws, Paper
		and	B4.2.2.2.	B4.2.2.2.2	strips, Cut out cards
		Equations	B4.2.2.2.	B4.2.2.2.3	
			B4.2.2.2.	B4.2.2.2.4	

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills And Movement Patterns	Manipulative Skills	B4.1.2.1.	B4.1.2.1.1	Balls
2	Motor Skills And Movement Patterns	Rhythmic Skills	B4.1.3.1.	B4.1.3.1.1	Pictures and Videos
3	Motor Skills And Movement Patterns	Manipulative Skills	B4.1.2.1.	B4.1.2.1.2	Drums, Clappers, Video and Pictures
4	Movement Concepts, Principles And Strategies	Space Awareness	B4.2.1.2.	B4.2.1.2.1	Video and Pictures
5	Movement Concepts, Principles And Strategies	Dynamics	B4.2.2.2.	B4.2.2.2.1	Pictures and Video
6	Movement Concepts, Principles and Strategies	Relations	B4.2.3.2.	B4.2.3.2.1	Pictures and Video
7	Movement Concepts, Principles and Strategies	Body Management	B4.2.4.2.	B4.2.4.2.1	Pictures and Video
8	Movement Concepts, Principles and Strategies	Strategies	B4.2.5.2.	B4.2.5.2.1	Pictures and Video
9	Physical Fitness	Aerobic Capacity	B4.3.1.3.	B4.3.1.3.1	Pictures and Video
10	Physical Fitness	Strength	B4.3.2.3.	B4.3.2.3.1	Drums, Laptop, Speakers

11	Physical	Endurance	B4.3.3.3.	B4.3.3.3.1	Drums,
	Fitness				Laptop,
					Speakers,
12	Physical	Flexibility	B4.3.4.3.	B4.3.4.3.1	Drums,
	Fitness				Laptop,
					Speakers

Termly Scheme of Learning (SOL) for B4 Term 2 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B4.2.1.1.	B4.2.1.1.1	wall charts, wall words, posters, video clip, etc
2	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.2:	wall charts, wall words, posters, video clip, etc
3	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.3	wall charts, wall words, posters, video clip, etc
4	Religious practices and their moral implications	Festivals in the Three Major Religions	B4 2.1.1.	B4 2.1.1.3	wall charts, wall words, posters, video clip, etc
5	Religious practices and their moral implications	Festivals in the Three Major Religions	B4.2.2.1.1	B4.2.2.1.1	wall charts, wall words, posters, video clip, etc
6	Religious practices and their moral implications	The Call of the Leaders of the Three Major Religions	B4.2.2.1.	B4.2.2.1.1	wall charts, wall words, posters, video clip, etc
7	Religious Leaders	The Call of the Leaders of the Three Major Religions	B4.3.1.1.	B4.3.1.1.1	wall charts, wall words, posters, video clip, etc
8	Religious Leaders	The Call of the Leaders of the Three Major Religions	B4.3.1.1.	B4.3.1.1.1	wall charts, wall words, posters, video clip, etc
9	Religious Leaders	The Call of the Leaders of the Three Major Religions	B4.3.1.1.	B4.3.1.1.1	wall charts, wall words, posters, video clip, etc

10	The Family and community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.1	wall charts, wall words, posters, video clip, etc
11	The Family and community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.1	wall charts, wall words, posters, video clip, etc
12	The Family and community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.1	wall charts, wall words, posters, video clip, etc

Termly Scheme of Learning (SOL) for B4 Term 2 COMPUTING

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Word Processing	Introduction To Ms-Windows Interface	B4.1.2.1.	B4.1.2.1.5.	Laptops, Images of clipboard, styles, fonts, paragraph
2	Word Processing	Introduction To Ms-Windows Interface	B4.1.2.1	B4.1.2.1.6.	Laptops,
3	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.1	Laptops,
4	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.2	Laptops,
5	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.3	Laptops,
6	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.4	Laptops,
7	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.5	Laptops, smart phones
8	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2	B4.1.3.2.1.	Laptops, smart phones
9	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2.	B4.1.3.2.2.	Laptops, smart phones
10	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2.	B4.1.3.2.2.	Laptops, smart phones
11	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2.	B4.1.3.2.2.	Laptops, smart phones
12	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2.	B4.1.3.2.2.	Laptops, smart phones

Termly Scheme of Learning (SOL) for B4 Term 2 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around	Plants and	B4.2.1.3.	B4.2.1.3 .1.	Pictures, Charts,
	Us	Animals			Video Clip
2	All Around	Map Making and	B4.2.2.1.	B4.2.2.1.1.	Pictures, Charts,
	Us	Land Marks			Video Clip
3	All Around	Population and	B4.2.2.1.	B4.2.2.1.2.	Pictures, Charts,
	Us	Settlement			Video Clip
4	All Around	Population and	B4.2.3.1.	B4.2.3.1.1.	Pictures, Charts,
	Us	Settlement			Video Clip
5	Our Beliefs	Worship	B4.2.4.1.	B4.2.4.1.1.	Pictures, Charts,
	And Values				Video Clip
6	Our Beliefs	Festivals	B4.3.1.1.	B4.3.1.1.1	Pictures, Charts,
	And Values				Video Clip
7	Our Beliefs	Basic Human	B4.3.2.1.	B4.3.2.1.1	Pictures, Charts,
	And Values	Rights			Video Clip
8	Our Beliefs	Being a Leader	B4.3.2.1	B4.3.2.1.1.	Pictures, Charts,
	And Values				Video Clip
9	Our Nation	Being a Leader	B4.3.3.1.	B4.3.3.1.1.	Pictures, Charts,
	Ghana				Video Clip
10	Our Nation	Being a Leader	B4 3.4.1.	B4 3.4.1.1	Pictures, Charts,
	Ghana				Video Clip
11	Our Nation	Being a Leader	B4 3.4.1.	B4 3.4.1.1	Pictures, Charts,
	Ghana				Video Clip
12	Our Nation	Being a Leader	B4 3.4.1.	B4 3.4.1.1	Pictures, Charts,
	Ghana				Video Clip

Termly Scheme of Learning (SOL) for B4 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters, documentary
7	Europeans in Ghana	Missionary Activities	B4.3.3.1.	B4.3.3.1.1	A map of Ghana, Posters, documentary
8	Europeans in Ghana	Missionary Activities	B4.3.3.1.	B4.3.3.1.1	A map of Ghana, Posters, documentary
9	Europeans in Ghana	Missionary Activities	B4.3.3.1.	B4.3.3.1.1	A map of Ghana, Posters, documentary
10	Colonisation and Developments under Colonial Rule in Ghana	Establishing British Rule in Ghana	B4.4.1.1.	B4.4.1.1.1	A map of Ghana, Posters, documentary
11	Colonisation and Developments under Colonial Rule in Ghana	Establishing British Rule in Ghana	B4.4.1.1.	B4.4.1.1.1	A map of Ghana, Posters, documentary
12	Colonisation and Developments under Colonial Rule in Ghana	Establishing British Rule in Ghana	B4.4.1.1.	B4.4.1.1.1	A map of Ghana, Posters, documentary

Termly Scheme of Learning (SOL) for B4 Term 2 SCIENCE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity of matter	LIFE CYCLES OF ORGANISMS	B4.2. 2.1.	B4.2. 2.1.1	Plants and animals in the
2	Diversity of matter	LIFE CYCLES OF ORGANISMS	B4.2.2.1.	B4.2.2.1.2	environment, plastics, stones, pictures videos paper,
3	SYSTEMS	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	Plants and animals in the environment,
4	SYSTEMS	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	plastics, stones,
5	SYSTEMS	THE SOLAR SYSTEM	B4.3.2.1.	B4.3.2.1.1	pictures videos paper
6	SYSTEMS	ECOSYSTEM	B4.3.3.1.	B4.3.3.1.1	Plants and animals in the environment,
7	SYSTEMS	Ecosystem	B4.3.3.1.	B4.3.3.1.1	plastics, stones,
8	FORCES AND ENERGY	OURCES AND FORMS OF ENERGY	B4.4.1.1.	B4.4.1.1.1	pictures videos paper
9	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.1.	B4.4.2.1.1	
10	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.1.	B4.4.2.1.2	
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.1.	B4.4.2.1.2	Plants and animals in the environment,
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.1.	B4.4.2.1.2	environment, plastics, stones, pictures videos paper

Scheme of Learning for B4 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation	B4.1.6.1. B4.1.6.1.	B4.1.6.1.1 B4.1.6.1.2	Drums, drum sticks, recorded audios,
2.	Oral Language	Talking about Oneself, Family, People and Places/ Asking and Answering Questions	B4.1.7.1. B4.1.7.1. B4.1.9.1.	B4.1.7.1.1 B4.1.7.1.2 B4.1.9.1.1	Manila cards, recorded audio visuals
3.	Reading	Vocabulary / Comprehension	B4.2.5.1. B4.2.6.1. B4.2.6.1.	B4.2.5.1.3 B4.2.6.1.1 B4.2.6.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Silent Reading	B4.2.7.1. B4.2.7.1 B4.2.7.1.	B4.2.6.1.3 B4.2.7.1.1 B4.2.7.1.2	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship/ Handwriting	B4.3.1.1.	B4.3.1.1.3	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Persuasive Writing	B4.4.4.1. B4.4.4.1. B4.4.5.1.	B4.4.4.1.2 B4.4.4.1.3 B4.4.5.1.1	Manila Cards, Class reader
7.	Composition Writing	Argumentative Writing	B4.4.5.1. B4.4.5.1. B4.4.6.1.	B4.4.5.1.2 B4.4.5.1.3 B4.4.6.1.1	Manila Cards, Markers
8.	Composition Writing	Informative/ Academic Writing & Literary Writing	B4.4.6.1. B4.4.6.1. B4.4.7.1.	B4.4.6.1.2 B4.4.6.1.3 B4.4.7.1.1	Word cards, Manila card Markers Word cards Manila card Markers

9.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of qualifying words) & (Use of post positions)	B4.5.3.1. B4.5.4.1 B4.5.4.1. B4.5.4.1.	B4.5.3.1.3 B4.5.4.1.1 B4.5.4.1.2 B4.5.4.1.3	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of postpositions)	B4.5.4.1. B4.5.5.1. B4.5.5.1. B4.5.5.1.	B4.5.4.1.4 B4.5.5.1.1 B4.5.5.1.2 B4.5.5.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narratives and Short Stories	B4.6.3.1.	B4.6.3.1.1	Reading materials
12.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narratives and Short Stories	B4.6.3.1.	B4.6.3.1.2	Manila Cards, Markers

TERM TWO BASIC FOUR WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE BASIC FOUR

Name of School.....

Week Endin	g					
Class		Four				
Subject		ENGLI	ENGLISH LANGUAGE			
Reference		Englisl	n Language curriculur	n Page		
Learning Ind	dicator(s)	B4.1.6	.3.1 B4.2.6.2.1	B4.3.2.1.5.		
		B4. 4.9	9.1.1 B4.5.4.1.2.	B4.6.1.1.1.		
Performance	e Indicator	B. C. D.	conversation on top personalities etc. wi Learners can develor through extensive retexts Learners can ident determiners "which specific persons or continuate the immediate enterminers can select in the immediate enterminers can demonstrate in the immediate enterminers can develop the immediate enterminers can develop the immediate enterminers can develop the immediate enterminers can demonstrate in the immediate enterminer	op a rich vocabulary stock reading of age-appropriate lify and use interrogative, whose"—to find out about objects a topic of choice on issues vironment, brainstorm and re writing onstrate the use of the a speech and in writing to ons a variety of age- and level and present a-two-		
- 1: /:		347 1	paragraph summary			
reaching/ L	earning Resources	Word cards, sentence cards, letter cards, handwriting				
Coro Comis	stoneige. Creativity and law	on a manila card and a class library. es: Creativity and Innovation Communication and Collaboration Personal				
_	etencies: Creativity and inr nt and Leadership Critical 1					
Developmen	in and Leadership Chilical	iiiiiKiN	s and Problem Solvin	<u>چ.</u>		
DAYS	PHASE 1: STARTER 10	DHVC	E 2: MAIN 40MINS	PHASE 3: REFLECTION		
DAIS	MINS		Learning Including	10MINS		
	(Preparing The Brain	· ·	sment)	(Learner And Teacher)		
	For Learning)	, 10000		1-22		

Tuesday What have we learnt Engage learners to sing A. ORAL LANGAUGE songs and recite familiar Model describing yourself: today? rhymes e.g. name, physical features, character, likes Ask learners to and dislikes etc. summarize the main • Guide learners with points in the lesson appropriate questions to give oral descriptions of themselves. • Select and describe a family member using relevant vocabulary. • Guide learners with questions and other activities, to mention the name of the Regional Minister for the region in which their school is located. Have learners mention names of personalities in politics such as the Ministers for Education, Health, Agriculture, etc. Through questions and answers have learners talk about the roles and duties of these ministers. • Individually, ask learners to talk about their favourite personalities in sports, music, and mention their characteristics, and what they like about the personalities mentioned. **B.READING** Introduce learners to a variety of story books and vocabulary portfolios and stress the need to build and use the new vocabulary in sentences. • Display some of the vocabulary in class, on your word trees and in sentences. Have learners work in pairs, individually

		 and in groups, to do same. Guide learners to make meaning from the context in which words have been used. 	
		Assessment: Let learners use the words in sentences	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Present several examples in context and explain their use. • Have learners identify them in sentences and short texts. • Let them use the interrogatives in their own sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: Let learners use interrogative determiners "which, whose" to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Take learners through the Prewriting stage process Assessment: Put learners in groups of four (4). Each member suggests a topic, identify the purpose, audience and the context of the piece.	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday		E.WRITING CONVENTION Learners in pairs plan what they will do during the next weekend.	What have we learnt today? Ask learners to summarize the main points in the lesson

		They put their plan into writing using modal auxiliaries	
Friday	Guide learners to choose and read books	Assessment: Let learners demonstrate the use of the simple past form in speech and in writing to express past conditions E.EXTENSIVE READING Guide learners to choose	Have learners to tell what they read to the
	during the library period	and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback Assessment: Ask each learner to write a-two-paragraph summary of the book read	whole class

Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B4.1.2.6.1
Performance Indicator	Learners can solve multi-step word problems involving
	the four basic operations
Strand	Number
Sub strand	Number Operations
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Sing songs like:	Learners model	Review the lesson with
		mathematical statements	Learners
	I'm counting one, what	from a given word	
	is one	problem involving	
	1 - One is one alone,	addition and	
	alone it shall be.	multiplication and solve	Assessment: have
	4 - Follow me	using the strategies learnt	learners to practice with
	5 - Fire		more examples
Wednesday	Sing songs like:	Learners model	Review the lesson with
		mathematical statements	Learners
	I'm counting one, what	from a given word	
	is one	problem involving division	
	1 - One is one alone,	and subtraction and solve	Assessment: have
	alone it shall be.	using the strategies learnt	learners to practice with
			more examples
Thursday	Sing songs like:	Learners role play a given	Review the lesson with
		word problem involving	Learners
	I'm counting one, what	addition and	
	is one	multiplication and solve	
		Learners role play a given word problem involving	

		subtraction and division	Assassment: have
		subtraction and division	Assessment: have
		and solve	learners to practice with
			more examples
Friday	Sing songs like:	Learners model	Review the lesson with
		mathematical statements	Learners
	I'm counting one, what	from a given word	
	is one	problem involving division	
	1 - One is one alone,	and multiplication and	Assessment: have
	alone it shall be.	solve using the strategies	learners to practice with
	2 - Two pair, two pair	learnt The relationship	more examples
	come pair let us pair	between operations and	
	3 - Turn around	the use of calculator and	
	4 - Follow me	spreadsheet to assess the	
	5 - Fire	reasonableness of	
		answers should be stress,	

Week Endi	ng			
Class		Four		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning In	dicator(s)	B4.2. 2.1.1		
Performan	ce Indicator	Learners can observe, ident	ify and give the functions o	
		the parts of a plant		
Strand		CYCLES		
Sub strand		LIFE CYCLES OF ORGANISMS	S	
Teaching/	Learning Resources	Pictures		
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal	
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Thursday	Engage learners to sing	Learners, in groups,	What have we learnt	
	songs and recite familiar	uproot young plants from	today?	
	rhymes	the school surroundings		
		for a class activity.	Ask learners to	
		 Learners observe, 	summarize the importan	
		identify and give functions	points of the lesson	
		of parts of the plants		
		(roots, stem, leaves and		
		flower)		
		Learners draw annotated		
		diagrams of the plants and		
		display them in class.		
		• Learners relate the		
		functions of the parts to		
		their positions on the plant.		
		piant.		
		Assessment:		
		Let learners		
	İ	give the functions of the	1	

parts of a plant

Week End	ing			
Class		Four		
Subject		OUR WORLD OUR PEOPLE		
Reference		Our World Our People cur	riculum Page	
Learning I	ndicator(s)	B4.2.1.3 .1.		
Performar	ice Indicator	Learners can describe the s	un as the source of light an	
		heat to the earth		
Strand		ALL AROUND US		
Sub stranc		The Environment and the V	Veather	
Teaching/	Learning Resources	Pictures		
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal	
_		Thinking and Problem Solvir		
Developin	ent and Leadership Critical	Timiking and Frobicin Solvin	'5'	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
JA13	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)	7.00000	(2001)1017111017011017	
Tuesday	Engage learners to sing	Learners discuss the sun	What have we learnt	
	songs and recite familiar	as the ultimate source of	today?	
	rhymes	energy and life on earth	today.	
	,	and learn more facts	Ask learners to	
		about the sun: it is a star,	summarize the main	
		it is at the centre of the	points in the lesson	
		solar system, the earth	points in the lesson	
		moves round the sun, the		
		sun is 149.6 kilometers		
		from the earth, it is over		
		one million times bigger		
		than the earth.		
		Reflec		
		Learners conduct the		
		above experiment or		
		engage in other activities		
		to show how we get light		
		and heat from the sun.		

Assessment:

		Let learners describe the	
		sun as the source of light	
		and heat to the earth	
Thursday	Engage learners to sing	Learners talk about some	What have we learnt
	songs and recite familiar	of the ways they can	today?
	rhymes	protect themselves	
		against sun rays: use	Ask learners to
		umbrella, do not wear	summarize the main
		heavy clothes, do not	points in the lesson
		wear black and red cloths,	
		wear white, cream, sea	
		blue clothes on sunny	
		days to reflect the heat.	
		Learners reflect on human	
		activities that can lead to	
		increase in the sun's heat	
		on the earth	
		Assessment:	
		Let learners write	
		some of the ways they can	
		protect themselves	
		against sun rays:	
1	I		

		,	
Week Endi	ng		
Class		Four	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Ir	ndicator(s)	B4.2.1.1.1	
Performan	ce Indicator	Learners can recognise the need to take active part in	
		worship	
Strand		Religious Practices and thei	r Moral Implications
Sub strand		Religious Worship, Prayer a	nd other Religious
		Practices	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Inc		novation Communication an	d Collaboration Personal
Development and Leadership Critical Tl		Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Together with learners,	What have we learnt
	songs and recite familiar	discuss why we worship	today?
	rhymes	God: to draw closer to	
		God, to communicate with	Ask learners to
		God, to show obedience	summarize the main
		to God, etc.	points in the lesson
		• In groups, learners	
		should recognise the need	
		to take active part in	
		worship	
		Assessment:	

Let learners explain why we need to take active

part in worship

	ng		
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B4.1.4.1.1	
Performance Indicator		Learners can describe the history of Ghana's majo	
		historical locations	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/ Learning Resources		Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvii	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	With the use of internet,	What have we learnt
	songs and recite familiar	identify the major	today?
	rhymes	historical locations in	
		Ghana (where they are	Ask learners to
	where could these	located, who built them	summarize the main
	historical locations be	when and why they were	points in the lesson
		1 1113	
	found? When were they	built).	
	found? When were they built? Who built them?	built).	
	•	Assessment:	
	built? Who built them?	,	
	built? Who built them?	Assessment:	
	built? Who built them?	Assessment: Let learners identify the	
	built? Who built them?	Assessment: Let learners identify the major historical locations	
	built? Who built them?	Assessment: Let learners identify the major historical locations in Ghana	
	built? Who built them?	Assessment: Let learners identify the major historical locations in Ghana where they are located	
	built? Who built them?	Assessment: Let learners identify the major historical locations in Ghana where they are located	
Thursday	built? Who built them?	Assessment: Let learners identify the major historical locations in Ghana where they are located	What have we learnt
Thursday	built? Who built them? Why were they built?	Assessment: Let learners identify the major historical locations in Ghana where they are located and who built them	What have we learnt today?
Thursday	built? Who built them? Why were they built? Engage learners to sing	Assessment: Let learners identify the major historical locations in Ghana where they are located and who built them Explain some of the uses	
Thursday	built? Who built them? Why were they built? Engage learners to sing songs and recite familiar	Assessment: Let learners identify the major historical locations in Ghana where they are located and who built them Explain some of the uses to which these historical	

points in the lesson

Assessment:

Let learners explain some	
of the uses to which these	
historical locations have	
been put since they were	
built.	

Week Ending	g			
Class		four		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning Indicator(s)		B4. 1.1.1.3		
Performance Indicator		Learners can generate ideas by	studying visual artworks	
		created by selected Ghanaian visual artists that reflect		
		the natural and manmade environments of some		
		communities in Ghana		
Strand		Visual Arts		
Sub strand		Thinking and Exploring Ideas		
	earning Resources	Pictures		
Core Compe	tencies: Creativity and	Innovation Communication and	d Collaboration Personal	
Developmen	nt and Leadership Critic	cal Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	10 MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage learners to	Learners are to:	What have we learnt	
Wednesday		select artworks of some	today?	
	familiar rhymes	Ghanaian visual artists that		
		show aspects of the natural	Ask learners to	
		and manmade environments;	summarize the main	
		② observe the artworks in	points in the lesson	
		detail and describe the ideas		
		that make up the artworks		
		Assessment		
		Learners are to:		
		assess the artworks by		
		comparing their size,		
		purpose, colours, ideas		
		expressed, etc		

Week Endin	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B4.1.2.1.5.	
Performance Indicator		Learners can moving, selecting and hiding multiple	
		icons on the desktop	
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WINDOWS INTERFACE	
Teaching/ Learning Resources		Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to move,	What have we learnt
	songs and recite familiar	select and hide icons on	today?
Wednesday	rhymes	the desktop.	

Assessment:

desktop.

Let learners move, select and hide icons on the

Ask learners to

summarize the main points in the lesson

Week End	ding		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B4.1.2.1.1	
Performance Indicator		Learners can perform movement skill with one hand or	
		one foot and compare with movement skill with two	
		hands and two feet.	
Strand		MOTOR SKILL AND MOVEN	IENT PATTERNS
Sub strand		MANIPULATIVE SKILLS	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and In		novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvii	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners perform	What have we learnt
	demarcated area in files	movement skills such as	today?
	while singing and	dribbling in handball with	
	clapping to warm-up the	one hand or foot and	Use answers to
	body for maximal	compared with	summarise the lesson.
	performance and to	performing movement	
	prevent injuries	skills with two hands and	
		two feet.	

Learning Indicator (s) (Ref. No.)		B4.1.6.1.1 Narrate any interesting experiences in life. B4.1.6.1.2 Respond/react to other peoples' stories or	
		narratives.	
Performance Indicators		 The learner should narrate any 	
		interesting experien	
			should respond/react to
		other peoples' stori	es or narratives.
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, reco	orded audios visual
Core Competencies: Communication a		nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	Ask learners to mention	What have we learnt
	songs and recite	some traditional plays	today?
	familiar rhymes	they know.	
		 Ask learners to sing the 	
		songs associated with the	
		plays.	
		Give an account of any	
		interesting experience you	
		have had in life as a	
		teacher.	
		Discuss the narrated	
		experience with learners.	
		Allow learners to also	
		narrate any interesting	
		experience they have had	Review the lesson with
		in life.	learners
		Assessment: let learners	
		narrate any interesting	
		experiences in life.	
	Engage leaners to sing	Ask learners to mention	What have we learnt
	songs and recite	some traditional plays	today?
	familiar rhymes	they know.	

	Ask learners to sing the	
	songs associated with the	
	plays.	
	Give an account of any	
	interesting experience you	
	have had in life as a	
	teacher.	
	Discuss the narrated	
	experience with learners.	
	Allow learners to also	
	narrate any interesting	
	experience they have had in	
	life.	Review the lesson with
		learners
	Assessment: let learners	
	narrate any interesting	
	experiences in life.	
Engage leaners to sing	'	What have we learnt
songs and recite	their experiences in life (it	today?
familiar rhymes	could be an experience at	
	the hospital, school, home	
	or the playing field).	
	• Discuss the experience	
	narrated with learners.	
	• Let learners express	
	their views on the	
	experiences narrated.	
	• Lead learners to	
	recognise the various	
	positive reactions to other	
	people's experiences	
		Review the lesson with
	Assessment: let learners	Review the lesson with learners
	Assessment: let learners respond/react to their	

TERM TWO BASIC FOUR WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO BASIC FOUR

Name of School.....

Week End	ing		
Class		Four	
Subject		ENGLISH LANGUAG	jE
Reference		English Language cu	urriculum Page
Learning Ir	ndicator(s)	B4.1.6.3.2 B4	4.2.6.3.1 B4.3.3.1.1. B4.4.9.2.1
		B4.5.4.1.2 B4	4.6.1.1.1.
Performan	ice Indicator	conversation audibly, and clearly B. Learners can how they are C. Learners can pronouns: D. Learners can pronouns we cohesion and E. Learners can simple past express past F. Learners can appropriate	an demonstrate turn taking in non different topics and speak dexpress thoughts and feelings on deduce meaning of words from re used in context an identify and use different types of an develop ideas into a one-draft using appropriate nouns or within and across sentences to aid advoid ambiguity an demonstrate the use of the form in speech and in writing to the conditions of the conditions
Teaching/	Learning Resources		nce cards, letter cards, handwriting
		on a manila card an	·
-	•		ation and Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problen	m Solving.
DAVC	DUACE 4. CTARTER 40	DUACE 3, BAAIN, 404	AMAIC DUACE & DEFLECTION
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40N	
	MINS (Proporing The Proin	(New Learning Inclu	<u> </u>
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)

Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Demonstrate turn taking with a learner earlier prepared. • Learners in pairs, take turns to talk about given topics in groups observing turn taking. Assessment: let learners demonstrate turn taking in conversation on different topics and speak audibly, and express thoughts 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 Using several examples guide learners to make meaning from the context in which words have been used. (contextual meaning) • Learners work in pairs and in groups to work out the meaning of given words from their context. Assessment: let learners deduce meaning of words from how they are used in context.	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 i. Personal pronouns – I, You, He/She, We, etc. • Write sentences with personal pronouns. e. g. You are late. • Provide learners with a variety of practice activities Assessment: let learners identify personal pronouns from 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	D.WRITING Writing stage	What have we learnt today?
	rhymes	Have learners work independently to write a first draft.	Ask learners to summarize the main
		Assessment: let learners develop ideas into a one-paragraph draft	points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Let two pairs come together to form bigger	What have we learnt today?
		groups to edit their work one after the other. • Pairs of learners read their work to the class for discussion	Ask learners to summarize the main points in the lesson
		Assessment: let learners use the simple past form to express past conditions	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-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: Ask each learner to write a-two-	

	paragraph summary of the book read.	

Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B4.1.3.1.1 B4.1.3.1.2
Performance Indicator	Learners can generate unit fractions and locate a unit
	fraction, e.g. one-eighth, on a number line by defining the
	interval from 0 to 1 as the whole and partitioning it into 8
	equal parts and that each part has size 1/8.
	Learners can recognise and name equivalent fractions
	using pictorial representations and number line to
	determine the Lowest Common Denominator (LCD).
Strand	Number
Sub strand	Fractions
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10	(New Learning Including	10MINS
	MINS	Assessment)	(Learner And
	(Preparing The Brain		Teacher)
	For Learning)		
Monday	Sing songs like:	Use number line to locate one	Review the lesson
		eight by defining the interval	with Learners
	I'm counting one,	from 0 to 1 as the whole and	
	what is one	partitioning it into 8 equal parts	
	1 - One is one alone,		
	alone it shall be.		Assessment: have
	2 - Two pair, two pair		learners to practice
	come pair let us pair	8 8 8 8 8 8 8	with more examples
Tuocday	Sing congs like:	Ack punils to draw soveral	Review the lesson
Tuesday	Sing songs like:	Ask pupils to draw several	
		lines, 30 units each, and mark	with Learners
	I'm counting one,	the ends 0 and 1. For each line	
	what is one	ask them to partition the	
	1 - One is one alone,	interval from 0 to 1 into each of	Assessment: have
	alone it shall be.	the following unit fractions 1/2,	learners to practice
		1/ 3, 1/5, 1/6, and 1/ 10.	with more examples

Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Ask pupils to use the number chart they have drawn to read fractions that are equivalent e.g. $1/3=2/6=3/6$	Review the lesson with Learners 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.	Use fraction chart to illustrate the concept of equivalent fractions (i.e. equal fractions that have different fractional units or denominators) i.e. onehalf is 2-fourths, 3-sixth or 4-eighths	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Illustrate the relationship between fractions and their equivalences by observing the different fractional units or denominators (i.e. the numerator is multiplied by the number of units the denominator is further broken into)	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Endi	ng		
Class		Four	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B4.2.2.1.2 Learners can examine some common seeds and how	
Performan	ce Indicator		
		they germinate	
Strand		CYCLES	
Sub strand		LIFE CYCLES OF ORGANISMS	S
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Review learner's	What have we learnt
	songs and recite familiar	knowledge that seeds can	today?
	rhymes	germinate with or without	
		soil.	Ask learners to
		This activity will take	summarize the importar
		some days.	points of the lesson
		Learners will work with	
		beans or maize seeds.	
		Learners first observe the	
		dry seed coat, then when	
		it absorbs water to swell	
		rapturing of seed coat,	
		sprouting of the root,	
		sprouting of the stem and	
		seed leaves, the	
		elongation of the root and	
		stem.	
		Assessment: let learners	
		describe how	
		common seeds germinate.	

Thursday	Engage learners to sing	Learners will work with	What have we learnt
	songs and recite familiar	beans or maize seeds.	today?
	rhymes	Learners will work with	
		beans or maize seeds.	Ask learners to
		Report should include	summarize the important
		diagrams of each stage of	points of the lesson
		germination	
		Assessment: let learners	
		describe the stages of	
		germination for	
		beans or maize seeds	

Class Subject			
		Four	
Deference		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning In	dicator(s)	B4.2.2.1.1.	
Performan	ce Indicator	Learners can explore the relationship between living	
		and non-living things in the environment	
Strand		ALL AROUND US	
Sub strand		Plants and Animals	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners in groups, discuss	What have we learnt
	songs and recite familiar	the relationship between	today?
	rhymes	the following living and	
		non-living things:	Ask learners to
		i. Plants and soil	summarize the main
		ii. Plants and sunlight	points in the lesson
		iii. Plants and water	
		Assessment: let learners	
		l explain the relationship	
		explain the relationship	
		between i. Plants and soil	
		between i. Plants and soil	
		between	
		between i. Plants and soil ii. Plants and sunlight	
Thursday	Engage learners to sing	between i. Plants and soil ii. Plants and sunlight	What have we learnt
Thursday	Engage learners to sing songs and recite familiar	between i. Plants and soil ii. Plants and sunlight iii. Plants and water	What have we learnt today?
Thursday		between i. Plants and soil ii. Plants and sunlight iii. Plants and water Learners in groups, discuss	
Thursday	songs and recite familiar	between i. Plants and soil ii. Plants and sunlight iii. Plants and water Learners in groups, discuss the relationship between	
Thursday	songs and recite familiar	between i. Plants and soil ii. Plants and sunlight iii. Plants and water Learners in groups, discuss the relationship between the following living and	today?
Thursday	songs and recite familiar	between i. Plants and soil ii. Plants and sunlight iii. Plants and water Learners in groups, discuss the relationship between the following living and non-living things:	today? Ask learners to

Assessment: let learners

explain the relationship
between
iv. Humans and air
v. Humans and water
vi. Humans and land

Week En	ding		
Class		Four	
Subject		RELIGIOUS AND MORAL EDUCATION	
Referenc	е	RME curriculum Page	
Learning Indicator(s)		B4 2.1.1.2:	
Performance Indicator		Learners can draw and colo	ur a worship scene.
Strand		Religious Practices and thei	r Moral Implications
Sub stran	d	Religious Worship, Prayer a	nd other Religious
		Practices	
Teaching	/ Learning Resources	Pictures	
Core Con	petencies: Creativity and Ini	novation Communication an	d Collaboration Persona
Develop	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAYS	PHASE 1: STARTER 10 MINS	(New Learning Including	10MINS
DAYS			
DAYS	MINS	(New Learning Including	10MINS
DAYS Friday	MINS (Preparing The Brain	(New Learning Including	10MINS
	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	10MINS (Learner And Teacher)
	MINS (Preparing The Brain For Learning) Engage learners to sing	(New Learning Including Assessment) Let learners draw and	10MINS (Learner And Teacher) What have we learnt
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Let learners draw and	10MINS (Learner And Teacher) What have we learnt
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Let learners draw and	10MINS (Learner And Teacher) What have we learnt today?
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Let learners draw and colour a worship scene.	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Let learners draw and colour a worship scene. Assessment: let learners learners draw and colour a	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Let learners draw and colour a worship scene. Assessment: let learners	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Let learners draw and colour a worship scene. Assessment: let learners learners draw and colour a	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Let learners draw and colour a worship scene. Assessment: let learners learners draw and colour a	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Let learners draw and colour a worship scene. Assessment: let learners learners draw and colour a	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main

Week Ending	
Class	Four
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B4.1.4.1.1
Performance Indicator	Learners can describe the history of Ghana's major
	historical locations
Strand	My Country Ghana
Sub strand	Major Historical Locations
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Match these historical	What have we learnt
	songs and recite familiar	locations to where they	today?
	rhymes	can be located	
			Ask learners to
		Assessment: let learners	summarize the main
		match historical locations	points in the lesson
		to where they can be	
		located	
Thursday	Engage learners to sing	Show and discuss a	What have we learnt
	songs and recite familiar	documentary/ slides on	today?
	rhymes	these locations in Ghana	
			Ask learners to
		Assessment: let learners	summarize the main
		describe the history of	points in the lesson
		Ghana's major historical	
		locations	

Week Endi	ng			
Class	<u> </u>	Four		
Subject	CREATIVE ARTS			
Reference		Creative Arts curriculum		
Learning In	dicator(s)	B4. 2.1.1.3		
	ce Indicator	Learners can study the performing artworks created of		
		some Ghanaian performir	_	
		natural and manmade	environments of some	
		communities in Ghana		
Strand Performing Arts				
Sub strand		Thinking and Exploring Idea	as	
Teaching/	Learning Resources	Pictures		
Core Comp	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners are to:	What have we learnt	
	songs and recite familiar	select artworks of some	today?	
	rhymes	Ghanaian performing		
		artists that show aspects	Ask learners to	
		of the natural and	summarize the main	
		manmade environments;	points in the lesson	
		I study the artworks in		
		detail and describe the		
		ideas that make up the		
		artworks		
		Assessment: let learners		
		describe the ideas that		
		make up the artworks of		
		some Ghanaian		
		performing artists		
		F 2		

Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	assess the artworks by	today?
	rhymes	comparing their	
		types, topics/themes,	Ask learners to
		purpose,	summarize the main
		function,	points in the lesson
		ideas expressed, etc.	
		Assessment: let learners	
		assess artworks by	
		comparing their	
		types,	
		topics/themes,	
		purpose,	
		function,	
		ideas expressed	

Week End	ding			
Class		Four		
Subject		PHYSICAL EDUCATION		
Reference	9	PE curriculum Page		
Learning	earning Indicator(s) B4.1.3.1.1			
Performa	nce Indicator	Learners can dance to the beat of traditional music		
Strand		MOTOR SKILL AND MOVEMENT PATTERNS		
Sub stran	d	RHYTHMIC SKILLS		
Teaching	Learning Resources	cones		
	petencies: Creativity and Inr nent and Leadership Critical			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS	
DAYS				
DAYS Friday	MINS (Preparing The Brain	(New Learning Including	10MINS	
	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	10MINS (Learner And Teacher)	
	MINS (Preparing The Brain For Learning) Learners jog round a	(New Learning Including Assessment) Learners dance to a beat	10MINS (Learner And Teacher) What have we learnt	
	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files	(New Learning Including Assessment) Learners dance to a beat of any traditional music.	10MINS (Learner And Teacher) What have we learnt	
	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and	(New Learning Including Assessment) Learners dance to a beat of any traditional music. Learners dance as	10MINS (Learner And Teacher) What have we learnt today?	
	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the	(New Learning Including Assessment) Learners dance to a beat of any traditional music. Learners dance as individually but at their	10MINS (Learner And Teacher) What have we learnt today? Use answers to	

Week Ending		
Class	Four	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B4.1.2.1.6.	
Performance Indicator	Creating, naming and renaming a folder	
Strand	WORD PROCESSING	
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE	
Teaching/ Learning Resources	Laptop	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		
Development and Leadership Critical Thinking and Problem Solving		

Development and Leadership Critical Thinking and Problem Solving.

DAYS	/S PHASE 1: STARTER 10 PHASE 2: MAIN 40MI		PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to create,	What have we learnt
Wednesday	songs and recite familiar	name and rename a	today?
	rhymes	folder.	
			Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		create, name and rename	
		a folder.	

WEEKLY LESSON PLAN FOR B4 GHANAIAN LANGUAGE

Learning Inc	dicator (s) (Ref. No.)	B4.1.7.1.1 Talk about the er	vironment and recognise	
Learning materials (5) (Net. 140.)		and discuss things that dest	-	
		B4.1.7.1.2 Describe how to prevent things that		
		destroy the environment		
		B4.1.9.1.1 Recognise polar question markers.		
Performano	ce Indicators	The learner should talk about the		
		environment and re	cognise and discuss things	
		that destroy the env	rironment	
		• The learner s	should describe how to	
		prevent things that	destroy the environment	
		• The learner s	should recognise polar	
		question markers.		
Mode Fede				
Week Endin	ng 	Changian Language gurrier	uluma	
Reference		Ghanaian Language curricu	num	
Subject		GHANAIAN LANGUAGE		
Teaching/ L	earning Resources	Manila cards, markers, reco	rded audios visual	
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)	. Tales a secoll with	NA/leat leave voe leavet	
	Engage leaners to sing songs and recite	Take a stroll with	What have we learnt today?	
	familiar rhymes	learners.Tell them to take note of	today:	
	Tarrillar Triyirics			
		the things they see as you take the stroll.		
		• Let learners mention the		
		names of things in their		
		environment.		
		• In class, discuss what an		
		environment is with		
		learners.		
		• In class, discuss the trip		
		with learners and lead		
		them to recognise some of		
		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		

	the actions of man that destroy the environment. • Let learners recognise other things that destroy the environment. E.g. Bushfires, erosion, deforestation, pollutions in various forms, etc. Assessment: let learners mention things that destroy the environment	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Discuss the actions that destroy the environment again with learners. Group learners and ask them to brainstorm in their various groups on what they think must be done to prevent the destruction of the environment. Let each group present whatever they have written down to the class. Let learners discuss the points raised by their friends and select the major ideas that they bring out (the teacher can add more ways of preventing the destruction of the environment in case the points raised by learners are not very strong Show learners a video on how to prevent things that destroy the environment. 	What have we learnt today? Review the lesson with learners

		Discuss the video with them. Assessment: let learners describe how to prevent things that destroy the environment	
Engage leaners to songs and recite familiar rhymes	sing	 Revise the lesson on giving and responding to commands with learners. Call one learner and use the questions and answers strategy to get information from him or her as the rest of the learners listen. Discuss what polar question markers are with learners. Lead learners to recognise polar question markers in a group of questions written on the board. Eg. Have you eaten? Yes/No. Are you from this town? Yes/No Assessment: let learners identify polar question	What have we learnt today?
		markers in a group of questions written on the board.	Review the lesson with learners

TERM TWO BASIC FOUR WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE BASIC FOUR

Name of	School		
Mairie Oi	301001	 	

Week Endin	ng			
Class		Four		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning Inc	dicator(s)	B4.1.6.3.3. B4.2.6.3.2 B4.3.3.1.1		
		B4.4.9.3.1 B4.5.4.1.3 B4.6.1.1.1.		
Performanc	e Indicator	 A. Learners can ask relevant questions to find out the opinion of others about a given topic B. Learners can deduce meaning of words from how they relate to one another C. Learners can identify and use different types of pronouns D. Learners can review and revise the one-paragraph draft taking out irrelevant details E. Learners can use the present perfect form of verbs to relate past events to the present F. Learners can read a variety of age- and level 		
		appropriate books	s and present a-two-	
		paragraph summary		
Teaching/ L	earning Resources	Word cards, sentence card	•	
		on a manila card and a clas	•	
		ovation Communication an Thinking and Problem Solvin		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
DATS	MINS	(New Learning Including	10MINS	
	(Preparing The Brain For Learning)	Assessment) (Learner And Teacher)		
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Demonstrate the activity using a familiar topic. • Learners ask and answer questions for	What have we learnt today?	

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

		Ask them to set aside	Ask learners to
		their first draft for a while	summarize the main
		and return to it to read	points in the lesson
		over slowly and critically,	
		and reread it several	
		times.	
		Have learners use these	
		questions as a revision	
		guide i. Is my topic interesting?	
		ii. Does the beginning	
		catch the reader's	
		attention?	
		iii. Are the ideas easy to	
		understand?	
		iv. Do all the sentences	
		say something about the	
		topic?	
		Assessment: let learners	
		review and revise the one-	
		paragraph draft taking out	
		irrelevant details	
Friday	Engage learners to sing	E.WRITING CONVENTION	What have we learnt
Tilday	songs and recite familiar	Learners in pairs plan	today?
	rhymes	what they will do during	today:
	Tilyines	the next weekend.	Ask learners to
		They put their plan into	summarize the main
		writing using modal	points in the lesson
		auxiliaries	points in the lesson
		auxilial les	
		Assessment: let learners	
		use the present perfect	
		form of verbs to relate	
		past events to the present	
Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read books	Guide learners to choose	what they read to the
	during the library period	and read independently	whole class
	5 : 12 ::2: 3, par. 34	books of their choice	
		during the library period.	
		• Learners think-pair-	
		Learners trinin pair	

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

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.1.3.1.2 B4.1.3.1.3	
Performance Indicator	Learners can Recognise and name equivalent fraction using pictorial representations and number line to determine the Lowest Common Denominator (LCD). Learners can Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)	
Strand	Number	
Sub strand	Fractions	
Teaching/ Learning Resources	eaching/ Learning Resources Counters	
Core Competencies: Creativity and	Innovation Communication and	Collaboration Personal
Development and Leadership Critic Problem Solving.	cal Thinking and Problem Solving	. Critical Thinking and
DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	1	1

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Ask pupils to colour fractions that are equivalent to given fractions or write more equivalent fractions for give n fractions $\frac{1}{3} = \frac{1}{6} $	Review the lesson with Learners Assessment: have learners to practice with more examples

		$\frac{3}{4} \qquad \frac{\square}{8} \qquad \frac{\square}{12}$	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	To determine the equivalent fractions of given fractions, find the Lowest Common Denominator (LCD) and use this to express the equivalent	Review the lesson with Learners Assessment: have
	alone it shall be.	fractions that are comparable	learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: I'm counting one, what is one	Use pictorial representations to illustrate the simplest form of a fraction; e.g. $6/12=3/6=\frac{1}{2}$ Find the simplest form of a given fraction, divide through by the highest common factor $\frac{6}{12} = \frac{3}{6} = \frac{1}{2}$	Review the lesson with Learners Assessment: have learners to practice with more examples Review the lesson with Learners Assessment: have
		divide by 2° 46	learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one	Find the simplest form of a given fraction, express the numerator and denominators as factors and cancel through	Review the lesson with Learners
	1 - One is one alone, alone it shall be.	common factors. $\frac{8}{12} \equiv \frac{\cancel{\cancel{2}} \times \cancel{\cancel{2}} \times 2}{\cancel{\cancel{2}} \times \cancel{\cancel{2}} \times 3} \equiv \frac{2}{3}$	Assessment: have learners to practice with more examples

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

arranging the parts in an

Learners randomly pick

system on flashcards.Learners build the

digestive system by

the parts of the digestive

What have we learnt

summarize the important

Ask learners to

points of the lesson

today?

Thursday

Engage learners to sing

rhymes

songs and recite familiar

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

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

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

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

Week End	ling		
Class		Four	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference		RME curriculum Page	
Learning	Indicator(s)	B4 2.1.1.3	
	nce Indicator	Learners can differentiate b	petween religious and non-
		religious songs.	G
Strand		Religious Practices and thei	r Moral Implications
Sub stran	d	Religious Worship, Prayer a	<u> </u>
		Practices	Ü
Teaching	/ Learning Resources	Pictures	
	petencies: Creativity and In		d Collaboration Personal
	nent and Leadership Critical		
201010		and i robicin solvin	.o.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAIS	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	Assessmenty	(Learner And Teacher)
Friday	Engage learners to sing	Ask learners to mention	What have we learnt
,	songs and recite familiar	songs sung in Ghana.	today?
	rhymes	• Let learners	coddy.
	,	differentiate between	Ask learners to
		religious and irreligious	summarize the main
		songs by comparing the	points in the lesson
		lyrics: religious songs	points in the resson
		express faith in God while	
		non-religious songs	
		portray worldly ideas, etc	
		portray worldly lueas, etc	
		Assessment: let learners	
		differentiate between	
		religious and non-religious	
		songs.	

Week Ending		
Class	Four	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B4.1.4.1.1	
Performance Indicator	Learners can describe the history of Ghana's major	
	historical locations	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	

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

	Assessment: let learners	
	describe the history of	
	Ghana's major historical	
	locations	

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

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

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

Week End	ding		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference PE curriculum Page			
Learning	Indicator(s)	B4.1.2.1.2	
Performance Indicator		Learners can Roll smoothly in a backward direction	
		(back roll).	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub stran	d	MANIPULATIVE SKILLS	
Teaching	/ Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners demonstrate	What have we learnt
	demarcated area in files	how to roll backwards.	today?
	while singing and	Learners in pair by	
		supporting each other to	Use answers to
	clapping to warm-up the	supporting each other to	Use answers to

Learners must be guided

to avoid injuries. Those who can roll backwards on

their own, should be granted the opportunity to demonstrate to their

peers.

performance and to prevent injuries

Week Endin	g		
Class		Four	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Ind	licator(s)	B4.1.3.1.1	
Performance	e Indicator	Learners can use strategi	es for identifying data in
		conversation and newspap	ers.
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WII	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developmer	nt and Leadership Critical 7	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to discuss	What have we learnt
Wednesday	songs and recite familiar	strategies, which can be	today?
	rhymes	used to identify data and	
		information. Use different	Ask learners to
		approaches to aid identify	summarize the main
		data in conversation and	points in the lesson
		newspaper e.g. grouping	
		students, role play etc.	
		Assessment: let learners	
		identifying data in	
		conversation and	
		newspapers.	

Learning Inc	dicator (s) (Ref. No.)	B4.2.5.1.3 Find meanings of figurative expressions.		
		B4.2.6.1.1. 1 Explain the meanings of unfamiliar		
		words.		
		B4.2.6.1.2 Explain the meanings of figurative		
		expressions		
Performano	ce Indicators	The learner	should find meanings of	
		figurative expression		
		The learner should explain the		
		meanings of unfamiliar words.		
		 The learner should explain the meanings of figurative expressions 		
Week Endin		illealings of figurati	ve expressions	
Reference	'6	Ghanaian Language curricu	ulum	
Subject		GHANAIAN LANGUAGE		
_			1 1 1 1	
	earning Resources	Manila cards, markers, reco		
Core Compo	etencies: Communication a	nd collaboration Personal de	velopment and leadership	
5.11/6	D		D	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)	• Pood a passago aloud	What have we learnt	
	Engage leaners to sing songs and recite	Read a passage aloud.Write the figurative	today?	
	familiar rhymes	•	today.	
	Tarrinar Triyines	expressions in the passage on the board.		
		Lead learners through		
		discussions to find the		
		meanings of the figurative		
		expressions.		
		Assessment: Let learners		
		find the meanings of more	Review the lesson with	
		figurative expressions	learners	
	Engage leaners to sing	Let learners sing a song	What have we learnt	
	songs and recite	they know.	today?	
	familiar rhymes	 Read aloud a passage. 		
	-	Read the passage again		
		while learners repeat after		
		you.		
		• Let learners read the		
		passage as a group and		
		individually.		

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

TERM TWO BASIC FOUR WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR BASIC FOUR

Name of School

Week Endir	ng			
Class	<u> </u>	Four		
Subject				
Reference		English Language curriculum Page		
Learning Indicator(s)		B4.1.7.1.1 B4.2.6.4.1	B4.3.4.1.1.	
Learning in	uicatoi (s)	B4.4.9.3.1. B4.5.4.1.3	B4.6.1.1.1.	
Douformon	no Indicator			
Performance Indicator			truct meaning from texts	
			ge of stress, rhythm and	
		intonation		
		·	d vocabulary stock through	
		affixation		
		C. Learners can us comparison	se adjectives to make	
		-	iew and revise the one-	
		paragraph draft tak	ing out irrelevant details	
		E. Learners can use the present perfect form of		
		verbs to relate past events to the present		
		·	a variety of age- and level	
		appropriate books	, -	
		paragraph summary	•	
Teaching/ L	earning Resources	Word cards, sentence card	•	
	.cu.ig itosoureos	on a manila card and a clas	•	
Core Comp	etencies: Creativity and Inn	novation Communication and	<u> </u>	
-	-	Thinking and Problem Solvin		
Developine	int and Leadership Critical	THINKING AND PRODICIN SOLVIN	16.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)	,	(
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
•	songs and recite familiar	Use various types of	today?	
	rhymes	sentences/utterances to	,	
	,	model stress and		
		intonation as well as		

		rhythm. You may also	Ask learners to
		read out extracts from	summarize the main
		stories and poems.	points in the lesson
		 Ask learners to sing 	
		familiar songs clapping	
		and tapping to the	
		rhythm. Through	
		discussion, introduce	
		learners to stress, rhythm	
		and intonation.	
		 In turns, learners use 	
		stress, rhythm and	
		intonation that convey	
		meaning in making	
		statements and asking	
		questions.	
		questions.	
		Assessment: Have	
		learners listen to stories	
		such as "Ananse and the	
		Black Pot", "The Hawk and	
		the Hen", etc. and identify	
		examples of effective use	
		of stress, rhythm and	
		intonation.	
		2.254.2111.0	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar rhymes	Revise prefixes and suffixes by breaking down	today?
	Tilyines	some common words into	Ask learners to
		their roots- prefix/suffix	summarize the main
		components. e.g. happy +	points in the lesson
		ness = happiness un +	
		happy + ness =	
		unhappiness	
		Guide learners to play	
		games, e.g. Affixes Game.	
		Write prefixes and suffixes on cards. Learners take	
		turns to pick these from	
		the basket or bag. If a	
		learner is able to add a	
		root to the prefix or the	
		suffix and read out the	
•			

		keeps it. At the end of the game, the child with the largest number of cards wins the game. • Learners may also work in groups to derive words using given prefixes and suffixes and using them in sentences. Assessment: let learners play games, e.g. Affixes Game.	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own. Introduce regular adjective forms: - Regular adjectives form their imperative by adding er Assist learners with examples to use comparative adjectives appropriately. Learners form sentences with the comparative forms of adjectives Assessment: let learners use adjectives to make comparison	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Have pupils revise their first draft Encourage learners to make as many changes as necessary to improve their work.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners	
		review and revise the one-	
		paragraph draft taking out	
		irrelevant details	
Friday	Engage learners to sing	E.WRITING CONVENTION	What have we learnt
	songs and recite familiar	Let two pairs come	today?
	rhymes	together to form bigger	
		groups to edit their work	Ask learners to
		one after the other.	summarize the main
		Pairs of learners read	points in the lesson
		their work to the class for	
		discussion	
		A	
		Assessment: let learners E	
		use the present perfect	
		form of verbs to relate	
		past events to the present	
Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read books	Guide learners to choose	what they read to the
	during the library period	and read independently	whole class
		books of their choice	
		during the library period.	
		• Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		write a-two-paragraph	
		summary of the book	
		read.	
		Invite individuals to	
		present their work to the	
		class for feedback	
		Assessment: let learners	
		read a variety of age- and	
		level appropriate books	
		and present a-two-	
		paragraph summary of	
		each book read	
	l	220. 200. 1000	

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.1.3.1.3 B4.1.3.1.4		
Performance Indicator	Learners can find the simplest form of given fractions		
	by dividing through by the highest common factor (i.e.		
	by cancelling through by factors).		
	Learners can recognise fractions that are greater tha		
	one (i.e. improper fractions), draw and label su		
	fractions with their symbols		
Strand	Number		
Sub strand	Number Operations		
Feaching/ Learning Resources Counters			
Core Competencies: Creativity and	Innovation Communication and Collaboration Personal		
Development and Leadership Criti	cal Thinking and Problem Solving. Critical Thinking and		

Problem Solving.

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Find the simplest form of	Review the lesson with
		a given fraction, divide	Learners
	I'm counting one, what	through by the highest	
	is one	common factor	
	1 - One is one alone,		
	alone it shall be.	÷ 4	Assessment: have
		$\frac{8}{12} = \frac{2}{3} \text{ or divide by } 2 \cdot \frac{12}{3} = \frac{2}{3}$ $\frac{1}{3} \text{ divide by } 2 \cdot \frac{12}{3} = \frac{2}{3}$	learners to practice with
		÷ 4	more examples
Tuesday	Sing songs like:	To find the simplest form	Review the lesson with
		of a given fraction,	Learners
	I'm counting one, what	express the numerator	
	is one	and denominators as	
	1 - One is one alone,	factors and divide through	Assessment: have
	alone it shall be.	by common factors.	learners to practice with
		$\frac{8}{12} \equiv \frac{\cancel{\cancel{Z}} \times \cancel{\cancel{Z}} \times 2}{\cancel{\cancel{Z}} \times \cancel{\cancel{Z}} \times 3} \equiv \frac{2}{3}$	more examples

Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Use several pictorial representations (or card cut outs) to introduce improper fractions (i.e. where the fraction is bigger than I or the numerator in larger than the denominator). Examples are 9/4 and 7/6 (i.e. nine-fourths and seven-sixths) and show how they are expressed as mixed fractions (i.e. 2/4 and I/6). Ask pupils to change given improper fractions to mixed fractions	Review the lesson with Learners 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. 2 - Two pair, two pair come pair let us pair	Ask pupils to express given coloured mixed fractions as improper fractions or draw and colour given improper fraction (e.g. sevenfourths, eleven-eights, etc.)	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Use number line to present more mixed fractions for pupils to identify and state their improper fractions	Review the lesson with Learners Assessment: have learners to practice with more examples

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

Thursday	Engage learners to sing	Learners randomly pick	What have we learnt
	songs and recite familiar	the parts of the digestive	today?
	rhymes	system on flashcards.	
		 Learners build the 	Ask learners to
		digestive system by	summarize the important
		arranging the parts in an	points of the lesson
		orderly manner as they	
		appear in the digestive	
		system.	
		Engage learners in an	
		activity to role-play the	
		various parts of the	
		digestive system and their	
		functions, with the aid of	
		flashcards.	
		Assessment: let learners	
		build the digestive system	
		by arranging the parts in	
		an orderly manner as they	
		appear in the digestive	
		system.	

Week End	ing		
Class		Four	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning Indicator(s)		B4.2.3.1.1.	
Performance Indicator		Learners can draw a :	sketch map the schoo
Strand		ALL AROUND US	
Sub strand		Map Making and Land Mark	
	Learning Resources	Pictures	
		novation Communication and	d Collaboration Porsonal
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify the key features of the school environment e.g. classroom blocks, canteen, library, playground, computer laboratory	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify the key features of the school environment	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw a sketch map of the school and indicate key features on it	What have we learnt today?
		Assessment: let learners draw a sketch map the	Ask learners to summarize the main points in the lesson

indicate key features on it

Week Ending			
Class		Four	
Subject		RELIGIOUS AND MORA	L EDUCATION
Reference		RME curriculum Page	
Learning Indica	ator(s)	B4 2.1.1.3	
Performance I	ndicator	Learners can different	iate between religious
		and non-religious song	S.
Strand		Religious Practices and	their Moral
		Implications	
Sub strand		Religious Worship, Prayer and other Religious	
		Practices	
Teaching/ Lea	rning Resources	Pictures	
Core Compete	ncies: Creativity and Innovation	Communication and Co	ollaboration Personal
Development	and Leadership Critical Thinking	and Problem Solving.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN	PHASE 3: REFLECTION
	MINS	40MINS	10MINS
	(Preparing The Brain	(New Learning	(Learner And
	For Learning)	Including	Teacher)
		Assessment)	
Friday	Engage learners to	Let groups list titles of	What have we learnt
	sing songs and recite	religious and	today?

irreligious songs.Let learners sing

some religious and

irreligious songs

Assessment: let

learners differentiate between religious and non-religious songs Ask learners to

summarize the main

points in the lesson

familiar rhymes

Week Ending			
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Ir	ndicator(s)	B4.2.5.1.1	
Performan	ce Indicator	Learners can identify th	e role played by some
		traditional rulers in the nati	onal development
Strand		My Country Ghana	
Sub strand		SOME SELECTED INDIVIDUA	ALS
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Inc	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Name some traditional	What have we learnt
	songs and recite familiar	chiefs and queen-mothers	today?
	rhymes	from the major ethnic	
		groups and state the	Ask learners to
		reasons why they are	summarize the main
		considered significant in	points in the lesson
		Ghana's history. Dode	
		Akaibi of Accra, Ndewura	
		Jakpa of Gonja, Osei Tutu I	
		of Asante, Gbewaa of	
		Pusiga , Nana Kobina	
		Nketsia I of Esikado etc	
		Nketsia i of Esikado etc	
		Assessment: let learners	
		Assessment: let learners identify the role played by	
		Assessment: let learners identify the role played by some traditional rulers in	
Thursday	Engage learners to sing	Assessment: let learners identify the role played by	What have we learnt

from the major ethnic

rhymes

groups and state the	Ask learners to
reasons why they are	summarize the main
considered significant in	points in the lesson
Ghana's history. Dode	
Akaibi of Accra, Ndewura	
Jakpa of Gonja, Osei Tutu I	
of Asante, Gbewaa of	
Pusiga , Nana Kobina	
Nketsia I of Esikado etc	
Assessment: let learners	
identify the role played by	
some traditional rulers in	
the national development	

Week Endin	σ		
Class	0	four	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Inc	dicator(s)	B4 2.2.2.2.	
Performanc	• •		vith available performing
renormance mulcator		Learners can experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities	
Strand		Performing Arts	
Sub strand		Planning, Making and Com	posing
Teaching/ L	earning Resources	Pictures	
		ovation Communication an Thinking and Problem Solvin	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② explore the local	today?
	rhymes	surroundings to select	
		available instruments,	Ask learners to
		sounds, rhythms,	summarize the main
		movement patterns, etc. that are suitable for composing and	points in the lesson
		performing music, dance,	
		drama, poems, etc.;	
		② experiment with the	
		available instruments,	
		sounds, movement	
		patterns, melody, etc. to	
		perform some	
		1	1
		compositions of some	
		compositions of some Ghanaian artists studied	

		and manmade environments of some communities;	
		Assessment: let learners create performing artworks based on own views	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: discuss and share their experiences for peer review.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners create performing artworks based on own views	

Week End	ing			
Class		Four		
Subject		PHYSICAL EDUCATION		
Reference		PE curriculum Page		
	ndicator(s)	B4.2.1.2.1		
	nce Indicator	Learners can distinguish be	tween self-snace and onen	
remonitalice indicator		space.	tween sen space and open	
Strand		MOVEMENT CONCEPTS, PR	INCIDI ES AND STRATEGIES	
Sub strane	١	SPACE AWARENESS,	INCIPLES AND STRATEGIES	
		· ·		
	Learning Resources	cones	d Callahanatian Dansanal	
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal			
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)		And the second	
Friday	Learners jog round a	Learners explain the	What have we learnt	
	demarcated area in files	difference between self-	today?	
	while singing and	space and open space		
	clapping to warm-up the	through	Use answers to	
	body for maximal	discussion.	summarise the lesson.	
	performance and to	i. Learners also use		
	prevent injuries	indicate self-space and		
		open space by ticking the		
		spaces provides on a sheet		
		appropriately.		

Week Endin	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Indicator(s)		B4.1.3.1.2.	
Performance Indicator		Learners can use strategie	es for classifying data into
		information (i.e. sorting an	d classifying)
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WI	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developmer	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to identify	What have we learnt
Wednesday	songs and recite familiar	and record data in the	today?
	rhymes	different forms (e.g. age,	
		shoe size, etc.)	Ask learners to
		Assist learners to extract	summarize the main
		and classify the relevant	points in the lesson
		data into information	
		Assessment: let learners	
		use strategies for	
		classifying data into	
		information (i.e. sorting	
		and classifying)	

Learning Indicator (s) (Ref. No.)		B4.2.6.1.3 Answer factual q	uestions
Learning in	dicator (5) (New No.)	B4.2.7.1.1. Explain the meanings of unfamiliar words	
		in a text.	
		B4.2.7.1.2 Explain the mear	nings of figurative
		expressions in a text.	Bo or ilbarative
Performano	ce Indicators	•	should answer factual
Terrormance malcators		questions.	silodia diiswel lacedai
		•	should explain the
		meanings of unfami	-
		• The learner s	should explain the
		meanings of figurati	ve expressions in a text.
Week Endir	ng		
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAVC	DUACE 4. CTARTER 40	DILACE 2. NAMEN AGRAGAG	DUACE 2 DEFLECTION
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
		(New Learning Including	(Learner And Teacher)
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	 Let learners read the 	What have we learnt
	songs and recite	passage again in turns.	today?
	familiar rhymes	 Call a learner to ask a 	
		question based on the	
		passage read for the other	
		learners to answer.	
		 Ask questions for 	
		learners to answer.	
			Review the lesson with
		Assessment: let learners	learners
		answer factual questions.	
	Engage leaners to sing	• Lead learners to sing a	What have we learnt
	songs and recite	song.	today?
	familiar rhymes	 Read a passage silently. 	
		Ask learners to recognise	
			ĺ
		and write unfamiliar	

	• Let learners mention the	
	words to the class.	
	 Write the words on the 	
	board and group learners	
	to find the meanings of	
	the given words.	
	In groups, let the	
	learners explain the	
	meanings of the	
	unfamiliar words in a text	
	among themselves.	
		Review the lesson with
		learners
	Assessment: let learners	
	explain the meanings of	
	unfamiliar words in a text.	
Engage leaners to sing	• Read a passage.	What have we learnt
songs and recite	 Write the figurative 	today?
familiar rhymes	expressions in the passage	
	on the board.	
	 Lead learners to read 	
	the figurative expressions	
	as a group and	
	individually.	
	 Lead learners through 	
	discussion to find the	
	meanings of the figurative	
	expressions.	
	 Let learners find the 	
	meanings of more	
	figurative expressions.	Review the lesson with
	•	learners
	Assessment: let learners	
	explain the meanings of	
	figurative expressions in a	
	text	

TERM TWO BASIC FOUR WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC FOUR

Name of School.....

Week Endi	ng			
Class		Four		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculu	m Page	
Learning In	dicator(s)	B4.1.7.1.2. B4.2.6.4.2	B4.3.5.1.1	
		B4.4.9.3.2. B4.5.5.1.1	. B4.6.1.1.1.	
Performance Indicator		A. Learners can make	connections with events in	
		narrative texts		
		B. Learners can recogr	nise the playful use of words	
		in spoken and writt	en language	
		C. Learners can use d	ifferent types of verbs	
		D. Learners can pr	oofread draft, checking	
		capitalisation, usage, punctuation and spelling		
		E. Learners can use adjectives to make		
		comparisons		
		F. Learners can read a variety of age- and level		
		appropriate books and present a-two		
		paragraph summar	y of each book read	
Teaching/ I	earning Resources	Word cards, sentence card	s, letter cards, handwriting	
		on a manila card and a clas	s library.	
Core Comp	etencies: Creativity and Inn	ovation Communication an	d Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	ng.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	Learners retell the story	today?	
	rhymes	(e.g. in a chain). • Guide learners to		
		• Guide learners to identify the events in the	Ask learners to	
		story.	summarize the main	
		Put learners in small	points in the lesson	
		groups to discuss the		
		events of the story and		

	relate them to one	
	Assessment: let learners make connections with events in narrative texts	
Engage learners to sing songs and recite familiar rhymes	B.READING In pairs/ groups, have learners play on words in educative jokes, riddles and puns. e.g. Riddle, Riddle: I am something that came into this world with earrings. Who am I? Answer: Coal pot	What have we learnt today? Ask learners to summarize the main points in the lesson
	Assessment: let learners apply the playful use of words in spoken and written language	
Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Have learners revise verbs by reading sentences from the board and identifying the verbs. • Have learners write sentences with given verbs.	What have we learnt today? Ask learners to summarize the main points in the lesson
	Assessment: let learners use different types of verbs to form sentemces	
Engage learners to sing songs and recite familiar rhymes	D.WRITING Have learners proofread the revised draft of their writing with focus on the conventions of punctuation, capitalisation, spellings, etc. • Let them do peer	What have we learnt today? Ask learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar	Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes B.READING In pairs/ groups, have learners play on words in educative jokes, riddles and puns. e.g. Riddle, Riddle: I am something that came into this world with earrings. Who am I? Answer: Coal pot Assessment: let learners apply the playful use of words in spoken and written language Engage learners to sing songs and recite familiar rhymes C.GRAMMAR Have learners revise verbs by reading sentences from the board and identifying the verbs. Have learners write sentences with given verbs. Assessment: let learners use different types of verbs to form sentemces Engage learners to sing songs and recite familiar rhymes D.WRITING Have learners proofread the revised draft of their writing with focus on the conventions of punctuation, capitalisation, spellings, etc.

		their partners' writing for errors (punctuations, spelling, etc.) • Have learners write a neat final copy and read it once again to check for errors.	
		Assessment: let learners proofread draft, check capitalisation, usage, punctuation and spelling of a draft	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. Ama is fast but Kofi is slow. • Have learners identify adjectives in a given passage. Assessment: let learners use adjectives to make comparisons	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read.	Have learners to tell what they read to the whole class

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

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.1.3.2.1 B4.1.3.2.3.	
Performance Indicator	Learners can Compare and order fractions with like denominators by using pictorial representations and finding equivalent fractions using the Lowest Common Denominator (LCD). Provide examples of where fractions are used	
Strand	Number	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Use number line or fraction chart to illustrate the concept of comparable fractional units or denominators; i.e. halves, fourths and eighths are comparable; i.e. half can be changed to equivalent fractions in fourths and eighths, and fourths can changed to eighths. Also thirds can changed to sixths.	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me	Use number line or fraction charts to compare and order unit fractions. Which is larger, 5/8 and 3/4 or 3/6 and 4/8? Arrange from smallest to largest, 3/4, 2/3 and 5/6	Review the lesson with Learners Assessment: have learners to practice with more examples

	5 - Fire	0 \frac{1}{8} \frac{2}{8} \frac{3}{8} \frac{4}{8} \frac{5}{8} \frac{6}{8} \frac{7}{8} \frac{1}{8} \] 0 \frac{1}{6} \frac{2}{6} \frac{3}{6} \frac{4}{6} \frac{5}{6} \frac{1}{1} \] 0 \frac{1}{4} \frac{2}{4} \frac{3}{4} \frac{1}{1} \] 0 \frac{1}{3} \frac{2}{3} \frac{1}{1} \] 0 \frac{1}{3} \frac{2}{3} \frac{1}{1} \] 0 \frac{1}{2} \frac{1}{1} \frac{1}{2} \frac{1}{1} \frac{1}{1	
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To arrange the fractions, $3/4$, $2/3$ and $5/6$, from largest to smallest, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions	Review the lesson with Learners 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.	Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out Selling liquids – oil, kerosene, drinks, etc. Sharing pizza or birthday cake - half, quarter, eighths, etc. Buying objects in packets – egg, drinks, (half crate), Buying cloth for sewing dresses – half, one-fourths or quarter, etc.	Review the lesson with Learners Assessment: have learners to practice with more examples

Friday	Sing songs like:	Tell the time by half/quarter	Review the lesson with
		past, and half/quarter to.	Learners
	I'm counting one,	Draw clock-faces with times	
	what is one	(i.e. half/quarter past or to)	
	1 - One is one alone,	for pupils to read the time	Assessment: have
	alone it shall be.		learners to practice
	2 - Two pair, two pair		with more examples

Week End	ing		
Class		Four	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning I	ndicator(s)	B4.3.2.1.1	
Performan	ice Indicator	Learners can explain that th	ne sun is at the center of th
		solar system	
Strand		SYSTEMS	
Sub strand		THE SOLAR SYSTEM	
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Present learners with a	What have we learnt
	songs and recite familiar	chart, model or video	today?
	rhymes	showing the solar system.	
		• Draw the solar system,	Ask learners to
		using different colours to	summarize the importar
		illustrate the different	points of the lesson
		bodies.	
		Guide learners to role	
		play the stars, planets and	
		satellites in the solar	
		system (different learners	
		assume and role play the	
		sun, the earth and other	
		planets in the solar	
		system).	
		Assessment: let learners	
		draw the solar system,	
		using different colours to illustrate the different	
		mustrate the different	

bodies

Thursday	Engage learners to sing songs and recite familiar rhymes	Present the chart of the solar system and help learners identify the sun as being at the centre of the solar system. • Learners are guided to identify the benefits of the sun to the solar system. Project: Learners mould stars, planets and satellites in the solar system.	What have we learnt today? Ask learners to summarize the important points of the lesson
		Assessment: let learners explain that the sun is at the center of the solar system	

Week Endi	ng			
Class		Four		
Subject		OUR WORLD OUR PEOPLE		
Reference		Our World Our People cur	riculum Page	
Learning In	ndicator(s)	B4.2.4.1.1.		
Performan	ce Indicator	Learners can describe the	nature of settlements in	
		Ghana.		
Strand		ALL AROUND US		
Sub strand		Population and Settlement		
Teaching/	Learning Resources	Pictures		
Core Comp	etencies: Creativity and Inr	novation Communication and	d Collaboration Personal	
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Tuesday	Engage learners to sing	Learners discuss the	What have we learnt	
	songs and recite familiar	importance of settlements	today?	
	rhymes	e.g. people live with other		
		people, we do not live in	Ask learners to	
		vacuum, for protection,	summarize the main	
		for pooling resources	points in the lesson	
		together etc.		
		Assessment: let learners		
		write the importance of		
		settlements		
Thursday	Engage learners to sing	Learners discuss and write	What have we learnt	
	songs and recite familiar	about features that they	today?	
	rhymes	will consider in choosing a		
		good settlement that	Ask learners to	
		would make life easier and	summarize the main	
		comfortable such areas	points in the lesson	
		free of floods, access to		
		free of floods, access to local raw materials, local		

<u>, </u>	Ţ
	and washing and access to
	roads and transportation.
	Learners engage in
	activities that teach them
	to help keep their
	settlements safe, peaceful
	and clean.
	Assessment: let learners
	write about features that
	they will consider in
	choosing a good
	settlement
	Sectionical

Week End	ding		
Class		Four	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	е	RME curriculum Page	
Learning	Indicator(s)	B4.2.2.1.1	
Performa	nce Indicator	Learners can discuss festiva	ls in their neighbourhood
Strand		Religious Practices and the	ir Moral Implications
Sub stran	d	Festivals in the Three Major	r Religions
Teaching	/ Learning Resources	Pictures	
	petencies: Creativity and Ini		
Developn	nent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	,	
Friday	Engage learners to sing	Let learners mention	What have we learnt
	songs and recite familiar	festivals that are	today?
	rhymes	celebrated in their	
		communities: Christmas,	Ask learners to
		Easter, Eid-Ul-Fitr, Eid-Ul-	summarize the main
		Adha, Odwira, Aboakyir,	points in the lesson
		etc.	
		Use pictures, charts or	
		video clips to demonstrate	
		how the various religious	
		festivals are celebrated.	
		Let learners recite texts	
		and sing songs that	
		accompany festivals	
		celebrated in their	
		communities.	
		Assessment:	
		Put learners in groups to	
		write activities that take	
		place during festivals.	

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B4.2.5.1.1		
Performance Indicator	Learners can identify the role played by some traditional rulers in the national development		
Strand	My Country Ghana		
Sub strand	SOME SELECTED INDIVIDUALS		
Teaching/ Learning Resources	Pictures		

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Show photographs/	What have we learnt
	songs and recite familiar	documentaries on the	today?
	rhymes	roles played by these	
		traditional rulers in	Ask learners to
		national development.	summarize the main
			points in the lesson
		Assessment: let learners	
		identify the role played by	
		some traditional rulers in	
		the national development	
Thursday	Engage learners to sing	Retell the life story of any	
	songs and recite familiar	of these from a	
	rhymes	documentary shown	
		Assessment: let learners	
		identify the role played by	
		some traditional rulers in	
		the national development	

Week Ending		
Class	four	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B4 1.3.4.2	
Performance Indicator	Learners can plan an exhibition of own artworks to	
	share creative experiences based on own ideas,	
	knowledge and understanding of visual artworks that	
	reflect the natural and manmade environments of	
	some Ghanaian communities	
Strand	Visual Arts	
Sub strand	Displaying and Sharing	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to: 2 watch a	What have we learnt
	songs and recite familiar	short video on an	today?
	rhymes	exhibition or visit an	
		exhibition centre,	Ask learners to
		preferably during the	summarize the main
		circuit, district or regional	points in the lesson
		cultural festival of the	
		cultural education unit of	
		the Ghana Education	
		Service;	
		2 discuss the need for	
		displaying portfolio of	
		own visual artworks;	
		② develop a roadmap for	
		the exhibition	
		brainstorm to agree on a	
		theme for the exhibition;	
		electronic invitations	

		Assessment: let learners write plan for an exhibition of own artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance; ② decide on mode of display ② clean and prepare the hall and its environment and make it ready for the exhibition; ② plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners write plan for an exhibition of own artworks	

Week End	ling		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference	2	PE curriculum Page	
Learning I	ndicator(s)	B4.2.2.2.1	
Performa	nce Indicator	Learners can Explain the di	fference between throwing
		to a stationary partner a	nd throwing to a moving
		partner.	
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub stran	d	DYNAMICS	
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Hold ball in the left hand.	What have we learnt
	demarcated area in files	Place the left foot slightly	today?
	while singing and	forward in front of the	
	clapping to warm-up the	body. Bend body slightly	Use answers to
	body for maximal	over the ball, pick a target,	summarise the lesson.
	performance and to	and swing the free right	
	prevent injuries	hand backward to contact	
		the lower middle part of	
		the ball (for right handed	
		learners). When the	
		partner is moving, the	
		thrower would have to	
		intensify the throw.	
İ			

Week Endin	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Pa	ge
Learning Ind	licator(s)	B4.1.3.1.3	
Performance	e Indicator	Learners can identify prima	ary sources of information
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WI	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvir	ng.
Wednesday	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes	(New Learning Including Assessment) Guide learners in groups to discuss where one can get data and information and make a presentation on it to the class. Assessment: let learners identify primary sources of information	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main points in the lesson

Learning In	ndicator (s) (Ref. No.)	B4.3.1.1.3 Recognise that a	question mark is used at
		the end of a question	
Performan	ice Indicators		should recognise that a ed at the end of a question
Week Endi	ing		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	petencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	Revise command and	What have we learnt
	songs and recite	response with learners.	today?
	familiar rhymes	Write some questions	
		on a cardboard.	
		• Lead learners to read	
		the questions.	
		Use question marks at	
		the end of each of the	
		questions.	
		• Let students read the	
		questions again in turns.	
		Let learners recognise	
		that question marks are	
		used at the end of a	
		question	
		Assessment: let learners	Review the lesson with
		punctuate sentences	learners
		them using the question	
		mark	
	Engage leaners to sing	Write more questions	What have we learnt
	songs and recite	on the board and call	today?
	familiar rhymes	learners to come out to	

	punctuate them using the	
	question mark	Review the lesson with
		learners
	Assessment: let learners	
	punctuate sentences	
	them using the question	
	mark	
Engage leaners to sing	Write more questions	What have we learnt
songs and recite	on the board and call	today?
familiar rhymes	learners to come out to	
	punctuate them using the	
	question mark	Review the lesson with
		learners
	Assessment: let learners	
	punctuate sentences	
	them using the question	
	mark	

TERM TWO BASIC FOUR WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC FOUR

Name of School.....

Week Endi	ng		
Class	<u> </u>	Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculu	m Page
Learning In	ndicator(s)	B4.1.7.1.3 B4.2.6.4.	
Learning III	idicator(s)	B4.4.9.3.3. B4.5.5.1.3	
Performance Indicator			ognise and discuss moral
Periorillan	ce muicator	lessons in a story	ognise and discuss inoral
		•	vords suitable for purpose,
			and culture in relation to
		type of texts	fforant tunos of varios
		C. Learners can use di	· ·
			ay writing piece for other
		peers to read	uso adioativos to maka
		E. Learners can use adjectives to make	
		comparisons	
		F. Learners can read a variety of age- and level appropriate books and present a-two	
			•
		paragraph summar	y of each book read
Teaching/ Learning Resources		Word cards, sentence card	s, letter cards, handwriting
		on a manila card and a clas	ss library.
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical 1	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Through brainstorming,	today?
	rhymes	learners identify, discuss	
		and evaluate moral	Ask learners to
		lessons in narrative texts	summarize the main
		heard/read.	points in the lesson
		Have them connect to the characters by relating	
		the characters by relating	

		them to real life	
		experiences.	
		Assessment: let learners	
		identify moral lessons in a	
		•	
		story	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	Explain to children the	today?
	rhymes	key elements in all writing	
		e.g. purpose, audience	Ask learners to
		etc. These help to make	summarize the main
		the understanding of the	points in the lesson
		text easy. That is, they	
		play an integral part in the	
		process. Guide learners to	
		understand each key	
		element.	
		 Introduce learners to a 	
		variety of texts and	
		registers which may be	
		used in given situations.	
		Have learners work in	
		groups to write short texts	
		on familiar topics.	
		Assessment: let learners	
		use words suitable for	
		purpose, audience,	
		context and culture in	
		relation to type of texts	
Wednesday	Engage learners to sing	C.GRAMMAR	What have we learnt
	songs and recite familiar	Auxiliary verbs	today?
	rhymes	 Let learners read 	
	-	sentences with auxiliary	Ask learners to
		verbs	summarize the main
			points in the lesson
		Have learners write	
		sentences with given	
		verbs.	

		Assessment: let learners use different types of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Have learners publish their work by preparing and showing it to others in small groups or in pairs. Allow them to post their work on the notice board or show it to all other learners in the class one after the other.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners display writing piece for other peers to read	
Friday	Guide learners to choose and read books during the library period	E.WRITING CONVENTION Let learners write sentences using comparative and superlative forms of adjectives.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use adjectives to make comparisons	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedbac	Have learners to tell what they read to the whole class

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Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.1.3.2.3. B4.1.4.1.1 B4.1.4.1.2	
Performance Indicator	Learners can provide examples of where fractions are used. Learners can describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically. Round decimals to the nearest tenth.	
Strand	NUMBER	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10	(New Learning Including	10MINS
	MINS	Assessment)	(Learner And
	(Preparing The Brain		Teacher)
	For Learning)		
Monday	Sing songs like:	Drawing circle graphs that	Review the lesson
		represent halves, fourths and	with Learners
	I'm counting one,	eighths. The graph shows the	
	what is one	ages of pupils in Primary 4. If	
	1 - One is one alone,	there are 40 pupils in the class,	
	alone it shall be.	ask questions for pupils to	Assessment: have
	2 - Two pair, two pair	interpret the graph	learners to practice
	come pair let us pair	8 years 11 years 9 years 10 years	with more examples
Tuesday	Sing songs like:	Use pictorial representations or	Review the lesson
		number line to revise tenths and	with Learners
	I'm counting one,	hundredths and ask pupils to	
	what is one	identify the fractions (i.e. A, B, C,	
	1 - One is one alone,	D, & E).	Assessment: have
	alone it shall be.	D C F 0.8 \$ 1.0	learners to practice
		0 <u>2 3 5 6 10</u>	with more examples
Wednesday	Sing songs like:	Use the tenth and hundredth	Review the lesson
		place value chart to illustrate	with Learners
		how to write the fraction as a	

	I'm counting one, what is one 1 - One is one alone, alone it shall be.	introduction of the decimal point learners	ent: have to practice re examples
Thursday	Sing songs like: I'm counting one, what is one	Give pupils several common Review t fractions (including improper fractions) to convert into tenths and hundredths and write their	he lesson rners
	1 - One is one alone, alone it shall be.		ent: have to practice
	2 - Two pair, two pair come pair let us pair	Tenth and Hundredth Place Value Chart	re examples
	3 - Turn around 4 - Follow me 5 - Fire	1 11 11 s SS SS SS Fraction · 1111 111111	
	J THE	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	
		$\begin{vmatrix} \mathbf{c} & 1 \\ 2 & 2 \\ 2 & 0 \end{vmatrix} \cdot \begin{vmatrix} 5 & 1 \\ 5 & 1 \end{vmatrix}$	
		$0 \ 3\frac{3}{5} = 0$	
Friday	Sing songs like: I'm counting one, what is one	Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest	he lesson rners
	1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	tenth means that the rounded figure has one digit after the decimal mark. Rounding to the	ent: have to practice re examples
		10 ► 85670 100 ► 85700 1 decimal or $\frac{1}{10}$ place ► 85674.9	

Week Ending	
Class	Four
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s) B4.3.3.1.1	
Performance Indicator	Learners can explain the concept of ecosystem
Strand	SYSTEMS
Sub strand	ECOSYSTEM
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners role play a typical	What have we learnt
	songs and recite familiar	family setup, showing how	today?
	rhymes	everyone is	
		interdependent.	Ask learners to
		 Learners identify the 	summarize the important
		role of each member of	points of the lesson
		their family, e.g. father,	
		mother, siblings. The key	
		lesson is to understand	
		that everybody in the	
		group is important and	
		depend on the other.	
		Teacher mentions a	
		habitat and the learners	
		mention which plants,	
		animals, and other	
		organisms live there (use	
		games)	
İ		Assessment: let learners	
		explain the concept of	
		ecosystem	

Thursday	Engage learners to sing	Show pictures and	What have we learnt
	songs and recite familiar	videos of forest settings	today?
	rhymes	having trees, grass, a	
		stream, soil, fishes,	Ask learners to
		rodents, frogs, etc. to	summarize the important
		explain to learners what	points of the lesson
		an ecosystem looks like.	
		 Learners discuss the 	
		importance of every	
		element/member of a	
		given ecosystem, e.g.	
		frogs, weeds, soil and fish	
		in a pond.	
		Assessment: let learners	
		explain the importance of	
		every element/member of	
		a given ecosystem,	

Week Ending		
Class	Four	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B4.3.1.1.1	
Performance Indicator	Learners can show obedience and respect to a	
	supreme being. through prayer and worship	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Worship	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners talk about why	What have we learnt
	songs and recite familiar	we worship God: to draw	today?
	rhymes	closer to God, to	
		communicate with God, to	Ask learners to
		show obedience to God,	summarize the main
		etc.	points in the lesson
		Learners talk about the	
		forms of worship in the	
		three main religious	
		groups in Ghana:	
		Christianity, Islam and	
		Traditional: praying,	
		singing, pouring libation,	
		reading scriptures, etc.	
		Assessment: let learners	
		identify ways to show	
		obedience and respect to	
		a supreme being.	

Thursday	Engage learners to sing	Learners engage in	What have we learnt
	songs and recite familiar	activities: role play, play	today?
	rhymes	games, recite prayers,	
		read scriptures, watch	Ask learners to
		videos, or look at pictures	summarize the main
		 that teach ways of 	points in the lesson
		worship to show respect	
		and obedience to God	
		among the three major	
		religious groups.	
		Assessment: let learners	
		draw and model a worship	
		scene.	

Week End	ing		
Class		Four	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning I	ndicator(s)	B4.2.2.1.1	
Performar	nce Indicator	Learners can discuss festiva	als in their neighbourhood.
Strand		2: Religious Practices and t	heir Moral Implications
Sub stranc	l	Festivals in the Three Majo	r Religions
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	 In their same groups or in pairs, let learners discuss the specific activities that take place during festivals, bringing out the following values: Moral, Social and Economic. Let groups present their findings for class discussions Assessment: let learners describe festivals in their neighbourhood	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Endi	ng		
Class Four			
Subject		HISTORY	
Reference		History curriculum Page	
Learning Ir	ndicator(s)	B4.2.5.1.1	
Performan	ce Indicator	Learners can identify th	e role played by some
		traditional rulers in the national development	
Strand		My Country Ghana	
Sub strand		SOME SELECTED INDIVIDUA	ALS
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Tuesday	Engage learners to sing	Identify the traditional	What have we learnt
	songs and recite familiar	rulers whose work inspires	today?
	rhymes	you most and give reasons	
		for your choice.	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		identify the role played by	
		some traditional rulers in	
		the national development	
Thursday	Engage learners to sing	Identify the traditional	What have we learnt
	songs and recite familiar	rulers whose work inspires	today?
	rhymes	you most and give reasons	
		for your choice.	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		identify the role played by	
		some traditional rulers in	

the national development

Mook Ending		
Week Ending		
Class	four	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B4 2.3.4.2	
Performance Indicator	Learners can plan a performance of compositions to	
	share creative experiences based on own ideas,	
	knowledge and understanding of performing artworks	
	that reflect the natural and manmade environments of	
	some communities in Ghana	
Strand	Performing Arts	
Sub strand	Displaying and Sharing	
Teaching/ Learning Resources	Pictures	
Cons. Comparison Constitute, and Innovation Communication and Collaboration Boundary		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② watch a short video or	today?
	rhymes	live performances	
		(preferably during the	Ask learners to
		circuit, district or regional	summarize the main
		cultural festival of the	points in the lesson
		cultural education unit of	
		the Ghana Education	
		Service) that reflect the	
		natural and manmade	
		environments of some	
		communities in Ghana;	
		discuss the need for	
		performing compositions	
		of own music, dance,	
		drama, poetry, etc.;	
		② develop a roadmap for	
		the performances by	
		fixing a date, selecting	

		venue and inviting	
		audience 2 brainstorm to	
		agree on a theme for the	
		performance; 2 send	
		manual and/or electronic	
		invitations	
		Assessment: let learners	
		write a plan of	
		performance of	
		compositions to share	
		creative experiences	
		based on own ideas,	
		knowledge and	
		understanding of	
		performing artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	select compositions by	today?
	rhymes	considering creativity and	
		originality, lyrics,	Ask learners to
		movement patterns,	summarize the main
		dynamics and relevance of	points in the lesson
		the message to the	
		theme, social and cultural	
		importance;	
		② decide on mode and	
		arrangement of	
		performances	
), characters, directors,	
		stage managers, audience,	
		health and security	
		personnel; 2 clean and	
		prepare the venue and its	
		environment and make it	
		ready for the	
		performance;	
		2 plan for post-	
		performance activities	
		such as cleaning,	

appreciation, evaluation, reporting, etc Assessment: let learners write a plan of	
performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks	

Week End	ing		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning I	ndicator(s)	B4.2.3.2.1	
Performar	nce Indicator	Learners can Identify parts	of the body that are used
		for kicking a ball.	
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub stranc	d	RELATIONS,	
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learner identify parts of	What have we learnt
	demarcated area in files	the body that can be used	today?
	while singing and	in kicking a ball such as	
	clapping to warm-up the	the hands. Learners stand	Use answers to
	body for maximal	with their legs opened and	summarise the lesson.
	performance and to	move to a ready position	
	prevent injuries	to kick a ball.	

Week Ending		
Class	four	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B4.1.3.1.4.	
Performance Indicator	Learners can demonstrate sending and sharing	
	information to and from other gadgets.	
Strand	WORD PROCESSING	
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE	
Teaching/ Learning Resources	Laptop	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to mention	What have we learnt
Wednesday	songs and recite familiar	or talk about where one	today?
	rhymes	can receive or share	
		information in the	Ask learners to
		community and the world	summarize the main
		as a whole. NB: recall	points in the lesson
		content in B3 and add to	
		this activity.	
		Assessment: let learners	
		demonstrate sending and	
		sharing information to	
		and from other gadgets	

Learning Indicator (s) (Ref. No.)		B4.4.4.1.2 Compose a persuasive essay based on a	
		picture description	
		B4.4.4.1.3 Write a persuasive essay on responsibility	
		B4.4.5.1.1 Understand the process in writing good	
		argumentative essays	
Performa	nce Indicators	The learner	should compose a
		persuasive essay based on a picture	
		description	
		The learner s	should write a persuasive
		essay on responsibil	-
			should understand the
		process in writing go	ood argumentative essays
Week End	ding		
Reference	2	Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching,	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Com	petencies: Communication a	nd collaboration Personal de	evelopment and leadership
D 41/6		D	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	1 -1 1	Miles he e les est
	Engage leaners to sing		What have we learnt today?
	songs and recite familiar rhymes	some actions that destroy	touayr
	Tallillar flightles	the environment.	
		• Show learners some	
		pictures.	
		• Let learners describe the	
		picture.	
		• Lead learners to	
		compose a persuasive	
		essay based on a picture	
		description	Review the lesson with
		Assessment: let learners	learners
		compose a persuasive	
		essay based on a picture	
		description	

Engage leaners to sing songs and recite familiar rhymes	 Let learners mention the names of their parents and friends. Let learners tell you what they think are the responsibilities of their parents (you can touch on the responsibilities of other people as well). Write a model persuasive essay with learners on the board. Let learners write a persuasive essay on responsibility. Assessment: let learners write a persuasive essay on responsibility	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Raise an issue and ask learners to tell you what they think about it. Discuss what an argumentative writing is with learners. Discuss the process of writing a good argumentative essay. Group learners and let them write an argumentative essay on a given topic. Let learners read their essays to the class and discuss the essays with learners Assessment: let learners understand the process in writing good argumentative essays 	What have we learnt today? Review the lesson with learners

TERM TWO BASIC FOUR WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN BASIC FOUR

Name of School.....

Week Endin	g		
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.7.1.4. B4.2.7.1	1 B4.3.5.1.2
		B4.4.10.1.1 B4.5.5.1.2 B4.6.1.1.1.	
Performance Indicator		A. Learners can use ba in understanding ar while listening to na B. Learners can cons read C. Learners can use agreement D. Learners can write experiences or ever (beginning, middl appropriate nouns across sentences to E. Learners can differ comparative and s are used in sentence	ckground knowledge to aid and building new knowledge arrative texts truct meaning from texts appropriate subject-verb about real or imagined ats following story structure be and ending), using or pronouns within and aid cohesion. Tentiate between how the uperlative adjective forms as variety of age- and level
		paragraph summary	•
Teaching/ Lo	earning Resources	Word cards, sentence cards on a manila card and a clas	s, letter cards, handwriting
-	•	ovation Communication and Thinking and Problem Solvin	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Have learners listen to a narrative text.	What have we learnt today?

		• Learners in groups	Ask learners to
		identify, discuss and relate	summarize the main
		the plot of the text to a	points in the lesson
		familiar text.	
		Have learners listen to	
		the text a second time.	
		Assessment:	
		In groups, let learners	
		share what they have	
		learnt in the text.	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	Select level-appropriate	today?
	rhymes	texts for learners.	,
		 Take learners through 	Ask learners to
		Before Reading activities	summarize the main
		such as picture walk,	points in the lesson
		prediction and Before	
		Reading questions etc. to elicit their prior	
		knowledge.	
		Have learners use their	
		previous	
		knowledge/experience,	
		contextual clues and	
		While Reading questions	
		to make meaning from the	
		text as they read.	
		 Provide After Reading questions to help learners 	
		make meaning from the	
		text read.	
		Assessment: let learners	
		construct meaning from	
		texts read	
Wednesday	Engage learners to sing	C.GRAMMAR	What have we learnt
Treamesady	songs and recite familiar	Revise nouns and verbs	today?
	rhymes	with simple examples.	- 1 -
	-	Through discussion and	Ask learners to
		examples help learners to	summarize the main
			points in the lesson

			
		realise rules that govern	
		sentence formation:	
		- A Singular subject goes	
		with singular verb. e.g.	
		The boy is in the room.	
		- A Plural subject goes	
		with a plural verb. e.g.	
		The girls are happy.	
		- Collective nouns take	
		singular verb. e.g. The	
		team is playing tomorrow.	
		 Provide sentences for 	
		groups to identify the	
		subjects and verbs.	
		Have learners write their	
		own sentences to be	
		presented to the class.	
		Assessment: let learners	
		use appropriate subject-	
		verb agreement	
Th -	Farana	I	
Thursday	Engage learners to sing	D.WRITING	What have we learnt
inursday	songs and recite familiar	Guide learners to narrate	What have we learnt today?
inursday	= =		
inursaay	songs and recite familiar	Guide learners to narrate	
inursaay	songs and recite familiar	Guide learners to narrate an event they participated	today?
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the	today? Ask learners to
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially:	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.)	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters. • Guide them with	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters. • Guide them with examples to write from	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters. • Guide them with examples to write from the first person point of	today? Ask learners to summarize the main
inursaay	songs and recite familiar	Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters. • Guide them with examples to write from	today? Ask learners to summarize the main

		story to read from the third person point of view. Assessment: let learners write about real or imagined experiences or events following story structure using appropriate nouns or pronouns within and across sentences to aid cohesion	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Guide learners with examples to talk about their siblings using adjectives. • In pairs, learners write two to three sentences to describe their classmates using the three forms of adjectives.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners differentiate between how the comparative and superlative adjective forms are used in sentences	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period.	Have learners to tell what they read to the whole class

 Learners think-pair- 	
share their stories with	
peers.	
 Ask each learner to 	
write a-two-paragraph	
summary of the book	
read.	
 Invite individuals to 	
present their work to the	
class for feedback	

Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.1.4.1.2 B4.1.4.1.3		
Performance Indicator	Learners can Round decimals to the nearest tenth.		
	Learners can Use models to explain the result of addition		
	and subtraction of decimals (up to hundredths).		
Strand			
Sub strand			
Teaching/ Learning Resources	Counters		

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10 MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And
	For Learning)		Teacher)
Monday	Sing songs like:	Use a table with several decimals	Review the lesson
		fractions and explain the rule for	with Learners
	I'm counting one,	of rounding decimals. Give pupils	
	what is one	a table of decimal fractions to	
	1 - One is one alone,	round to the nearest tenths or	
	alone it shall be.	hundredths	Assessment: have
	2 - Two pair, two Rounding	_	learners to practice
	pair come pair let us	85674.875 rounded to	with more examples
	pair 10 ▶ 85670	10 > 85670	
3 - Turn around	100 ▶ 85700		
	4 - Follow me	1 decimal or $\frac{1}{10}$ place > 85674.9	
	5 - Fire		

Tuesday Sing songs like: I'm counting one,		Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths			Review the lesson with Learners			
	what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	A	Fraction 0.38	Round to Nearest	Result	Assessment: have learners to practice with more examples		
		3 - Turn around	3 - Turn around	С	4.085 56.584	$ \begin{array}{c} \frac{1}{10} \\ \frac{1}{10} \end{array} $		
		E	30.084	$ \begin{array}{r} 10 \\ \hline 1 \\ \hline 100 \\ \hline \hline 1 \\ \hline 100 \\ \hline \hline 1 \\ \hline 100 \\ \hline \hline 1 \\ 1 \\ \hline 1 \\ 1$				
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	To add 0.64 and 0.39, means sum 64/100 + 39/100 which is 64+39/100 = 103/100 = 1.03. 0.64 + 0.39 1.03 That is, since both are hundredths fractions (i.e. have 2 decimal places) we can line up the decimal points to align the place values and add as whole numbers			Review the lesson with Learners 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. 2 - Two pair, two pair come pair let us pair	To add 0.6 and 0.39, one number is in tenths and other is in hundredths (i.e. one has 1 decimal place and the other 2 decimal places) it is important to line up the decimal points to align the place values and add as whole numbers 0.6 + 0.39 0.99			Review the lesson with Learners Assessment: have learners to practice with more examples			

Friday	Sing songs like:	To subtract 0.6 from 1.39, means	Review the lesson
		139/100 – 6/10 = 139/100 –	with Learners
	I'm counting one,	60/100 = 139-60/100 = 79/100 =	
	what is one	0.79. That is, since one number is	
	1 - One is one alone,	in tenths and other is in	Assessment: have
	alone it shall be.	hundredths (i.e. one has 1	learners to practice
	2 - Two pair, two	decimal place and the other 2	with more examples
	pair come pair let us	decimal places) it is important to	
	pair	line up the decimal points to align	
	3 - Turn around	the place values and subtract as	
	4 - Follow me	whole numbers.	
	5 - Fire	1.39	
		- 0.6	
		0.79	

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B4.3.3.1.1		
Performance Indicator	Learners can explain the concept of ecosystem		
Strand	SYSTEMS		
Sub strand	ECOSYSTEM		
Teaching/ Learning Resources Pictures			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
MINS (Preparing The Brain		(New Learning Including	10MINS	
		Assessment)	(Learner And Teacher)	
	For Learning)			
Мо	Engage learners to sing	Learners discuss the	What have we learnt	
nday	songs and recite familiar	importance of every	today?	
	rhymes	element/member of a		
		given ecosystem, e.g.	Ask learners to	
		frogs, weeds, soil and fish	summarize the important	
		in a pond.	points of the lesson	
		Brainstorm with		
		learners to come out with		
		responses to what		
		happens when a member		
		of the system is removed.		
		Assist learners to realise		
		that it causes imbalance in		
		the ecosystem. Relate the		
		concept to everyday life,		
		e.g. the destruction of the		
		forest through galamsey		
		and the felling of trees		
		bring about imbalances in		
		the environment.		
		Assessment: let learners		
		explain the concept of		
		ecosystem		

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners cite examples of ecosystems in their community and suggest ways of preserving them. Assessment: let learners write ways of preserving them	What have we learnt today? Ask learners to summarize the important points of the lesson
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Week Ending		
Class	Four	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B4.3.2.1.1	
Performance Indicator	Learners can identify celebrations, positive cultural	
	practices and traditions of different cultures in Ghana	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Festivals	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about celebrations and traditions of different cultures in the community: Christmas, Easter, Eid-Ul-Fitr, Eid-Ul-Adha, Odwira, Aboakyir, etc. Assessment: let learners identify celebrations and	What have we learnt today? Ask learners to summarize the main points in the lesson
		traditions of different cultures in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners use pictures, charts or video clips to demonstrate activities of celebrations and traditions of different cultures. Assessment: let learners paste pictures to demonstrate activities of celebrations and traditions of different cultures in their books	What have we learnt today? Ask learners to summarize the main points in the lesson

Maal. Ens	J:		
Week End	aing	-	
Class		Four PSI ICIONS AND ALORAL EDUCATION	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
	Indicator(s)	B4.3.1.1.1	
Performance Indicator Strand		Learners can describe the call of the religious leaders Religious Leaders	
Teaching,	Learning Resources	Pictures	
	•	novation Communication and Thinking and Problem Solvin	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners discuss the	What have we learnt
	songs and recite familiar	leaders of the three major	today?
	rhymes	religions in Ghana: - The	
		Lord Jesus Christ as the	Ask learners to
		son of God-His Baptism -	summarize the main
			summarize the main points in the lesson
		son of God-His Baptism -	
		son of God-His Baptism - The Holy Prophet	
		son of God-His Baptism - The Holy Prophet Muhammad (S.A.W) - His	
		son of God-His Baptism - The Holy Prophet Muhammad (S.A.W) - His encounter with Angel Jibril	
		son of God-His Baptism - The Holy Prophet Muhammad (S.A.W) - His encounter with Angel Jibril (Gabriel) in the Cave-	
		son of God-His Baptism - The Holy Prophet Muhammad (S.A.W) - His encounter with Angel Jibril (Gabriel) in the Cave- Hijrah - The call of	
		son of God-His Baptism - The Holy Prophet Muhammad (S.A.W) - His encounter with Angel Jibril (Gabriel) in the Cave- Hijrah - The call of Traditional Religious	
		son of God-His Baptism - The Holy Prophet Muhammad (S.A.W) - His encounter with Angel Jibril (Gabriel) in the Cave- Hijrah - The call of Traditional Religious Leader- OkomfoAnokye,	
		son of God-His Baptism - The Holy Prophet Muhammad (S.A.W) - His encounter with Angel Jibril (Gabriel) in the Cave- Hijrah - The call of Traditional Religious Leader- OkomfoAnokye, TogbuiTsali, etc Assessment: let learners	
		son of God-His Baptism - The Holy Prophet Muhammad (S.A.W) - His encounter with Angel Jibril (Gabriel) in the Cave- Hijrah - The call of Traditional Religious Leader- OkomfoAnokye, TogbuiTsali, etc	

Week End	ing		
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B4.3.3.1.1	
Performance Indicator		Learners can describe Euro	pean missionary activities in
		Ghana	
Strand		Europeans in Ghana	
Sub stranc		Missionary Activities	
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Ini	novation Communication ar	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvii	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	WillyS	(INEW Learning Including	TOIVIINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
		, ,	
Tuesday	(Preparing The Brain	, ,	
Tuesday	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Tuesday	(Preparing The Brain For Learning) Engage learners to sing	Assessment) Identify the missionary	(Learner And Teacher) What have we learnt
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Identify the missionary societies that came to	(Learner And Teacher) What have we learnt
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Identify the missionary societies that came to Ghana (starting from the	(Learner And Teacher) What have we learnt today?
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last).	(Learner And Teacher) What have we learnt today? Ask learners to
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Which European	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last). Identify the missionary	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Which European missionary society was	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last). Identify the missionary societies that came to	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Which European missionary society was the first to come to the	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last). Identify the missionary societies that came to Ghana (starting from the	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Which European missionary society was the first to come to the Gold Coast? In which	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last). Identify the missionary societies that came to Ghana (starting from the	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Which European missionary society was the first to come to the Gold Coast? In which areas did they operate?	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last). Identify the missionary societies that came to Ghana (starting from the first to the last).	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Which European missionary society was the first to come to the Gold Coast? In which areas did they operate? What was their impact	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last). Identify the missionary societies that came to Ghana (starting from the first to the last). Assessment: let learners	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Which European missionary society was the first to come to the Gold Coast? In which areas did they operate? What was their impact on the lives of	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last). Identify the missionary societies that came to Ghana (starting from the first to the last). Assessment: let learners describe European	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Which European missionary society was the first to come to the Gold Coast? In which areas did they operate? What was their impact on the lives of	Assessment) Identify the missionary societies that came to Ghana (starting from the first to the last). Identify the missionary societies that came to Ghana (starting from the first to the last). Assessment: let learners describe European missionary activities in	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main

Locate places where they

operated (e.g. Basel-

etc)

Ghana

Akuapem, Bremen-Peki

Assessment: let learners

describe European missionary activities in

What have we learnt

summarize the main

points in the lesson

Ask learners to

today?

Thursday

Engage learners to sing

songs and recite familiar

rhymes

Week Ending	g		
Class		four	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B4 1.4.6.2	
Performance Indicator		Learners can develop guidelines for appraising and	
		appreciating own and others' visual artworks that	
		reflect the natural and manmade environments of	
		some communities in Ghana	
Strand		Visual Arts	
Sub strand		Appreciating and Appraisin	g
Teaching/ Le	earning Resources	Pictures	
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② discuss and accept a	today?
	rhymes	guide for appreciating and	Ask learners to
		appraising own and/or	summarize the main
		others visual artworks;	points in the lesson
			points in the lesson
		Assessment: let learners	
		write guidelines for	
		appraising and	
		appreciating own and	
		others' visual artworks	
		others visual artivorks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② discuss and accept a	today?
	rhymes	guide for appreciating and	,
	•	appraising own and/or	Ask learners to
		others visual artworks;	summarize the main
			points in the lesson

Week End	ling		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B4.2.4.2.1	
Performance Indicator		Learners can describe	the appropriate body
		orientation to serve a ball, using the underhand	
		movement pattern.	
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub stran	d	BODY MANAGEMENT	
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and In	novation Communication and	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learner stands with feet	What have we learnt
	demarcated area in files	and shoulders straight.	today?
	while singing and	Learner tosses the ball and	
	clapping to warm-up the	swings the hand forward	Use answers to
	body for maximal	to strike the ball upward	summarise the lesson.
	performance and to	and forward. Learner	
	prevent injuries	moves the leg forward to	
		recover.	
		Learrners practice with	
		feedback as individuals	
		and in a group for	
		mastery, Learners	
		progress at their own pace	

Week Ending		
Class	four	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B4.1.3.1.5	
Performance Indicator	Learners can demonstrate basic calculations on	
	sample data	
Strand	WORD PROCESSING	
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE	
Teaching/ Learning Resources	Laptop	
Core Competencies: Creativity and Inr	novation Communication and Collaboration Personal	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to perform	What have we learnt
Wednesday	songs and recite familiar	basic calculations on	today?
	rhymes	sample data they have	
		been made to collect	Ask learners to
		using sum, average,	summarize the main
		percentages etc	points in the lesson
		Assessment: let learners	
		demonstrate basic	
		calculations on sample	
		data	

B5.4.4.1.3 Write persuasive essays on given topi B5.4.5.1.1 Gather information for the writing of argumentative essays. B5.4.5.1.2 Comprehend and discuss how to write or against a motion in an argumentative essay Performance Indicators The learner should write persuase essays on given topics. The learner should gather inform for the writing of good argumentative essay on the learner should comprehend a discuss how to write for or against a motion an argumentative essay		on for the writing of good discuss how to write for gumentative essay should write persuasive cs. Should gather information od argumentative essays. Should comprehend and e for or against a motion in	
Week End			
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
	Learning Resources	Manila cards, markers, recorded audios visual	
Core Com	petencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite familiar rhymes	PHASE 2: MAIN 40MINS (New Learning Including Assessment) • Use controlled composition to write a simple persuasive essay on a cardboard. • Guide learners to write persuasive essays on given topics Assessment: let learners write persuasive essays on given topics.	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Discuss the structure of argumentative writing with learners.	What have we learnt today?

	• Use controlled	
	composition to write a	
	simple argumentative	
	essay on a cardboard.	
	Read the argumentative	
	essay on the board	
	pointing out the structure.	
	• Let learners understand	
	and recognise how to	
	gather information for the	Review the lesson with
	writing of good	learners
	argumentative essays.	
	Assessment: let learners	
	write points for the	
	writing of good	
	argumentative essays	
Engage leaners to sing	Give a topic to the class	What have we learnt
songs and recite	and put the learners into	today?
familiar rhymes	two groups.	,
,	Let one group write for	
	the topic and the other	
	against the topic in class.	
	• Let each group read	
	their write up in class.	
	·	
	Discuss the ways of writing for or against a	
	writing for or against a	
	motion in a given motion	
	in an argumentative essay.	
	Let individual learners	Doviou the leaseth
	write for or against a given	Review the lesson with
	motion.	learners
	Assessment: let learners	
	write for or against a	
	motion in an	
	argumentative essay	
<u> </u>	1	

TERM TWO BASIC FOUR WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC FOUR

Name of School.....

Week Endin	g			
Class		Four		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning Indicator(s)		B4.1.7.1.5 B4.2.7.1.2.	B4.3.5.1.3.	
		B4.4.10.1.1 B4.5.5.1.2	B4.6.1.1.1.	
Performance Indicator		details of texts B. Learners can note	ify the main idea/gist and and recall main ideas in a	
		verbs in sentences	he simple present form of	
Teaching/ L	earning Resources	D. Learners can write about real or imagined experiences or events following story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion. E. Learners can differentiate between how the comparative and superlative adjective forms are used in sentences F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read Word cards, sentence cards, letter cards, handwriting		
		on a manila card and a class	•	
_	•	ovation Communication and		
Developme	nt and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAVC	DUACE 1. CTARTER 10	DUACE 2. BAAINI 400 41010	DUACE 2. DEFLECTION	
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS	
	(Preparing The Brain	(New Learning Including Assessment)	(Learner And Teacher)	
	For Learning)	Assessificity	(Learner And Teacher)	
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Have learners read short stories, newspaper	What have we learnt today?	
	,	cuttings.		

		Guide them with	Ask learners to
		examples to give the gist	summarize the main
		and details of the texts.	points in the lesson
		Guide learners to	,
		identify the various text	
		contents as they retell and	
		discuss texts read.	
		Assist learners to	
		identify themes from the	
		various texts read or	
		discussed. e. g. love,	
		greed, honesty, hard	
		work, etc.	
		Have them share facts	
		from the story with their	
		peers.	
		ASSESSMENT: let learners	
		identify the main idea/gist	
		and details of texts	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	Using the SQ3R strategy,	today?
	rhymes	learners recall main ideas.	
		Learners:	Ask learners to
			summarize the main
		S – Survey the text– (learners skim, by going	points in the lesson
		through the chapter,	
		noting heading/sub-	
		heading and other	
		understanding features.	
		Q – Question – Generate	
		questions about the	
		content of the text.	
		3R	
		Read – Read for more	
		information.	
		Recite – Retrieve	
		information from	
I		meaning.	

		Review – Go over the main ideas in the text using your own words ASSESSMENT: let learners mention main ideas in a sequence	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Using several examples demonstrate the use of the simple present form of verbs in the sentences (for habitual actions/ for timeless and universal statements). Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning. Provide ample practice using language drills. ASSESSMENT: let learners use the simple present form of verbs 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 them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view. • Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another's story ASSESSMENT: let learners write about real or	What have we learnt today? Ask learners to summarize the main points in the lesson

	T		,
Friday	Engage learners to sing	imagined experiences or events following story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion. E.WRITING CONVENTION	What have we learnt
	songs and recite familiar rhymes	Two pairs put their work together and do a comparison. Let them share their work with other groups. ASSESSMENT: let learners differentiate between how the comparative and superlative adjective forms are used in sentences	Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback ASSESSMENT: let learners read a variety of age- and level appropriate books	Have learners to tell what they read to the whole class

	and present a-two- paragraph summary of each book read	

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.1.5.1.1 B4.1.5.1.2		
Performance Indicator	Learners can Model or recognise percent (as a fraction		
	related to hundredths) using concrete models, pictorial		
	representations and number line.		
	Learners can Compare and order a mixture of common,		
	decimal and percent fractions (up to hundredths)		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources Counters			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			
Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and			

Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3:
	10	(New Learning Including	REFLECTION
	MINS	Assessment)	10MINS
	(Preparing The Brain		(Learner And
	For Learning)		Teacher)
Monday	Sing songs like:	Use several pictorial	Review the lesson
		representations or number line	with Learners
	I'm counting one,	to introduce tenths and	
	what is one	hundredths and ask pupils to	
	1 - One is one alone,	identify the fractions (i.e. A, B, C, D, & E).	
	alone it shall be.	C, D, & L).	Assessment: have
	2 - Two pair, two	A B	learners to practice
	pair come pair let us		with more examples
	pair		
Tuesday	Sing songs like:	Use long division method to	Review the lesson
		convert and write fractions as decimals in the number chart.	with Learners
	I'm counting one,	c P E E	
	what is one	0 0.8 1.0	Assessment: have
		0 1 ± 3 10 10 5 10	learners to practice
			with more examples

Wednesday

Sing songs like:

I'm counting one, what is one

- 1 One is one alone, alone it shall be.
- 2 Two pair, two pair come pair let us pair
- 3 Turn around
- 4 Follow me
- 5 Fire

Give pupils several common fractions (including improper fractions) to convert into hundredths and write their decimal names or use long division; e.g. 3/4=75/100=75%.



		2	
	Fractio n	Decimal Places	Percent
		Flaces	reiteiit
A	$\frac{1}{10}$	0.10	10%
В	$\frac{43}{100}$	0.43	43%
С		0.50	
D		0.35	
E			
F			

Review the lesson with Learners

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.
- 2 Two pair, two pair come pair let us pair
- 3 Turn around
- 4 Follow me
- 5 Fire

To compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order 4/ 5' 0.78 and 85% (i) we can express all as decimals \rightarrow 4/5 = 80/100; 0.78 78/100 and 85% 85 /100, hence the order from least to the largest is 0.78, 4/5 and 85%; (ii) we can also express all as percentages $\rightarrow 4/5 = 80$ /100 = 80%, 0.78 79 /100 = 79%, and 85/100 = 85%, hence the order from least to the largest is 0.78, 4/5 and 85%

Review the lesson with Learners

Assessment: have learners to practice with more examples

Friday	Sing songs like:	To compare and order a mixture	Review the lesson
		of common, decimal and percent	with Learners
	I'm counting one,	fractions you can locate the	
	what is one	fractions on the number and	
	1 - One is one alone,	order them.	Assessment: have
	alone it shall be.	Order $A = \frac{4}{5}$ $B = 0.78$ $C = 85\%$	learners to practice
		0 10 10 10 10 10 10 10 10 10 10	with more examples

Mode Ending		
Week Ending		
Class	Four	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B4.4.1.1.1	
Performance Indicator	Learners can identify the effect of heat on the change	
	of state of substances	
Strand	FORCES AND ENERGY	
Sub strand	SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	Guide learners through simple activities to identify effects of heat on substances • Learners demonstrate evaporation by boiling water and discuss their experiences. Note: Let learners measure the quantity of the water before and after boiling to show the effect of heat on water ASSESSMENT: let learners identify the effect of heat on the change of state of substances	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing	Elaborate on learners'	What have we learnt
	songs and recite familiar	ideas to explain how the	today?
	rhymes	escaping vapour can be	
		changed into water	Ask learners to
		(through the loss of heat).	summarize the important
			points of the lesson

ASSESSMENT: let learners identify the effect of heat on the change of state of substances	

Week Ending		
Class	Four	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B4.3.2.1.1.	
Performance Indicator	Learners can identify celebrations, positive cultural	
	practices and traditions of different cultures in Ghana.	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Festivals	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners create stories,	What have we learnt
	songs and recite familiar	songs, poems, that teach	today?
	rhymes	them about the	
		importance of	Ask learners to
		celebrations and traditions	summarize the main
		different cultures of	points in the lesson
		where they come from.	
		e.g. Christmas teach us	
		about the birth of Christ.	
		Ohum festival teach us	
		about the time for	
		harvesting yam. Some	
		celebrations remind us	
		where our ancestors came	
		from: Hogbetsotso.	
		ASSESSMENT: let learners	
		identify celebrations,	
		positive cultural practices	
		and traditions of different	
		cultures in Ghana	

	T		
Thursday	Engage learners to sing	Learners prepare	What have we learnt
	songs and recite familiar	traditional foods such as	today?
	rhymes	kenkey and fried fish,	
		banku and okro stew, fufu	Ask learners to
		and palm soup, tuo-zafi or	summarize the main
		sew traditional clothing	points in the lesson
		for celebration for display	
		or reflect and write about	
		traditions their parents	
		have passed down to	
		them.	
		ASSESSMENT: let learners	
		identify celebrations,	
		positive cultural practices	
		and traditions of different	
		cultures in Ghana	

Week End	ing			
Class		Four		
Subject		RELIGIOUS AND MORAL EDUCATION		
Reference		RME curriculum Page	RME curriculum Page	
Learning I	ndicator(s)	B4.3.1.1.1		
Performance Indicator		Learners can describe the call of the religious leaders		
Strand		Religious Leaders		
Sub strand		The Call of the Leaders of th	ne Three Major Religions	
Teaching/	Learning Resources	Pictures		
Core Comp	petencies: Creativity and Ini	novation Communication and	d Collaboration Personal	
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Engage learners to sing	Invite a resource person to	What have we learnt	
	songs and recite familiar	talk about the call of each	today?	
	rhymes	religious personality.		
		Guide learners to discuss	Ask learners to	
		what they have heard	summarize the main	
		about the religious	points in the lesson	
		personalities		
		ASSESSMENT: let learners		
		describe the call of the		
		religious leaders		

Week Endi	nσ		
Class	iig .	Four	
Subject			
Reference		HISTORY	
		History curriculum Page	
Learning In		B4.3.3.1.1	
Performan	ce Indicator	Learners can describe European missionary activities in	
		Ghana	
Strand		Europeans in Ghana	
Sub strand		Missionary Activities	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Discuss Christianity and	What have we learnt
	songs and recite familiar	formal education as some	today?
	rhymes	of the major impacts of	
		European presence in	Ask learners to
		Ghana.	summarize the main
			points in the lesson
		ASSESSMENT: let learners	
		describe European	
		missionary activities in	
		Ghana	
Thursday	Engage learners to sing	Show and discuss	What have we learnt
·	songs and recite familiar	video/documentary of	today?
	rhymes	European activities in	,
		Ghana	Ask learners to
			summarize the main
			points in the lesson
		ASSESSMENT: let learners	
		describe European	
		missionary activities in	
		Ghana	

ClassfourSubjectCREATIVE ARTSReferenceCreative Arts curriculumLearning Indicator(s)B4 2.4.6.2Performance IndicatorLearners can develop guidelines for appraising and
Reference Creative Arts curriculum Learning Indicator(s) B4 2.4.6.2 Performance Indicator Learners can develop guidelines for appraising and
Learning Indicator(s)B4 2.4.6.2Performance IndicatorLearners can develop guidelines for appraising and
Performance Indicator Learners can develop guidelines for appraising and
appreciating own and others' performing artworks that reflect the natural and manmade environments of some communities in Ghana
Strand Performing Arts
Sub strand Appreciating and Appraising
Teaching/ Learning Resources Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guidelines suggested	What have we learnt today? Ask learners to summarize the main points in the lesson
		ASSESSMENT: let learners write guidelines for appraising and appreciating own and others' performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and	What have we learnt today? Ask learners to summarize the main points in the lesson

performances on the guidelines suggested	
ASSESSMENT: let learners write guidelines for appraising and appreciating own and others' performing artworks	

Week End	ling			
Class		Four		
Subject		PHYSICAL EDUCATION		
Reference		PE curriculum Page		
Learning Indicator(s)		B4.2.5.2.1		
Performance Indicator		Learners can identify the difference between dribbling a ball		
		(with the hand and the foo	ot, separately) while moving	
		forward and when changing d	irection.	
Strand		MOVEMENT CONCEPTS, PRIN	CIPLES AND STRATEGIES	
Sub strand STRATEGIES				
Teaching/ Learning Resources cones				
_				
Developm	nent and Leadership Critical Thi	nking and Problem Solving.		
Developm	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
•	· · · · · · · · · · · · · · · · · · ·		PHASE 3: REFLECTION 10MINS	
•	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS		
•	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including	10MINS (Learner And Teacher)	
•	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including	10MINS	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	10MINS (Learner And Teacher)	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Dribbling is the act of	10MINS (Learner And Teacher) What have we learnt	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Dribbling is the act of keeping the ball under the	10MINS (Learner And Teacher) What have we learnt	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Dribbling is the act of keeping the ball under the control of the player with the foot. In dribbling without an opponent, the player with	10MINS (Learner And Teacher) What have we learnt today?	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Dribbling is the act of keeping the ball under the control of the player with the foot. In dribbling without an opponent, the player with the ball is under no pressure	10MINS (Learner And Teacher) What have we learnt today? Use answers to summarise	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Dribbling is the act of keeping the ball under the control of the player with the foot. In dribbling without an opponent, the player with the ball is under no pressure and at liberty to do whatever	10MINS (Learner And Teacher) What have we learnt today? Use answers to summarise	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Dribbling is the act of keeping the ball under the control of the player with the foot. In dribbling without an opponent, the player with the ball is under no pressure	10MINS (Learner And Teacher) What have we learnt today? Use answers to summarise	

When dribbling with an opponent, the player with the ball is being contested for the ball and as a result

has to consider the

from the opponent.

movements and actions of the opponent as well as keep the ball under control away

Week Ending		
Class	four	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B4.1.3.2.1.	
Performance Indicator	Learners can identify the steps and issues involved in	
	data collection	
Strand	WORD PROCESSING	
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE	
Teaching/ Learning Resources	Laptop	
Construction Countries and Construction Countries Countries and College and Co		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to explore:	What have we learnt
Wednesday	songs and recite familiar	I. the steps and issues	today?
	rhymes	involved in collection of	
		data,	Ask learners to
		a) identify the reason(s)	summarize the main
		for collecting data,	points in the lesson
		b) select from the list of	
		reasons for collecting the	
		data and set goals,	
		c) plan an approach and	
		methods to collecting	
		data and d. collect the	
		data and interpret the	
		data.	
		II. the issues involved in	
		collection of data:	
		a) Unavailability of data	
		b) Intentional	
		manipulation of data	
		c) Random errors etc.	

ASSESSMENT: let learners	
identify the steps and	
issues involved in data	
collection	

Learning Indicator (s) (Ref. No.)		B4.4.6.1.2 Write picture events		
		B4.4.6.1.3 Edit your writing		
		B4.4.7.1.1 Comprehend the process in writing poems,		
		prose, and plays		
Performand	ce Indicators	The learner	should write picture	
		events		
		• The learner	should edit your writing	
		The learner should comprehend the		
		process in writing poems, prose, and plays		
Week Endir	ng			
Reference		Ghanaian Language curric	ulum	
Subject		GHANAIAN LANGUAGE		
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual	
Core Comp	etencies: Communication a	nd collaboration Personal de	evelopment and leadership	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage leaners to sing	 Let learners mention 	What have we learnt	
	songs and recite	some things in the	today?	
	familiar rhymes	classroom.		
		 Let learners cut out 		
		pictures from magazines.		
		 Let them create a 		
		picture book.		
		• With their own picture		
		book, help learners to		
		write picture events.		
		ASSESSMENT: let learners		
		write picture events	Review the lesson with	
			learners	
	Engage leaners to sing	Give learners a topic.	What have we learnt	
	songs and recite	• Let learners write their	today?	
	familiar rhymes	own passage on the topic.		
		• Let learners do peer		
		editing of their own		
	î .	writings.	1	

	ASSESSMENT: let learners edit a draft	
		Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Let learners sing a song they know. Discuss with learners some features of plays, prose and poems. Through discussion, encourage learners to comprehend the process in writing poems, prose and plays. 	What have we learnt today?
	ASSESSMENT: let learners identify the process in writing poems, prose, and plays	Review the lesson with learners

TERM TWO BASIC FOUR WEEK NINE

WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC FOUR

Name	of School	 	
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Week Endi	ng			
Class		Four		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning In	dicator(s)	B4.1.7.1.7. B4.2.7.1.3.	B4.3.5.1.4.	
,		B4.4.12.1.1 B4.5.6.1.1.	B4.6.1.1.1.	
Performance Indicator		information (two or B. Learners can skim for C. Learners can use respect tense of verbs D. Learners can words/expressions to experiences and even E. Learners can use accorded where the action	egular form of the simpl use descriptiv to describe places, persona	
		appropriate books and present a-two		
		paragraph summary of each book read		
Teaching/	Learning Resources	Word cards, sentence cards, letter cards, handwriting		
		on a manila card and a class library.		
-	•	ovation Communication and Thinking and Problem Solvin		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	Guide learners to compare	today?	
	rhymes	and contrast the content		
		of different texts	Ask learners to	
		read/discussed (pay	summarize the main	
		attention to the	points in the lesson	

		differences and the	
		similarities).	
		Similaritiesj.	
		Assessment: let learners compare and contrast information (two or more ideas) from texts	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading. Assessment: let learners skim for main ideas in texts	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 main and auxiliary verbs by having learners identify them in sentences. Introduce learners to the concept of regular verbs. Elicit examples from learners and have them used sentences The irregular verbs form their past tense differently. They do not add "d" or "ed". Provide a passage having regular and irregular verbs in the present tense. Learners rewrite the sentences in the past.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use regular form of the	

		simple past tense of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Revise adjectives by having learners describe familiar people, objects and places in their environment. • Learners in their groups talk about interesting places they have visited. • Guide them to describe places of their choice using knowledge of adjectives. • Have them do peer editing and share their work with the class.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Guided with examples, let learners narrate events using adverbs to describe the place and time of occurrence. • Introduce drills to provide oral practice Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to	use adverbs to write about when and where the action of a verb took place E.EXTENSIVE READING	Have learners to tell
	choose and read books during the library period	Guide learners to choose and read independently	what they read to the whole class

books of their choice during the library period. • Learners think-pairshare their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback Assessment: let learners read a variety of age- and level appropriate books and present a-twoparagraph summary of each book read

Week Endi	nα	T	
Class	liig	Four	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B4.4.2.1.1	
Performance Indicator		Learners can identify the uses of electricity	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTROI	VICS
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Begin by asking learners	What have we learnt
	songs and recite familiar	what they use to iron their	today?
	rhymes	school uniforms.	
		Use simple activities to	Ask learners to
	Discuss the functions of	demonstrate uses of	summarize the important
	parts of plants with	electricity, (e.g. providing	points of the lesson
	learners	light, powering TVs,	
		mobile phones, cooking,	
		heating water, etc.)	
		Assessment: let learners	
		write the uses of	
		electricity	
Thursday	Engage learners to sing	Learners draw things in	What have we learnt
	songs and recite familiar	the home and at school	today?
	rhymes	that use electricity.	
			Ask learners to
		Project: Electricity	summarize the important
		Generation Learners, in	points of the lesson
		i	I

groups, generate

electricity from fruit cells (orange, lime, tomatoes,

potatoes and apple) and fuel cells, e.g. water.	
Assessment: let learners write the uses of electricity	

Week Ending		
Class	Four	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s) B4.3.3.1.1.		
Performance Indicator	Learners can explain fundamental human rights of a	
	child	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Basic Human Rights	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners explain human rights e.g. human rights are rights that acknowledge the dignity and worth of an individual and ensure that equal right and opportunities are available to all without discrimination. Learners discuss their rights under equality e.g. right to life, right to family, right to protection. Assessment: let learners explain fundamental human rights of a child	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing	Learners compose songs	What have we learnt
	songs and recite familiar	and rhymes on	today?
	rhymes	fundamental human rights	
		in Ghana. Learners	Ask learners to
		develop posters describing	summarize the main
		fundamental human rights	points in the lesson
		of a child using pictures	
		and internet.	
		Assessment: let learners	
		explain fundamental	
		human rights of a child	

Week End	ling .		
Class	Four		
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	2	RME curriculum Page	
Learning I	Indicator(s)	B4.3.1.1.1	
Performa	nce Indicator	Learners can describe the call of the religious leaders	
Strand		Religious Leaders	
Sub stran	d	The Call of the Leaders of the Three Major Religions	
Teaching/ Learning Resources Pictures			
Core Com	petencies: Creativity and In	novation Communication a	nd Collaboration Personal
Developm	nent and Leadership Critical	cal Thinking and Problem Solving.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	In groups, ask learners to	What have we learnt
	songs and recite familiar	dramatise or roleplay the	today?
	rhymes	call of the religious	
		personalities.	Ask learners to
		 Let learners write on 	summarize the main
		the call of the religious	points in the lesson
		personalities and present	
		their works to class for	
		discussion.	
		Assessment: let learners	
		describe the call of the	
		religious leaders	

Week End	ng		
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B4.3.3.1.1	
Performance Indicator		Learners can describe Europ	pean missionary activities
		Ghana	
Strand		Europeans in Ghana	
Sub strand		Missionary Activities	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Discuss other activities	What have we learnt
	songs and recite familiar	they engaged in (trade,	today?
	rhymes	vocational training	
	rhymes	vocational training centres, health facilities,	Ask learners to
	rhymes	_	Ask learners to summarize the main
	rhymes	centres, health facilities,	
	rhymes	centres, health facilities, development of alphabets	summarize the main
	rhymes	centres, health facilities, development of alphabets for some local languages	summarize the main
	rhymes	centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages).	summarize the main
	rhymes	centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages). Assessment: let learners	summarize the main
	rhymes	centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages). Assessment: let learners describe European	summarize the main
	rhymes	centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages). Assessment: let learners describe European missionary activities in	summarize the main
Thursday		centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages). Assessment: let learners describe European missionary activities in Ghana	summarize the main points in the lesson
Thursday	Engage learners to sing	centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages). Assessment: let learners describe European missionary activities in Ghana Debate the effects of	summarize the main points in the lesson What have we learnt
Thursday		centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages). Assessment: let learners describe European missionary activities in Ghana	summarize the main points in the lesson

Assessment: let learners

mention the effects of

European activities in

Ghana.

Ask learners to

summarize the main

points in the lesson

Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B4. 1.1.1.4 B4 2.1.1.4.		
Performance Indicator	Learners can make decisions for designing and creating own visual artworks that will reflect the natural and manmade environments of some communities in Ghana. Learners can generate own ideas for composing and performing own artworks that will reflect the natural and manmade environments of some communities in Ghana		
Strand	Visual Arts Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Ir	novation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	☑ go on out-of-the-	today?
	rhymes	classroom walk to observe	
		the natural and manmade	Ask learners to
		surroundings;	summarize the main
		2 collect samples of	points in the lesson
		natural and manmade	
		objects, take photographs,	
		or make videos of objects	
		that interest them;	
		② examine the	
		samples/pictures for their	
		shapes, texture, colours,	
		size, lines, etc. and gather	
		ideas on artworks	
		suggested;	
		② reflect on the shapes,	
		texture, colour,	

	suggestions of movement, pattern, rhythm, etc. to generate ideas for designing and making own artworks. Assessment: let learners make decisions for designing and creating own visual artworks	
Engage learners to sing songs and recite familiar rhymes	Learners are to: ② go on out-of-the- classroom walks to observe natural and manmade things in the surroundings; ③ observe the movement patterns of natural and manmade objects; ③ listen to sounds created by natural and manmade objects ⑤ record the movement and sounds of natural and manmade objects that interest the learners; ⑥ study and analyse the movements and sounds observed, listened to or recorded; ⑥ think about own collection of movement and sound patterns and use them to generate ideas for planning own music, dance, drama or poetry compositions and performances	What have we learnt today? Ask learners to summarize the main points in the lesson

Assessment: let learners	
generate own ideas for	
composing and	
performing own artworks	

Week Ending						
Class	Four					
Subject	MATHEMATICS					
Reference	Mathematics curriculum Page					
Learning Indicator(s)	B4.2.1.1.1 B4.2.1.1.2 B4.2.1.1.3 B4.2.1.2.1					
	B4.2.1.2.2					
Performance Indicator	Learners can describe the pattern found in a given table or					
	chart.					
	Learners can determine the missing element(s) in a given					
	table or chart.					
	Identify the error(s) in a given table or chart.					
	Learners can create a concrete representation of a given					
	pattern displayed in a table or chart.					
	Learners can create a table or chart from a given concrete					
	representation of a pattern.					
Strand	Algebra					
Sub strand	Patterns and Relationships					
Teaching/ Learning Resources	Counters					

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me	Using a hundred chart, ask students to colour each number as they skip count by 2s and describe the pattern created. Repeat for 3, 4, 5, 6, 7, 8, and 9. Ask students to describe what changes they notice as the numbers increase. Note to what extent students: (i) identify all, some or none of the multiples of a given number. (ii) are able to predict and extend the pattern.	Review the lesson with Learners Assessment: have learners to practice with more examples

	5 - Fire	by rela	e able t ating it al worl	to si			•		ern in	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one	missir identi	de stud ng num fy the r n their	bers nissi	and	ask uml	the	m t	0	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	errors	Num of Ta	e the	nts to	o id teri Ium	entin han han han han han han han han han ha	ify ans er	ind	Review the lesson with Learners 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.	(involved) the or complete concre	ber 3	e op w. St tab reser or o	erati ude le an ntati	ion) nts nd con	suc can reat usin	ch as ce a	S	Review the lesson with Learners Assessment: have learners to practice with more examples

Present learners with a geometric Friday Sing songs like: Review the lesson design series, such as the one shown with Learners below. Ask them to extend the I'm counting one, pattern and record it in a T-chart. what is one Ask learners what the 10th step 1 - One is one Assessment: have would be. What would the 12th learners to practice alone, alone it shall step be? What would the 20th step be. with more examples be? 2 - Two pair, two 2 3 4 pair come pair let us pair 3 - Turn around 4 - Follow me Design # # of 5 - Fire Square 1 1 2 2 3 3 4 4

Week Ending	
Class	Four
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B4.3.1.3.1
Performance Indicator	Learners can perform 15 minutes' brisk walk with
	music
Strand	PHYSICAL FITNESS
Sub strand	AEROBIC CAPACITY,
Teaching/ Learning Resources	cones
	1

MINS		
CVIIIVI	(New Learning Including	10MINS
(Preparing The Brain	Assessment)	(Learner And Teacher)
For Learning)		
Learners jog round a	Learners warm up to begin	What have we learnt
demarcated area in files	activities. Learners swing	today?
while singing and	their arms by walking	
clapping to warm-up the	briskly within a	Use answers to
body for maximal	demarcated area at their	summarise the lesson.
performance and to	own pace.	
prevent injuries		
	For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	(Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to Assessment) Learners warm up to begin activities. Learners swing their arms by walking briskly within a demarcated area at their own pace.

Week Endin				
Class		four		
Subject		COMPUTING		
Reference		Computing curriculum Page		
Learning Ind	icator(s)	B4.1.3.2.2.		
Performance	e Indicator	Learners can describe various tools or techniqu		
		data collection		
Strand		WORD PROCESSING		
Sub strand		INTRODUCTION TO MS-WI	NDOWS INTERFACE	
Teaching/ Le	earning Resources	Laptop		
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal	
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	ıg.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage learners to sing	Guide learners to explore	What have we learnt	
Wednesday	songs and recite familiar	the tools for collecting	today?	
	rhymes	data and aid them to		
		make practical examples	Ask learners to	
		of the various tools.	summarize the main	
			points in the lesson	
		Assessment: let learners		
		describe various tools or		
		techniques of data		
		techniques of data collection		
		·		
		·		
		·		
		·		
		·		

Learning In	dicator (s) (Ref. No.)	B4.5.3.1.3 Use past tense a	ction words in short	
		sentences		
		B4.5.4.1.1 Recognise the positive comparative words		
		and superlative words of re	•	
		B4.5.4.1.2 Differentiate between comparative and		
		superlative words/adjectives		
		B4.5.4.1.3 Use comparative		
		words/adjectives in sentences		
Performan	ce Indicators	· ·	should use past tense	
		action words in sho	·	
		The learner	should recognise the	
		1	e words and superlative	
		words of regular ad	-	
			should differentiate	
		between comparative and superlative words/adjectives		
		1	should use comparative	
			rds/adjectives in sentences	
Week Endi	ng		. ,	
Reference		Ghanaian Language curriculum		
Subject		GHANAIAN LANGUAGE		
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual	
Core Comp	etencies: Communication a	and collaboration Personal development and leadership		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage leaners to sing	With the learners'	What have we learnt	
	songs and recite	contribution use past	today?	
	familiar rhymes	tense action words to		
		write short sentences on		
		the board.		
		 Let learners read the 		
		sentences on the board.		
		 Lead learners to 		
		recognise the past tense	Review the lesson with	
		action words in the	learners	
		sentences.		
		• Let learners use past		
		tense action words in		
		short sentences on their		
		own and read aloud for		

	other learners to	
	recognise the past tense	
	action word.	
	• Let learners use the past	
	tense action words to	
	form sentences.	
	Torri sericences.	
	Assessment: let learners	
	use past tense action	
	words in short sentences	
Engage leaners to sing	Let learners sing a	What have we learnt
songs and recite	familiar song.	today?
familiar rhymes	• In pairs, let learners	
, ,,,	compare their heights,	
	sizes, nature, etc.	
	Help learners to	
	recognise the words that	
	are used to express	
	comparative and	
	superlative forms.	
	superiutive forms.	
	• In pairs, let learners	
	differentiate between the	
	comparative and	
	superlative	Review the lesson with
	words/adjectives. E.g.	learners
	Better, best more	
	beautiful, most beautiful	
	Scaulia, most scaulia	
	Assessment: let learners	
	identify the positive	
	comparative words and	
	superlative words of	
	regular adjectives in	
	sentences	

Engage leaners to s songs and recite familiar rhymes	ing	use comparative and superlative words/adjectives in sentences.	What have we learnt today?
		 Assist learners to recognise comparative and superlative words/adjectives in sentences. 	
		• Let learners use these words to form sentences: more beautiful, most beautiful, e.g. Kofi is a better keeper but Ama is the best keeper	
		Assessment: let learners use comparative and superlative words/adjectives in sentences	Review the lesson with learners

TERM TWO BASIC FOUR WEEK TEN

WEEKLY SCHEME OF LEARNING- WEEK TEN BASIC FOUR

Name of School.....

Week Endi	ng					
Class		Four	Four			
Subject		ENGLISH LANGUAGE				
Reference		English Language curricului	English Language curriculum Page			
Learning In	dicator(s)	B4.1.8.1.1. B4.2.7.1.4. B4.3.5.1.5				
		B4.4.12.1.1 B4.5.6.1	1. B4.6.1.1.1.			
Performan	ce Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering questions B. Learners can read level-appropriate texts silently and closely for comprehension. C. Learners can use the simple past form of verbs for: - Completed actions or events - Regular actions in the past D. Learners can use describe places, personal experiences and events E. Learners can use adverbs to talk about when and where the action of a verb took place F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read				
Teaching/ I	Learning Resources	Word cards, sentence cards	s. letter cards. handwriting			
.	Ü	on a manila card and a class library.				
Core Comp	etencies: Creativity and Inn	novation Communication and				
-		Thinking and Problem Solvin				
-	<u> </u>					
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION			
	MINS	(New Learning Including	10MINS			
	(Preparing The Brain	Assessment)	(Learner And Teacher)			
	For Learning)					
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt			
	songs and recite familiar	Through role-play,	today?			
	rhymes	learners ask questions				
		such as: What is your				

		name? How are you? Where do you live? • Guide learners to use appropriate pronunciation and intonation in asking and answering questions. e.g. What do you want? Where's your school?	Ask learners to summarize the main points in the lesson
		Assessment: let learners use appropriate pronunciation and intonation in asking and answering questions	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Briefly discuss the need for silent reading. • Guide learners with pre- reading questions. • Assign them to read the text silently to find answers to the prereading questions.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners read level-appropriate texts silently and closely for comprehension.	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Revise the simple present tense by having learners say what they do regularly e.g. every morning. • Learners listen to a simple story in which several completed actions have occurred.	What have we learnt today? Ask learners to summarize the main points in the lesson

		 Discuss the story and have learners identify the verbs. Learners engage in a conversion drill for practice. Learners write simple sentences in the past tense using (both regular and irregular verbs). Assessment: let learners use the simple past form of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	Revise adjectives by having learners describe familiar people, objects and places in their environment. • Learners in their groups talk about interesting places they have visited. • Guide them to describe places of their choice using knowledge of adjectives. • Have them do peer editing and share their work with the class. • They repeat the procedure above to describe events, situations and personal experiences.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events	
Friday		E.WRITING CONVENTION Learners in group go on a field trip/excursion to e.g. a tourist centre.	

		Let them write and present their stories to demonstrate their knowledge of adverbs of place and time.	
		Assessment: let learners use adverbs to talk about when and where the action of a verb took place	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback Assessment: let learners can read a variety of age- and level appropriate books and present a-two- paragraph summary of each book read	Have learners to tell what they read to the whole class

Week Ending				
Class	Four			
Subject	MATHEMATICS			
Reference	Mathematics curriculum Page			
Learning Indicator(s)	B4.2.1.3.1 B4.2.1.3.2 B4.2.2.1.1			
Performance Indicator	Learners can translate the information in a given problem			
	into a table or chart.			
	Learners can identify and extend the patterns in a table or			
	chart to solve a given problem.			
	Write a given problem as an equation in which a symbol is			
	used to represent an unknown number.			
Strand	Algebra			
Sub strand	Patterns and Relationships			
Teaching/ Learning Resources	Counters			

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

DAYS	PHASE 1:	PHASE 2: MA	IN 40MINS		PHASE 3:
	STARTER 10	(New Learning Including			REFLECTION
	MINS	Assessment)			10MINS
	(Preparing The				(Learner And
	Brain				Teacher)
	For Learning)				
Monday	Sing songs like:	Given the	Α	В	Review the lesson
		numerical	1	2	with Learners
	I'm counting one,	pattern, ask	2	4	
	what is one	students to	3		
	1 - One is one	extend the			
	alone, alone it	pattern and	4	8	Assessment: have
	shall be.	explain how			learners to
	2 - Two pair, two	they			practice with more
	pair come pair let	determined th	he pattern an	d its missing	examples
		elements			
Tuesday	Sing songs like:	Ask students	to use manipi	ulatives to	Review the lesson
		represent this	pattern and	describe the	with Learners
	I'm counting one,	relationship between the chart and the concrete representations			
					Assessment: have
					learners to

							practice with more examples
Wednesday	Sing songs like: I'm counting one,	Give students two tables with patterns that are related in some way. Students should first extend each one by three more numbers. Then they should explain how the two patterns are alike and how they are different			Review the lesson with Learners		
	what is one 1 - One is one alone, alone it shall be.				Assessment: have learners to practice with more		
	2 - Two pair, two pair come pair let	Pa	ttern A		Pati	tern B	examples
	us pair	1	5		1	2	
	3 - Turn around	2	10		2	7	
	4 - Follow me	3	15		3	12	
	5 - Fire	4	20		4	17	
		5	25		5	22	
Thursday	Sing songs like: I'm counting one, what is one 1 4 - Follow me	of patt student	ts could ma erns and ch ts to discov w they are	aller er ho	nge othe ow they	er .	Review the lesson with Learners Assessment: have learners to
	5 - Fire						practice with more examples
Friday	Sing songs like: I'm counting one, what is one	Ask students to explain the purpose of the box symbol in the following equation: 15 – 2 = 8			Review the lesson with Learners		
	1 - One is one						Assessment: have learners to practice with more examples

Week Endi	ng			
Class		Four		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning Ir	ndicator(s)	B4.4.2.1.2		
Performan	ce Indicator	Learners can describe ways	of conserving electricity	
Strand		FORCES AND ENERGY		
Sub strand		ELECTRICITY AND ELECTROI	NICS	
Teaching/	Learning Resources	Pictures		
-		novation Communication and Thinking and Problem Solvin		
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
Monday	Engage learners to sing songs and recite familiar rhymes	Learners explain why their parents put off the lights, television and other electrical appliances when leaving the house in the morning. • Discuss with learners what happens when	What have we learnt today? Ask learners to summarize the important points of the lesson	

to discuss activities that contribute to wastage of

electricity.

• Based on their

responses, facilitate a discussion on ways of conserving electricity.

Assessment: let learners

describe ways of conserving electricity

Thursday	Engage learners to sing	Learners work in groups to	What have we learnt
	songs and recite familiar	discuss activities that	today?
	rhymes	contribute to wastage of	
		electricity.	Ask learners to
		 Based on their 	summarize the important
		responses, facilitate a	points of the lesson
		discussion on ways of	
		conserving electricity.	
		 Learners present their 	
		ideas to class for	
		discussion	
		Project: Monitoring	
		electricity consumption in	
		the home and at school.	
		Learners record the	
		amount of electricity	
		consumed in their homes	
		or at school over a period	
		of three (3) months and	
		report on their findings	
		Assessment: let learners	
		describe ways of	
		conserving electricity	

Week Ending	
Class	Four
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B4 3.4.1.1.
Performance Indicator	Learners can describe leadership as a valuable skill
Strand	OUR BELIEFS AND VALUES
Sub strand	Being a Leader
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners recall leaders in	What have we learnt
	songs and recite familiar	the community and others	today?
	rhymes	they know of (Jesus Christ,	
		Mohammed, Okomfo	Ask learners to
		Anokye, Togbui Tsali,	summarize the main
		President Mahama,	points in the lesson
		Kwame Nkrumah, Edward	
		AkuffoAddo, Jerry John	
		Rawlings, John Kofi	
		Agyekum Kufour, John	
		Evan Atta-Mills Yaa	
		Asanteman etc.) and talk	
		about their good	
		leadership qualities:	
		Setting good examples,	
		inspiring people to be	
		better, having clear vision,	
		ability to communicate	
		and understand, maintain	
		positive attitude, take	
		risks responsibly, make	
		good decisions, encourage	
		team activities.	

		Assessment: let learners describe good leadership qualities	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play or engage in other leaders' activities that teach good leadership skills in the home, school and community such as developing self-confidence to needed to lead class members, making decisions about food to eat, as telling stories about Jesus and Mohammed. Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
		describe leadership as a valuable skill	

Week Ending	
Class	Four
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B4.4.1.1.1
Performance Indicator	Learners can explain the need to be committed to God
Strand	The Family and Community
Sub strand	Roles and Relationships
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners mention the	What have we learnt
	songs and recite familiar	ways by which we are	today?
	rhymes	committed to God:	
		- Prayer,	Ask learners to
		- service to humankind,	summarize the main
		- caring for the	points in the lesson
		environment,	
		- helping the needy	
		(charity), etc.	
		Guide learners to discuss	
		the need to be committed	
		to God:	
		- God created us; it is a	
		command from Him,	
		- He provides our needs,	
		- we get good things from	
		Him, - we worship Him, etc	
		Assessment: let learners	
		explain the need to be	
1		committed to God	

Week Endi	ng			
Class	-			
Subject		HISTORY		
Reference		History curriculum Page		
	adicator(s)			
Learning Ir		B4.4.1.1.1) and af 1011	
Pertorman	ce Indicator	Learners can examine the E	sona of 1844.	
Strand		Colonisation and Developm	nents under Colonial Rule in	
		Ghana		
Sub strand		Establishing British Rule in	n Ghana	
Teaching/	Learning Resources	Pictures		
		novation Communication an	d Collaboration Personal	
-		Thinking and Problem Solvir		
		0	<u> </u>	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Tuesday	Engage learners to sing	Discuss events leading to	What have we learnt	
	songs and recite familiar	the signing of the Bond of	today?	
	rhymes	1844		
			Ask learners to	
	What led to the signing		summarize the main	
	of the bond of 1844?		points in the lesson	
	Where was the Bond of	Assessment: let learners		
	1844 signed? Which	describe events leading to		
	people signed? What	the signing of the Bond of		
	was the significance of	1844		
	the Bond?			
Thursday	Engage learners to sing	Discuss events leading to	What have we learnt	
	songs and recite familiar	the signing of the Bond of	today?	
	rhymes	1844.		
			Ask learners to	
			summarize the main	
		Assessment: let learners	points in the lesson	
		describe events leading to		
		the signing of the Bond of		
		1844		

Week Ending		
Class	four	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B4 1.2.3.2 B4 2.2.3.2	
Performance Indicator	Learners can create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities. Learners can create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities	
Strand	Visual Arts Performing Arts	
Sub strand	Planning, Making and Composing	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	2 select ideas from the	today?
	rhymes	natural and manmade	
		environments of some	Ask learners to
		Ghanaian communities	summarize the main
		and create own designs	points in the lesson
		for artworks	
		② select and use available	
		materials and tools as well	
		as the application of	
		appropriate skills and	
		techniques to make	
		artworks based on their	
		own designs	

		discuss and share their experiences through jury and peer review. Assessment: let learners create own artworks using available visual arts media	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② select ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.; ③ select and use available performing arts elements, instruments, movement patterns, and techniques to compose and perform own music, dance, drama, poetry, etc. based on their own concepts; ⑤ discuss and share their experiences through jury and peer review. Assessment: let learners create own artworks using available performing arts media	What have we learnt today? Ask learners to summarize the main points in the lesson

Week End	ling		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference)	PE curriculum Page	
Learning I	ndicator(s)	B4.3.2.3.1	
Performance Indicator		Learners can perform continuous "v" push-up	
Strand		PHYSICAL FITNESS	
Sub strane	d	STRENGTH	
Teaching/	Learning Resources	rning Resources cones	
Core Com	petencies: Creativity and Inr	nnovation Communication and Collaboration Personal	
Developm	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learner demonstrates the	What have we learnt
	demarcated area in files	correct position by sitting	today?
	while singing and	on the floor, straightening	
	clapping to warm-up the	the legs and open to "v"	Use answers to
	body for maximal	shape and keep palms flat	summarise the lesson.
	performance and to	on the floor. Learners lift	
	prevent injuries	the body up at their own	
		pace	
			1

Week Ending	g			
Class	four			
Subject		COMPUTING		
Reference		Computing curriculum Pag	ge	
Learning Ind	icator(s)	B4.1.3.2.2.		
Performance Indicator		Learners can describe various tools or techniques of		
		data collection		
Strand		WORD PROCESSING		
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE		NDOWS INTERFACE	
Teaching/ Le	aching/ Learning Resources Laptop			
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal	
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	ıg.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage learners to sing	Guide learners to explore	What have we learnt	
Wednesday	songs and recite familiar	the tools for collecting	today?	
	rhymes	data and aid them to		
		make practical examples	Ask learners to	
		of the various tools.	summarize the main	
			points in the lesson	
		Assessment: let learners		
		describe various tools or		
		techniques of data		
		collection		

Learning In	dicator (s) (Ref. No.)	B4.5.4.1.4 Demonstrate the	use of comparative and	
		B4.5.4.1.4 Demonstrate the use of comparative and superlative adverbs /words		
		B4.5.5.1.1 Explore the use of other postpositions such		
		as below and under in sent	• •	
		B4.5.5.1.2 Recognise and use other postpositions in sentences		
		B4.5.5.1.3 Demonstrate the use of postpositions such		
		as below and under in context.		
Performan	ce Indicators	The learner should demonstrate the		
		use of comparative and superlative adverbs		
		/words		
		•	should explore the use of	
		other postpositions such as below and under		
		in sentences.		
		The learner should Recognise and use		
		other postpositions		
		 The learner should demonstrate the use of postpositions such as below and under in context. 		
Week Endi	ng	пт соптеже.		
_		Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE			
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual		
Core Competencies: Communication a		and collaboration Personal development and leadership		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage leaners to sing	Let learners	What have we learnt	
	songs and recite	demonstrate the use of	today?	
	familiar rhymes	comparative and		
		superlative words		
		individually in class. E.g.		
		better, best more		
		beautiful, most beautiful.		
1	1			
			Davie vette e le como de 191	
			Review the lesson with	
		Assessment: let learners use comparative and	Review the lesson with learners	

	superlative adverbs	
	/words to form sentences	
Engage leaners to sing songs and recite familiar rhymes	poem. • Illustrate by putting an object above, below, etc. for learners to discuss where the object is. • Use postpositions to write phrases and sentences. • Guide learners to read the phrases and sentences as a group. • Guide learners to explore the use of other postpositions such as below and under in	What have we learnt today?
	 Use postpositions to write phrases and sentences on the board. Let learners read the sentences as a group and in pairs. Let learners recognise postpositions in sentences. Let learners form sentences using the postpositions 	Review the lesson with learners
	Assessment: let learners use postpositions such as below and under in sentences.	

Engage leaners to	sing	Write phrases and	What have we learnt
songs and recite		sentences leaving out the	today?
familiar rhymes		postpositions.	
		 Let learners fill them 	
		with the correct	
		postpositions.	
		 Help learners to 	
		demonstrate the use of	
		postpositions such as	
		below and under in	
		context.	
		 Let learners form 	
		sentences using the	Review the lesson with
		postpositions discussed.	learners
		Assessment: let learners	
		use postpositions such as below and under in	
		sentences.	

TERM TWO BASIC FOUR WEEK ELEVEN

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN BASIC FOUR

Name of School.....

Week Endi	ng		
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning In	idicator(s)	B4.1.8.2.1. B4.2.7.2.1	. B4.4.12.1.1 B4.3.5.1.5
		B4.5.7.1.1 B4.6.1.1.1	
Performan	ce Indicator	A. Learners can use p	positive tags, negative tags
		and auxiliaries in sp	eech
		B. Learners can respo	nd to a text with reasons
		C. Learners can use the	e simple past form of verbs
		for:	
		Completed actions of	or events
		Regular actions in th	ne past
		D. Learners can sup	port opinions with simple
		sentences	
		E. Learners can use	prepositions to convey a
		variety of meanings	:
			a variety of age- and level
		appropriate books	·
		paragraph summary	
Teaching/	Learning Resources	Word cards, sentence cards	_
		on a manila card and a class library.	
_	•	novation Communication and	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
		T	T
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
Monday	For Learning)	A OBALLANCAUCE	What have we learnt
Monday	Engage learners to sing songs and recite familiar	A. ORAL LANGAUGE Discuss and explain what	today?
	rhymes	question tags are and give	loudy!
	inymes	examples.	Ask learners to
		• Learners in pairs ask	summarize the main
		and answer questions.	points in the lesson
		·	points in the lesson

			Т
		Demonstrate the usage	
		of positive and negative	
		tags.	
		Guide learners in oral	
		practice to use positive	
		and negative tags. e.g.	
		Question: "You have a	
		pen, don't you?"	
		Answer: Yes, I do.	
		Answer: No, I don't.	
		Use the internet to	
		identify the appropriate	
		intonation in asking and	
		answering questions.	
		• Through role play,	
		learners demonstrate	
		asking and answering	
		questions.	
		•	
		Assessment: let learners	
		use positive tags, negative	
		tags and auxiliaries in	
		speech	
Tuesday	Engage learners to sing	B.READING	What have we learnt
,	songs and recite familiar	Identify and present	today?
	rhymes	points of view in a text.	,
		 Guide learners with 	Ask learners to
		questions to discuss the	summarize the main
		text and answer a variety	points in the lesson
		of questions. They should	
		state reasons for their	
		points/ point of view.	
		Accesses at the t	
		Assessment: let learners	
		respond to a text with reasons	
Wednesday	Engage learners to sing	C.GRAMMAR	What have we learnt
vvcunesuay	songs and recite familiar	Revise the simple present	today?
	rhymes	tense by having learners	today:
	,	say what they do regularly	Ask learners to
		e.g. every morning.	summarize the main
		- 0 1	points in the lesson
	<u> </u>	<u> </u>	

		 Learners listen to a simple story in which several completed actions have occurred. Discuss the story and have learners identify the verbs. Learners engage in a conversion drill for practice. Learners write simple 	
		sentences in the past tense using (both regular and irregular verbs). Assessment: let learners	
		use the simple past form of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Present a motion to learners. e.g. A doctor is more important than a farmer. Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion. Put learners into two groups: for the motion and against the motion and write down what they think about it. Groups read out their opinions to the class for discussions Assessment: let learners support opinions with simple sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday		E.WRITING CONVENTION Have learners describe the positions of classroom	

		objects using such	
		sentences.	
		Write sentences that are	
		missing propositions on	
		the board e.g.	
		i. The boy is walking the	
		road.	
		Have learners tell what is	
		wrong with the sentences.	
		Write examples of the	
		target prepositions on the	
		board: up, for, to, of, than.	
		Put learners into groups	
		and have them re-write	
		the sentences correctly,	
		using the given	
		prepositions.	
		Groups write their	
		answers on the board and	
		underline the words	
		Assessment: let learners	
		use prepositions to	
		convey a variety of	
		meanings:	
Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read books	Guide learners to choose	what they read to the
	during the library period	and read independently	whole class
		books of their choice	
		during the library period.	
		Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		write a-two-paragraph	
		summary of the book	
		read.	
		1	

Invite individuals to present their work to class for feedback	
Assessment: let learn read a variety of agelevel appropriate boo and present a-two-paragraph summary each book read	and

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.2.2.1.2 B4.2.2.2.1 B4.2.2.2.2		
	B4.2.2.2.3 B4.2.2.2.4		
Performance Indicator	Learners can express a given pictorial or concrete		
	representation of an equation in symbolic form.		
	Solve a given one-step equation using manipulatives.		
	Learners can describe orally, the meaning of a given		
	one-step equation with one unknown.		
	Learners can solve a given equation when the		
	unknown is on the left or right side of the equation.		
	Learners can solve a given one-step equation using		
	"guess and check" E.		
Strand	Algebra		
Sub strand	Patterns and Relationships		
Teaching/ Learning Resources	Counters		

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

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DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	. Provide a pictorial	Review the lesson with
		representation of the	Learners
	I'm counting one, what	following and ask students	
	is one	to write equations with	
	1 - One is one alone,	unknowns for each	
	alone it shall be.	situation. Students need	Assessment: have
	2 - Two pair, two pair	not solve their equations.	learners to practice with
	come pair let us pair	(i) The perimeter of a	more examples
	3 - Turn around	triangle is 12 cm. One side	
	4 - Follow me	is 3 cm and another side is	
	5 - Fire	4 cm. What is the length of	
		the third side?	
		(ii) Mansa has three	
		types of stickers. She has	

		25 stickers, 3 are Cocoa stickers and 18 are Cashew stickers. How many of the third type does she have? (iii) Kojo's age and his sister's age add up to 18. If Kojo is 12, how old is his sister?	
Tuesday	Sing songs like: I'm counting one, what is one	Ask students to solve the following using a pan balance: (i) 7 + ② = 12 (ii) 19 - ② = 11	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Ask students to solve the following equations and explain their thinking. (i) ② - 13 = 20 (ii) 25 + ② = 100	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Ask students to solve the following using base ten materials: (i) 109 + 2 = 164 (ii) 2 - 50 = 150	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	. Ask students to explain what the ② represents in the number sentences shown. Ask them to place numbers in the symbols to make the number sentence true. ② -7 = 6 9 + ② = 17	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending		
Class	Four	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B4.4.2.1.2	
Performance Indicator	Learners can describe ways of conserving electricity	
Strand	FORCES AND ENERGY	
Sub strand	ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners explain why their	What have we learnt
	songs and recite familiar	parents put off the lights,	today?
	rhymes	television and other	
		electrical appliances when	Ask learners to
		leaving the house in the	summarize the important
		morning.	points of the lesson
		Discuss with learners	
		what happens when	
		electrical gadgets such as	
		heaters and pressing irons	
		are left on when leaving	
		the house.	
		• Learners work in groups	
		to discuss activities that	
		contribute to wastage of	
		electricity.	
		Based on their	
		responses, facilitate a	
		discussion on ways of	
		conserving electricity.	

		Accessors and lab laboration	
		Assessment: let learners	
		describe ways of	
		conserving electricity	
Thursday	Engage learners to sing	Learners work in groups to	What have we learnt
	songs and recite familiar	discuss activities that	today?
	rhymes	contribute to wastage of	
		electricity.	Ask learners to
		 Based on their 	summarize the important
		responses, facilitate a	points of the lesson
		discussion on ways of	
		conserving electricity.	
		 Learners present their 	
		ideas to class for	
		discussion	
		Project: Monitoring	
		electricity consumption in	
		the home and at school.	
		Learners record the	
		amount of electricity	
		consumed in their homes	
		or at school over a period	
		of three (3) months and	
		report on their findings	
		report on their infamige	
		Assessment: let learners	
		describe ways of	
		conserving electricity	
		Consciving circulatly	

Week End	ding		
Class		Four	
Subject		RELIGIOUS AND MORAL ED	DUCATION
Reference		RME curriculum Page	
Learning Indicator(s)		B4.4.1.1.1	
Performance Indicator		Learners can explain the need to be committed to	
		God	
Strand		The Family and Community	
Sub stran	d	Roles and Relationships	
Teaching	/ Learning Resources	Pictures	
•	nent and Leadership Critical		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	In groups or in pairs, let	What have we learnt
	songs and recite familiar	learners mention the	today?
	rhymes	benefits of being	
		committed to God:	Ask learners to
		- blessings from God,	summarize the main
		- drawing closer to God,	points in the lesson
		- health, - long life, -	
		prosperity,	
		- eternal life, etc.	
		• In groups, let learners	
		discuss why they have to	
		be committed to God.	
		• Let learners in pairs,	
		write the benefits of	
		responding to God's call	
		and present their works	
		for class discussion.	

	Assessment: let learners explain the need to be committed to God	

		T	
Week Endir	ng		
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B4.4.1.1.1	
Performance Indicator		Learners can examine the Bond of 1844.	
Strand		Colonisation and Developments under Colonial Rule	
		in Ghana	
Sub strand		Establishing British Rule in	Ghana
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Using primary evidence	What have we learnt
	songs and recite familiar	provide students with the	today?
	rhymes	content of 1884 and discuss it with them.	
		it with them.	Ask learners to
		With the use of the	summarize the main
		internet/pictures show the	points in the lesson
		Palaver Hall where the Bond	
		was signed	
		Assessment: let learners	
		give reasons for the Bond of	
		1844.	
T		11.2	144 . 1
Thursday	Engage learners to sing	Using primary evidence provide students with the	What have we learnt
	songs and recite familiar	content of 1884 and discuss	today?
	rhymes	it with them.	A al I a a a
			Ask learners to
		With the use of the	summarize the main
		internet/pictures show the	points in the lesson
		Palaver Hall where the Bond was signed	
		vvas signicu	

1	Assessment: let learners give reasons for the Bond of 1844.	

ng		
	four	
	CREATIVE ARTS	
	Creative Arts curriculum	
dicator(s)	B4 1.3.5.2 B4 2.3.5.2	
erformance Indicator Learners can display own artworks to share can		artworks to share creative
	experiences based on own ideas, knowledge ar understanding of the natural and manmade environments of some communities in Ghana. Learners can perform own compositions to shall creative experiences based on own ideas, knowledge and understanding of the natural and manmade environments of some communities in Ghana	
	Visual Arts Performir	ng Arts
	Displaying and Sharing	<u> </u>
earning Resources	Pictures	
	lovation Communication and	d Collaboration Personal
<u> </u>		<u> </u>
PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
MINS	(New Learning Including	10MINS
(Preparing The Brain	Assessment)	(Learner And Teacher)
For Learning)	•	
Engage learners to sing songs and recite familiar rhymes	Learners are to: decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition.	What have we learnt today? Ask learners to summarize the main points in the lesson
	Learning Resources etencies: Creativity and Innert and Leadership Critical Tent and Leadership Critical Tent and MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	four CREATIVE ARTS Creative Arts curriculum dicator(s) B4 1.3.5.2 Learners can display own experiences based on ow understanding of the environments of some com Learners can perform or creative experiences based and understanding of the environments of some com Visual Arts Performir Displaying and Sharing Learning Resources Pictures Pictures Perencies: Creativity and Innovation Communication and and and Leadership Critical Thinking and Problem Solvin PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes PHASE 1: Greativity and Innovation Communication and Assessment) PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners are to: In decide on the types and number of artworks to exhibit and mount them based on the space available to suit the

		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	
		display own artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
vveunesuay	songs and recite familiar	② decide on the types and	today?
	_	number of compositions	today:
	rhymes	-	Ask learners to
		to be performed during the event to reflect the	
			summarize the main
		natural and manmade	points in the lesson
		environments of some	
		communities in Ghana	
		based on the selected	
		theme, time available and	
		the expected audience;	
		2 assign individual and	
		group tasks and	
		-	
		-	
		out successfully	
		arrange the sequence of	
		performances to best tell	
		the story of the event	
		from the beginning to the	
		end	
		? follow the programme	
		of the day: opening,	
		performances and closing	
		arrange the sequence of performances to best tell the story of the event from the beginning to the end I follow the programme of the day: opening,	

	Assessment: let learners perform own compositions	
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Week End	ding		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference	Reference PE curriculum Page		
Learning I	ing Indicator(s) B4.3.3.3.1		
Performance Indicator		Learners can perform two sets of eight continuous "v'	
		push-ups	
Strand PHYSICAL FITNESS			
Sub stran	d	ENDURANCE,	
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and In	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvir	ng.
•	<u> </u>		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learner demonstrates the	What have we learnt
	demarcated area in files	correct position by sitting	today?
	while singing and	on the floor, straightening	
	clapping to warm-up the	the legs and open to "v"	Use answers to
	body for maximal	shape and keep palms flat	summarise the lesson.
	performance and to	on the floor by learners	
	prevent injuries	and try to lift the body up	
		for continuously three set	
		with 4 mins' rest after	
		each set.	

Week Endin	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Indicator(s)		B4.1.3.2.2.	
Performance Indicator		Learners can describe various tools or techniques of	
	data collection		
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WI	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal
Developmer	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to explore	What have we learnt
Wednesday	songs and recite familiar	the tools for collecting	today?
	rhymes	data and aid them to	
		make practical examples	Ask learners to
		of the various tools.	summarize the main
			points in the lesson
		Assessment: let learners	
		describe various tools or	
		techniques of data	
		collection	
			Í

Week End	ling		
Class		Four	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning I	ndicator(s)	B4 3.4.1.1.	
Performa	nce Indicator	Learners can describe leadership as a valuable skill	
Strand		OUR BELIEFS AND VALUES	
Sub stran	d	Being a Leader	
Teaching/ Learning Resources		Pictures	
reaching/	Learning Resources	Pictures	
	Learning Resources petencies: Creativity and Inr		nd Collaboration Personal
Core Com		novation Communication ar	
Core Com	petencies: Creativity and Inr	novation Communication ar	
Core Com	petencies: Creativity and Inr	novation Communication ar	
Core Com Developm	petencies: Creativity and Inr ent and Leadership Critical	novation Communication ar Thinking and Problem Solvi	ng.
Core Com Developm	petencies: Creativity and Inrient and Leadership Critical PHASE 1: STARTER 10	novation Communication ar Thinking and Problem Solving PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
Core Com Developm	petencies: Creativity and Inrent and Leadership Critical PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
Core Com Developm	petencies: Creativity and Inrent and Leadership Critical PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
Core Com Developm DAYS	petencies: Creativity and Inrent and Leadership Critical PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Core Com Developm DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners discuss stories	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt
Core Com Developm DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners discuss stories about religious	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt
Core Com Developm DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners discuss stories about religious personalities and other	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?

Assessment: let learners describe leadership as a

Learners discuss stories

personalities and other

community leaders who show examples of good

Assessment: let learners describe leadership as a

What have we learnt

summarize the main

points in the lesson

Ask learners to

today?

valuable skill

about religious

leadership.

valuable skill

Thursday

Engage learners to sing

rhymes

songs and recite familiar

Learning In	dicator (s) (Ref. No.)	B4.6.3.1.1 Read passages/s	tories from other materials
		with correct tone	
Performand	ce Indicators	The learner	should read
		passages/stories fro	m other materials with
		correct tone	
Week Endin	 ng	11	
Reference		Ghanaian Language curriculum	
Subject	GHANAIAN LANGUAGE		
Teaching/ L	eaching/ Learning Resources Manila cards, markers, recorded audios visual		orded audios visual
Core Comp	etencies: Communication a	and collaboration Personal development and leadership	
DAVC	DUACE 4 CTARTER 40	DUACE 2 MANY CONTROL	DUACE 2 DEE: 50-:2::
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	(New Learning Including	
	For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	Read short passages to	What have we learnt
	songs and recite	learners.	today?
	familiar rhymes	• Let learners read short	
		passages from other	
		materials with correct	
		tone.	
		• Lead learners to discuss	
		what they read	
		Assessment: let learners	
		read passages/stories	
		from other materials with	Review the lesson with
		correct tone	learners
	Engage leaners to sing	Read short passages to	What have we learnt
	songs and recite	learners.	today?
	familiar rhymes	• Let learners read short	
		passages from other	
		materials with correct	
		tone.	

	Lead learners to discuss what they read Assessment: let learners read passages/stories from other materials with correct tone	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Read short passages to learners. Let learners read short passages from other materials with correct tone. Lead learners to discuss what they read 	What have we learnt today? Review the lesson with learners
	Assessment: let learners read passages/stories from other materials with correct tone	

TERM TWO BASIC FOUR WEEK TWELVE

WEEKLY SCHEME OF LEARNING- WEEK TWELVE BASIC FOUR

Name of School.....

Week Ending				
Class		Four		
Subject		ENGLISH LANGUAGE		
Reference		English	n Language curriculur	n Page
Learning Indica	ator(s)	B4.1.9	.1.1 B4.2.7.2.1 . B4	.3.5.1.5 B4.4.13.2.
		B4.5.7	.1.1 B4.6.1.1.1.	
Performance I	ndicator	A.	Learners can give a	nd respond to commands,
			instructions and dire	ections
		В.	Learners can introd	duce claim(s) and support
			them with clear rea	sons and relevant evidence
		C.	Learners can use the	e simple past form of verbs
			for:	
			Completed actions of	or events
			Regular actions in the	•
		D.	` '	nd support them with clear
			reasons and relevan	
		E.		prepositions to convey a
			variety of meanings	
		F.		a variety of age- and level
			appropriate books	·
			paragraph summary	
Teaching/ Learning Resources				s, letter cards, handwriting
			nanila card and a class	•
•				d Collaboration Personal
Development	and Leadership Critical T	hinking	and Problem Solvin	g.
		_		T
	PHASE 1: STARTER 10		2: MAIN 40MINS	PHASE 3: REFLECTION
	AINS	•	Learning Including	10MINS
	Preparing The Brain	Assess	ment)	(Learner And Teacher)
	for Learning)	A OD /	ALLANCALICE	What have we leavet
•	ingage learners to sing		AL LANGAUGE	What have we learnt
	ongs and recite familiar	_	eneral commands iide learners to	today?
"	hymes	_	nd appropriately to	Ask learners to
		-	mmands.	summarize the main
			tand up! Sit down!	points in the lesson
		_	he bowl! etc.	points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	• Through role play, group and pair activities, assist learners to give and obey simple commands/instructions Assessment: let learners respond to commands, instructions and directions B.READING Identify and present points of view in a text. • Guide learners with questions to discuss the text and answer a variety of questions. They should state reasons for their points/ point of view.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners respond to a text with reasons	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Revise the simple present tense by having learners say what they do regularly e.g. every morning. • Learners listen to a simple story in which several completed actions have occurred. • Discuss the story and have learners identify the verbs. • Learners engage in a conversion drill for practice. • Learners write simple sentences in the past tense using (both regular and irregular verbs).	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	Assessment: let learners use the simple past form of verbs to form sentences D.WRITING Working in groups (as in B4.7.1.1), learners provide reasons for the opinions they hold on a topic. Guide groups to provide evidence for the opinions they hold. Have groups present their work for discussions.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners make claim(s) and support them with clear reasons and relevant evidence	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Guide learners to discover the functions of these prepositions. • Have learners work in pairs to use the prepositions in sentences. – Direction= towards the mountain. – Time = at six o'clock. Assessment: let learners use prepositions to convey a variety of meanings	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period.	Have learners to tell what they read to the whole class

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	
Invite individuals to present their work to the	
 Learners think-pair- share their stories with peers. Ask each learner to 	

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.2.2.1.2 B4.2.2.2.1 B4.2.2.2.2		
	B4.2.2.2.4		
Performance Indicator	Learners can express a given pictorial or concrete		
	representation of an equation in symbolic form.		
	Solve a given one-step equation using manipulatives.		
	Learners can describe orally, the meaning of a given		
	one-step equation with one unknown.		
	Learners can solve a given equation when the		
	unknown is on the left or right side of the equation.		
	Learners can solve a given one-step equation using		
	"guess and check"		
Strand	Algebra		
Sub strand	Unknowns, Expressions and Equations		
Teaching/ Learning Resources	Counters		
Consideration Constitute and Inspection Communication and Callaboration Research			

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	. Provide a pictorial	Review the lesson with
		representation of the	Learners
	I'm counting one, what	following and ask students	
	is one	to write equations with	
	1 - One is one alone,	unknowns for each	
	alone it shall be.	situation. Students need	Assessment: have
	2 - Two pair, two pair	not solve their equations.	learners to practice with
	come pair let us pair	(i) The perimeter of a	more examples
	3 - Turn around	triangle is 12 cm. One side	
	4 - Follow me	is 3 cm and another side is	
	5 - Fire	4 cm. What is the length of	
		the third side?	
		(ii) Mansa has three	
		types of stickers. She has	
		25 stickers, 3 are Cocoa	

		stickers and 18 are Cashew stickers. How many of the third type does she have? (iii) Kojo's age and his sister's age add up to 18. If Kojo is 12, how old is his sister?	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask students to solve the following using a pan balance: (i) 7 + ② = 12 (ii) 19 - ② = 11	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one	Ask students to solve the following equations and explain their thinking. (i) ② - 13 = 20 (ii) 25 + ② = 100	Review the lesson with Learners 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.	Ask students to solve the following using base ten materials: (i) 109 + 2 = 164 (ii) 2 - 50 = 150	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	. Ask students to explain what the 2 represents in the number sentences shown. Ask them to place numbers in the symbols to make the number sentence true. 2 - 7 = 6 9 + 2 = 17	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending	
Class	Four
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B4.4.2.1.2
Performance Indicator	Learners can describe ways of conserving electricity
Strand	FORCES AND ENERGY
Sub strand	ELECTRICITY AND ELECTRONICS
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners explain why their	What have we learnt
	songs and recite familiar	parents put off the lights,	today?
	rhymes	television and other	
		electrical appliances when	Ask learners to
		leaving the house in the	summarize the important
		morning.	points of the lesson
		 Discuss with learners 	
		what happens when	
		electrical gadgets such as	
		heaters and pressing irons	
		are left on when leaving	
		the house.	
		• Learners work in groups	
		to discuss activities that	
		contribute to wastage of	
		electricity.	
		Based on their	
		responses, facilitate a	
		discussion on ways of	
		conserving electricity.	
		Assessment: let learners	
		describe ways of	
		conserving electricity	

Thursday	Engage learners to sing	Learners work in groups to	What have we learnt
	songs and recite familiar	discuss activities that	today?
	rhymes	contribute to wastage of	
		electricity.	Ask learners to
		Based on their	summarize the important
		responses, facilitate a	points of the lesson
		discussion on ways of	
		conserving electricity.	
		Learners present their	
		ideas to class for	
		discussion	
		Project: Monitoring	
		electricity consumption in	
		the home and at school.	
		Learners record the	
		amount of electricity	
		consumed in their homes	
		or at school over a period	
		of three (3) months and	
		report on their findings	
		Assessment: let learners	
		describe ways of	
		conserving electricity	

Week Ending		
Class	Four	
Subject	RELIGIOUS AND MORAL EDUCATION	
Reference	RME curriculum Page	
Learning Indicator(s)	B4.4.1.1.1	
Performance Indicator	Learners can explain the need to be committed to	
	God	
Strand	The Family and Community	
Sub strand	Roles and Relationships	
Teaching/ Learning Resources	Pictures	
1		

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	In groups or in pairs, let	What have we learnt
	songs and recite familiar	learners mention the	today?
	rhymes	benefits of being	
		committed to God:	Ask learners to
		- blessings from God,	summarize the main
		- drawing closer to God,	points in the lesson
		- health, - long life, -	
		prosperity,	
		- eternal life, etc.	
		• In groups, let learners	
		discuss why they have to	
		be committed to God.	
		• Let learners in pairs,	
		write the benefits of	
		responding to God's call	
		and present their works	
		for class discussion.	
		Assessment: let learners	
		explain the need to be	
		committed to God	

Week Endin	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Indicator(s)		B4.1.3.2.2.	
Performance Indicator		Learners can describe various tools or techniques of	
		data collection	
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WI	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal
Developmer	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to explore	What have we learnt
Wednesday	songs and recite familiar	the tools for collecting	today?
	rhymes	data and aid them to	
		make practical examples	Ask learners to
		of the various tools.	summarize the main
			points in the lesson
		Assessment: let learners	
		describe various tools or	
		techniques of data	
		collection	
		1	

Week Endir	าต		
Class	<u>'</u> b	Four	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B4 3.4.1.1.	Tiedidiii Tage
Performance Indicator		Learners can describe lead	Hershin as a valuable skill
Terrormance maleutor		Learners can describe reductistip as a valuable skill	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ Learning Resources		Pictures	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners discuss stories	What have we learnt
	songs and recite familiar	about religious	today?
	rhymes	personalities and other	
		community leaders who	Ask learners to
		show examples of good	summarize the main
		leadership.	points in the lesson
		Assessment: let learners	
		describe leadership as a	
		valuable skill	
Thursday	Engage learners to sing	Learners discuss stories	What have we learnt
	songs and recite familiar	about religious	today?
	rhymes	personalities and other	
		community leaders who	Ask learners to
		show examples of good	summarize the main
		leadership.	points in the lesson
		According on to late language	
		Assessment: let learners	
		describe leadership as a	
		valuable skill	

	ng			
Class		four		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning Indicator(s)		B4 1.4.7.2 B4 2.	4.7.2	
Performance Indicator		Learners can analyse and	appreciate own or others'	
		visual artworks based on the developed guidelines and		
		present own reports as feedback on artworks that		
		reflect the natural and manmade environments of		
		some communities in Ghan	a.	
		Learners can analyse and a	ppreciate/appraise own or	
		others' compositions and	performances and present	
		reports/feedback on works	that reflect the natural and	
		manmade environments	of some communities in	
		Ghana		
Strand		Visual Arts Performing Arts		
Sub strand		Appreciating and Appraising		
Teaching/	Learning Resources	Pictures		
Core Competencies: Creativity and Inn				
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.	
D 43/6	DUACE 4 CTARTER 40	D11405 0 344191 40441910	DUACE A DESIGNATION	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
		A \	(Loornor And Toochor)	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
Monday	For Learning)	,		
Monday	For Learning) Engage learners to sing	Learners are to:	What have we learnt	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: ② display		
Monday	For Learning) Engage learners to sing	Learners are to: ② display (real/photographs/video)	What have we learnt today?	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: display (real/photographs/video) selected works (own or	What have we learnt today? Ask learners to	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: ② display (real/photographs/video) selected works (own or that of others) that reflect	What have we learnt today? Ask learners to summarize the main	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: display (real/photographs/video) selected works (own or	What have we learnt today? Ask learners to	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: display (real/photographs/video) selected works (own or that of others) that reflect the natural and manmade environment of some	What have we learnt today? Ask learners to summarize the main	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: display (real/photographs/video) selected works (own or that of others) that reflect the natural and manmade	What have we learnt today? Ask learners to summarize the main	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: display (real/photographs/video) selected works (own or that of others) that reflect the natural and manmade environment of some communities in Ghana; talk about the works	What have we learnt today? Ask learners to summarize the main	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: display (real/photographs/video) selected works (own or that of others) that reflect the natural and manmade environment of some communities in Ghana;	What have we learnt today? Ask learners to summarize the main	
Monday	For Learning) Engage learners to sing songs and recite familiar	Learners are to: display (real/photographs/video) selected works (own or that of others) that reflect the natural and manmade environment of some communities in Ghana; talk about the works dispassionately using the	What have we learnt today? Ask learners to summarize the main	

		modify the product or to	
		produce similar or	
		different artwork.	
		② record/document the	
		activity and share using a	
		platform accepted social	
		media by the class/group	
		Assessment: let learners	
		appreciate own or others'	
		visual artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	2 display (that reflect the	today?
	rhymes	natural and manmade	
		environments of some	Ask learners to
		communities in Ghana;	summarize the main
			points in the lesson
		performances	
		dispassionately using	
		developed guidelines;	
		② use the outcome of the	
		appreciation/appraisal to	
		modify the product or to	
		produce similar or another	
		composition and	
		performance;	
		② record/document the	
		activity and share using an	
		accepted social media by	
		the class/group	
		Assessment: let learners	
		appreciate/appraise own	
		or others' compositions	

Week Endi	ng		
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Ir	ndicator(s)	B4.4.1.1.1	
Performan	ce Indicator	Learners can examine the Bond of 1844.	
Strand		Colonisation and developments under Colonial Rule in	
		Ghana	
Sub strand		Establishing British Rule in	า Ghana ————————
Teaching/	Learning Resources	Pictures	
•		novation Communication ar	
Developme	ent and Leadership Critical	Thinking and Problem Solvi	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Brainstorm and discuss	What have we learnt
	songs and recite familiar	the significance of the	today?
	rhymes	Bond of 1844	
			Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		write the significance of	
		the Bond of 1844	
Thursday	Engage learners to sing	Brainstorm and discuss	What have we learnt
	songs and recite familiar	the significance of the	today?
	rhymes	Bond of 1844.	
			Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		the significance of the	
		Bond of 1844	

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.3.4.3.1		
Performance Indicator	Learners can perform groin flexibility		
Strand	PHYSICAL FITNESS		
Sub strand	FLEXIBILITY		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners in pairs facing	What have we learnt
	demarcated area in files	each other. The one	today?
	while singing and	working uses the other as	
	clapping to warm-up the	a support with one hand	Use answers to
	body for maximal	while standing on one	summarise the lesson.
	performance and to	foot. Learner flexes the	
	prevent injuries	free leg and uses the other	
		hand to the ankle and	
		pulls it backward. Learners	
		can also do the exercise	
		using a wall or any firm	
		support.Give learners	
		corrective feedback as	
		they practice for	
		improvement. End the	
		lesson with cool down	
		activities.	

Learning Indicator (s) (Ref. No.)		B4.6.3.1.2 Answer question on the passage/stories	
		read.	
Performance Indicators		The learner should answer question on the	
		passage/stories read.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
		nd collaboration Personal de	
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DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	. •	What have we learnt
	songs and recite	learners.	today?
	familiar rhymes	• Let learners to read	
		short passages on their	
		own and answer questions	
		on the passages read	
		Assessment: let learners	
		answer question on the	Review the lesson with
		passage/stories read.	learners
	Engage leaners to sing	 Read short passages to 	What have we learnt
	songs and recite	learners.	today?
	familiar rhymes	• Let learners to read	
		short passages on their	
		own and answer questions	
		on the passages read	
		Assessment: let learners	
		answer question on the	Review the lesson with
		passage/stories read.	learners
_			

Engage leaners to si songs and recite familiar rhymes	ng	learners. • Let learners to read	What have we learnt today?
		short passages on their own and answer questions on the passages read	
		Assessment: let learners answer question on the passage/stories read.	Review the lesson with learners