

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 cards, class library
	Reading	Vocabulary	B4.2.6.2.	B4.2.6.2.1	
	Grammar Usage At Word	Pronouns	B4.3.2.1.	B4.3.2.1.5	
	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 cards, class library
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.1	
	Grammar Usage At Word	Adjectives	B4.3.3.1.	B4.3.3.1.1	
	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 cards, class library
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.2	
	Grammar Usage At Word	Verbs	B4.3.3.1.	B4.3.3.1.1	
	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 Language	Talking About Oneself, Etc	B4.1.7.1.	B4.1.7.1.1	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.1	
	Grammar Usage At Word	Verbs	B4.3.4.1..	B4.3.4.1.1.	
	Writing	Narrative Writing	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.	
5	Oral Language	Listening Comprehension	B4.5.4.1.	B4.5.4.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.2	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.1	
	Writing	Narrative Writing	B4.4.9.3..	B4.4.9.3.2.	
	Using Writing Conventions	Using Action Words	B4.5.5.1.	B4.5.5.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1..	B4.6.1.1.1.	
6	Oral Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.6.4.	B4.2.6.4.3	
	Grammar Usage At Word	Verbs	B4.3.5.1	B4.3.5.1.1	
	Writing	Creative/Free Writing	B4.4.9.3	B4.4.9.3.3	
	Using Writing Conventions	Using Action Words	B4.5.5.1.	B4.5.5.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1..	B4.6.1.1.1.	
7	Oral Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.4	Word cards
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.1	

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	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.2	sentence cards, class library
	Writing	Creative/Free Writing	B4.4.10.1.	B4.4.10.1.1	
	Using Writing Conventions	Using Action Words	B4.5.5.1.	B4.5.5.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1..	B4.6.1.1.1.	
8	Oral Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.5	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1..	B4.2.7.1.2.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.3	
	Writing	Descriptive Writing	B4.4.10.1.	B4.4.10.1.1	
	Using Writing Conventions	Using Action Words	B4.5.5.1.	B4.5.5.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1.	B4.6.1.1.1.	
9	Oral Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.7	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.4	
	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.	
10	Oral Language	Listening Comprehension	B4.1.8.1.	B4.1.8.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1..	B4.2.7.1.4.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	

	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 cards, class library
	Reading	Comprehension	B4.2.7.2..	B4.2.7.2.1.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	
	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 cards, class library
	Reading	Comprehension	B4.2.7.2..	B4.2.7.2.1.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	
	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.	

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

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

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

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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

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

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

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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

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**TERM TWO
BASIC FOUR
WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC FOUR

Name of School.....

Week Ending			
Class	Four		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B4.1.6.3.1	B4.2.6.2.1	B4.3.2.1.5.
	B4. 4.9.1.1	B4.5.4.1.2.	B4.6.1.1.1.
Performance Indicator	<p>A. Learners can engage in collaborative conversation on topics such as myself, family, personalities etc. with peers.</p> <p>B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate texts</p> <p>C. Learners can identify and use interrogative determiners “which, whose” – to find out about specific persons or objects</p> <p>D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing</p> <p>E. Learners can demonstrate the use of the simple past form in speech and in writing to express past conditions</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)

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<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>A. ORAL LANGAUGE Model describing yourself: e.g. name, physical features, character, likes and dislikes etc.</p> <ul style="list-style-type: none"> • Guide learners with 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. <p>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.</p> <ul style="list-style-type: none"> • Display some of the vocabulary in class, on your word trees and in sentences. Have learners work in pairs, individually 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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		<p>and in groups, to do same.</p> <ul style="list-style-type: none"> • Guide learners to make meaning from the context in which words have been used. <p>Assessment: Let learners use the words in sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Present several examples in context and explain their use.</p> <ul style="list-style-type: none"> • Have learners identify them in sentences and short texts. • Let them use the interrogatives in their own sentences <p>Assessment: Let learners use interrogative determiners “which, whose” to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Take learners through the Prewriting stage process</p> <p>Assessment: Put learners in groups of four (4). Each member suggests a topic, identify the purpose, audience and the context of the piece.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday		<p>E.WRITING CONVENTION</p> <p>Learners in pairs plan what they will do during the next weekend.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> • They put their plan into writing using modal auxiliaries <p>Assessment: Let learners demonstrate the use of the simple past form in speech and in writing to express past conditions</p>	
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read</p>	Have learners to tell what they read to the whole class



Week Ending			
Class		Four	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B4.1.2.6.1	
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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 4 - Follow me 5 - Fire	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	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.	Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one	Learners role play a given word problem involving addition and multiplication and solve Learners role play a given word problem involving	Review the lesson with Learners

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

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B4.2. 2.1.1		
Performance Indicator	Learners can observe, identify and give the functions of the parts of a plant		
Strand	CYCLES		
Sub strand	LIFE CYCLES OF ORGANISMS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, uproot young plants from the school surroundings for a class activity. <ul style="list-style-type: none"> Learners observe, identify and give functions of parts of the plants (roots, stem, leaves and flower) Learners draw annotated diagrams of the plants and display them in class. <ul style="list-style-type: none"> Learners relate the functions of the parts to their positions on the plant. Assessment: Let learners give the functions of the parts of a plant	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)	B4.2.1.3 .1.		
Performance Indicator	Learners can describe the sun as the source of light and heat to the earth		
Strand	ALL AROUND US		
Sub strand	The Environment and the Weather		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the sun as the ultimate source of energy and life on earth and learn more facts about the sun: it is a star, it is at the centre of the solar system, the earth moves round the sun, the sun is 149.6 kilometers from the earth, it is over one million times bigger than the earth.</p>   <p>Learners conduct the above experiment or engage in other activities to show how we get light and heat from the sun.</p> <p>Assessment:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4.2.1.1.1		
Performance Indicator	Learners can recognise the need to take active part in worship		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious Worship, Prayer and other Religious Practices		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Together with learners, discuss why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc. <ul style="list-style-type: none"> 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes where could these historical locations be found? When were they built? Who built them? Why were they built?	With the use of internet, identify the major historical locations in Ghana (where they are located, who built them when and why they were built). Assessment: Let learners identify the major historical locations in Ghana where they are located and who built them	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	Explain some of the uses to which these historical locations have been put since they were built. Assessment:	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Let learners explain some of the uses to which these historical locations have been put since they were built.	
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Week Ending			
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		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: select artworks of some Ghanaian visual artists that show aspects of the natural and manmade environments; ☑ observe the artworks in 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
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 Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to move, select and hide icons on the desktop. Assessment: Let learners move, select and hide icons on the desktop.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
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 MOVEMENT PATTERNS		
Sub strand	MANIPULATIVE SKILLS		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners perform movement skills such as dribbling in handball with one hand or foot and compared with performing movement skills with two hands and two feet.	What have we learnt today? Use answers to summarise the lesson.

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		<ul style="list-style-type: none"> The learner should narrate any interesting experiences in life. The learner should respond/react to other peoples' stories or narratives. 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Ask learners to mention some traditional plays 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. <p>Assessment: let learners narrate any interesting experiences in life.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Ask learners to mention some traditional plays they know. 	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners narrate any interesting experiences in life.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners narrate their experiences in life (it 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 <p>Assessment: let learners respond/react to their group leader's stories or narratives.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FOUR
WEEK TWO**

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.6.3.2 B4.2.6.3.1 B4.3.3.1.1. B4.4.9.2.1 B4.5.4.1.2 B4.6.1.1.1.	
Performance Indicator		<p>A. Learners can demonstrate turn taking in conversation on different topics and speak audibly, and express thoughts and feelings clearly</p> <p>B. Learners can deduce meaning of words from how they are used in context</p> <p>C. Learners can identify and use different types of pronouns:</p> <p>D. Learners can develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity</p> <p>E. Learners can demonstrate the use of the simple past form in speech and in writing to express past conditions</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)

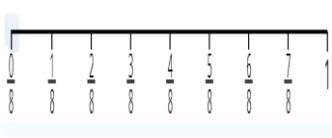
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Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <p>Demonstrate turn taking with a learner earlier prepared.</p> <ul style="list-style-type: none"> • Learners in pairs, take turns to talk about given topics in groups observing turn taking. <p>Assessment: let learners demonstrate turn taking in conversation on different topics and speak audibly, and express thoughts and feelings clearly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <p>Using several examples guide learners to make meaning from the context in which words have been used. (contextual meaning)</p> <ul style="list-style-type: none"> • Learners work in pairs and in groups to work out the meaning of given words from their context. <p>Assessment: let learners deduce meaning of words from how they are used in context.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>i. Personal pronouns – I, You, He/She, We, etc.</p> <ul style="list-style-type: none"> • Write sentences with personal pronouns. e. g. You are late. • Provide learners with a variety of practice activities <p>Assessment: let learners identify personal pronouns from sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

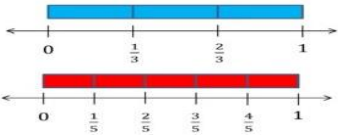


Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Writing stage</p> <ul style="list-style-type: none"> • Have learners work independently to write a first draft. <p>Assessment: let learners develop ideas into a one-paragraph draft</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Let two pairs come together to form bigger groups to edit their work one after the other.</p> <ul style="list-style-type: none"> • Pairs of learners read their work to the class for discussion <p>Assessment: let learners use the simple past form to express past conditions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: Ask each learner to write a-two-</p>	<p>Have learners to tell what they read to the whole class</p>

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		paragraph summary of the book read.	
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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 $\frac{1}{8}$. 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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (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	Use number line to locate one eight by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts 	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.	Ask pupils to draw several lines, 30 units each, and mark the ends 0 and 1. For each line ask them to partition the interval from 0 to 1 into each of the following unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, and $\frac{1}{10}$.	Review the lesson with Learners Assessment: have learners to practice with more examples

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<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Ask pupils to use the number chart they have drawn to read fractions that are equivalent e.g. $\frac{1}{3} = \frac{2}{6} = \frac{3}{6}$</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use fraction chart to illustrate the concept of equivalent fractions (i.e. equal fractions that have different fractional units or denominators) i.e. one-half is 2-fourths, 3-sixth or 4-eighths</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>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)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B4.2.2.1.2		
Performance Indicator	Learners can examine some common seeds and how they germinate		
Strand	CYCLES		
Sub strand	LIFE CYCLES OF ORGANISMS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Review learner’s knowledge that seeds can germinate with or without soil. <ul style="list-style-type: none"> • This activity will take some days. • Learners will work with beans or maize seeds. Learners first observe the dry seed coat, then when it absorbs water to swell rupturing 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.	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners will work with beans or maize seeds. Learners will work with beans or maize seeds. Report should include diagrams of each stage of germination Assessment: let learners describe the stages of germination for beans or maize seeds	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)	B4.2.2.1.1.		
Performance 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 Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups, discuss the relationship between the following living and non-living things: i. Plants and soil ii. Plants and sunlight iii. Plants and water Assessment: let learners explain the relationship between i. Plants and soil ii. Plants and sunlight iii. Plants and water	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners in groups, discuss the relationship between the following living and non-living things: iv. Humans and air v. Humans and water vi. Humans and land Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson

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		explain the relationship between iv. Humans and air v. Humans and water vi. Humans and land	
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Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4 2.1.1.2:		
Performance Indicator	Learners can draw and colour a worship scene.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious Worship, Prayer and other Religious Practices		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw and colour a worship scene. Assessment: let learners draw and colour a worship scene.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match these historical locations to where they can be located Assessment: let learners match historical locations to where they can be located	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary/ slides on these locations in Ghana Assessment: let learners describe the history of Ghana's major historical locations	What have we learnt today? 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. 2.1.1.3		
Performance Indicator	Learners can study the performing artworks created of some Ghanaian performing artists that reflect the natural and manmade environments of some communities in Ghana		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ select artworks of some Ghanaian performing artists that show aspects of the natural and manmade environments; ☑ study the artworks in detail and describe the ideas that make up the artworks <p>Assessment: let learners describe the ideas that make up the artworks of some Ghanaian performing artists</p>	What have we learnt today? Ask learners to summarize the main points in the lesson

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: assess the artworks by comparing their types, topics/themes, purpose, function, ideas expressed, etc.</p> <p>Assessment: let learners assess artworks by comparing their types, topics/themes, purpose, function, ideas expressed</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.1.3.1.1		
Performance Indicator	Learners can dance to the beat of traditional music.		
Strand	MOTOR SKILL AND MOVEMENT PATTERNS		
Sub strand	RHYTHMIC SKILLS		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners dance to a beat of any traditional music. Learners dance as individually but at their own pace.	What have we learnt today? Use answers to summarise the lesson.

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.			
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to create, name and rename a folder. Assessment: let learners create, name and rename a folder.	What have we learnt today? Ask learners to summarize the main points in the lesson

WEEKLY LESSON PLAN FOR B4 GHANAIAN LANGUAGE

Learning Indicator (s) (Ref. No.)		B4.1.7.1.1 Talk about the environment and recognise and discuss things that destroy the environment B4.1.7.1.2 Describe how to prevent things that destroy the environment B4.1.9.1.1 Recognise polar question markers.	
Performance Indicators		<ul style="list-style-type: none"> The learner should talk about the environment and recognise and discuss things that destroy the environment The learner should describe how to prevent things that destroy the environment The learner should recognise polar question markers. 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Take a stroll with learners. Tell them to take note of 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 	What have we learnt today?

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		<p>the actions of man that destroy the environment.</p> <ul style="list-style-type: none"> • Let learners recognise other things that destroy the environment. E.g. Bushfires, erosion, de-forestation, pollutions in various forms, etc. <p>Assessment: let learners mention things that destroy the environment</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Discuss the video with them. <p>Assessment: let learners describe how to prevent things that destroy the environment</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Eg. Have you eaten? Yes/No. Are you from this town? Yes/No</p> <p>Assessment: let learners identify polar question markers in a group of questions written on the board.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FOUR
WEEK THREE**

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(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.	
Performance Indicator		<p>A. Learners can ask relevant questions to find out the opinion of others about a given topic</p> <p>B. Learners can deduce meaning of words from how they relate to one another</p> <p>C. Learners can identify and use different types of pronouns</p> <p>D. Learners can review and revise the one-paragraph draft taking out irrelevant details</p> <p>E. Learners can use the present perfect form of verbs to relate past events to the present</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
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?

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		<p>clarification about what other learners say on a given topic.</p> <p>Assessment: let learners ask relevant questions to find out the opinion of others about a given topic</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Reverse the meaning of the terms using examples.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners match words with their synonyms/antonyms.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Interrogative pronouns – Who, What, Where, etc. • Introduce interrogative pronouns with several examples in context.</p> <ul style="list-style-type: none"> • Provide a passage and have learners identify interrogative pronouns. <p>Assessment: Let learners use interrogative pronouns in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have pupils revise their first draft.</p>	<p>What have we learnt today?</p>

		<p>Ask them to set aside their first draft for a while and return to it to read over slowly and critically, and reread it several times.</p> <ul style="list-style-type: none"> • Have learners use these questions as a revision guide <ol style="list-style-type: none"> Is my topic interesting? Does the beginning catch the reader's attention? Are the ideas easy to understand? Do all the sentences say something about the topic? <p>Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Learners in pairs plan what they will do during the next weekend.</p> <ul style="list-style-type: none"> • They put their plan into writing using modal auxiliaries <p>Assessment: let learners use the present perfect form of verbs to relate past events to the present</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair- 	<p>Have learners to tell what they read to the whole class</p>

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		<p>share their stories with peers.</p> <ul style="list-style-type: none">• Ask each learner to write a two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
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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 fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD). Learners can Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)		
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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (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 $\frac{1}{3} = \frac{\square}{6} \quad \frac{4}{8} = \frac{\square}{2} \quad \frac{2}{6} = \frac{\square}{12}$ $\frac{4}{12} = \frac{\square}{3} \quad \frac{2}{4} = \frac{\square}{8} \quad \frac{1}{3} = \frac{\square}{12}$	Review the lesson with Learners Assessment: have learners to practice with more examples

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

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B4.3.1.1.1		
Performance Indicator	Learners can know the organs of the digestive system and their functions		
Strand	SYSTEMS		
Sub strand	THE HUMAN BODY SYSTEMS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Show videos, pictures and models of the digestive system. <ul style="list-style-type: none"> Learners keenly observe the organs of the digestive system. 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	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners randomly pick the parts of the digestive system on flashcards. <ul style="list-style-type: none"> Learners build the digestive system by arranging the parts in an 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>orderly manner as they appear in the digestive system.</p> <p>Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of flashcards.</p> <p>Assessment: let learners identify the organs of the digestive system and their functions</p>	
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Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B4.2.2.1.2.		
Performance Indicator	Learners can recognise the need to preserve living and non-living things in the environment as a responsible		
Strand	ALL AROUND US		
Sub strand	Plants and Animals		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g. Plants provide oxygen, food, medicine, fuel wood, clothes. Animals provide food, medicine, manure, clothes Assessment: let learners explain the importance of living to humans	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods</p> <p>Assessment: let learners explain the importance of non-living things to humans</p>	
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Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4 2.1.1.3		
Performance Indicator	Learners can differentiate between religious and non-religious songs.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious Worship, Prayer and other Religious Practices		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Ask learners to mention songs sung in Ghana. <ul style="list-style-type: none"> • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious songs.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B4.1.4.1.1		
Performance Indicator	Learners can describe the history of Ghana's major historical locations		
Strand	My Country Ghana		
Sub strand	Major Historical Locations		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Retell the stories behind some of the historical 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	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	Retell the stories behind some of the historical 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	
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Week Ending	
Class	four
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B4 1.2.2.2
Performance Indicator	Learners can experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities
Strand	Visual Arts
Sub strand	Planning, Making and Composing
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ explore the local environment to select available materials and tools that are suitable for making visual artworks; ☐ 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	What have we learnt today? Ask learners to summarize the main points in the lesson

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: use available materials in the environment to make artworks that look like the visual artworks studied; ☑ discuss and compare their artworks with the visual artworks studied</p> <p>Assessment: let learners create artworks that express own views</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
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 strand	MANIPULATIVE SKILLS		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners demonstrate how to roll backwards. Learners in pair by supporting each other to bend backwards smoothly. 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.	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class	Four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B4.1.3.1.1		
Performance Indicator	Learners can use strategies for identifying data in conversation and newspapers.		
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.			
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to discuss strategies, which can be used to identify data and information. Use different approaches to aid identify data in conversation and newspaper e.g. grouping students, role play etc. Assessment: let learners identifying data in conversation and newspapers.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Learning Indicator (s) (Ref. No.)	B4.2.5.1.3 Find meanings of figurative expressions. B4.2.6.1.1. 1 Explain the meanings of unfamiliar words. B4.2.6.1.2 Explain the meanings of figurative expressions		
Performance Indicators	<ul style="list-style-type: none"> The learner should find meanings of figurative expressions. The learner should explain the meanings of unfamiliar words. The learner should explain the meanings of figurative expressions 		
Week Ending			
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Read a passage aloud. Write the figurative 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 figurative expressions	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners sing a song they know. Read aloud a passage. Read the passage again while learners repeat after you. Let learners read the passage as a group and individually. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners read a paragraph of the passage in turns. • Ask learners to mention unfamiliar words they see in the passage and write the words on the board. • Discuss the words with learners to get the meanings of the words. • Group learners and let them find the meanings of given unfamiliar words. <p>Assessment: Let learners explain the meanings of unfamiliar words.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read aloud a passage. • Write the figurative 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. <p>Assessment: Let learners find the meanings of more figurative expressions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

TERM TWO
BASIC FOUR
WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.7.1.1	B4.2.6.4.1
		B4.4.9.3.1.	B4.5.4.1.3
Performance Indicator		<p>A. Learners can construct meaning from texts based on knowledge of stress, rhythm and intonation</p> <p>B. Learners can expand vocabulary stock through affixation</p> <p>C. Learners can use adjectives to make comparison</p> <p>D. Learners CAN review and revise the one-paragraph draft taking out irrelevant details</p> <p>E. Learners can use the present perfect form of verbs to relate past events to the present</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Use various types of sentences/utterances to model stress and intonation as well as	What have we learnt today?

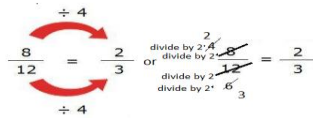
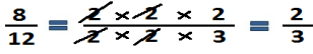
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		<p>rhythm. You may also read out extracts from stories and poems.</p> <ul style="list-style-type: none"> • Ask learners to sing familiar songs clapping and tapping to the rhythm. Through discussion, introduce learners to stress, rhythm and intonation. • In turns, learners use stress, rhythm and intonation that convey meaning in making statements and asking questions. <p>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.</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>B.READING</p> <p>Revise prefixes and suffixes by breaking down some common words into their roots- prefix/suffix components. e.g. happy + ness = happiness un + happy + ness = unhappiness</p> <ul style="list-style-type: none"> • 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 word correctly, he/she 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>


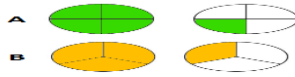
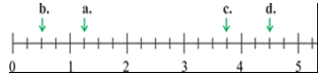
		<p>keeps it. At the end of the game, the child with the largest number of cards wins the game.</p> <ul style="list-style-type: none"> • Learners may also work in groups to derive words using given prefixes and suffixes and using them in sentences. <p>Assessment: let learners play games, e.g. Affixes Game.</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use adjectives to make comparison</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have pupils revise their first draft</p> <p>Encourage learners to make as many changes as necessary to improve their work.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION Let two pairs come together to form bigger groups to edit their work one after the other.</p> <ul style="list-style-type: none"> • Pairs of learners read their work to the class for discussion <p>Assessment: let learners E use the present perfect form of verbs to relate past events to the present</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.1.3.1.3 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 than one (i.e. improper fractions), draw and label such fractions with their symbols		
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 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.	Find the simplest form of a given fraction, divide through by the highest common factor 	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.	To find the simplest form of a given fraction, express the numerator and denominators as factors and divide through by common factors. 	Review the lesson with Learners Assessment: have learners to practice with more examples

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

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B4.3.1.1.1		
Performance Indicator	Learners can know the organs of the digestive system and their functions		
Strand	SYSTEMS		
Sub strand	THE HUMAN BODY SYSTEMS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Show videos, pictures and models of the digestive system. <ul style="list-style-type: none"> Learners keenly observe the organs of the digestive system. 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 <p>Assessment: let learners identify the organs of the digestive system and their functions</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners randomly pick the parts of the digestive system on flashcards.</p> <ul style="list-style-type: none">• Learners build the digestive system by arranging the parts in an orderly manner as they appear in the digestive system. <p>Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of flashcards.</p> <p>Assessment: let learners build the digestive system by arranging the parts in an orderly manner as they appear in the digestive system.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B4.2.3.1.1.		
Performance Indicator	Learners can draw a sketch map the school environment		
Strand	ALL AROUND US		
Sub strand	Map Making and Land Marks		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify the key features of the school environment e.g. classroom blocks, canteen, library, playground, computer laboratory Assessment: let learners identify the key features of the school environment	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw a sketch map of the school and indicate key features on it Assessment: let learners draw a sketch map the school environment and indicate key features on it	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4 2.1.1.3		
Performance Indicator	Learners can differentiate between religious and non-religious songs.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious Worship, Prayer and other Religious Practices		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let groups list titles of religious and irreligious songs. • Let learners sing some religious and irreligious songs Assessment: let learners differentiate between religious and non-religious songs	What have we learnt today? Ask learners to summarize the main points in the lesson

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 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	Name some traditional chiefs and queen-mothers from the major ethnic groups and state the reasons why they are considered significant in 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	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	Name some traditional chiefs and queen-mothers from the major ethnic	What have we learnt today?

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		<p>groups and state the reasons why they are considered significant in Ghana's history. Dode Akaibi of Accra, Ndwura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga , Nana Kobina Nketsia I of Esikado etc</p> <p>Assessment: let learners identify the role played by some traditional rulers in the national development</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class	four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B4 2.2.2.2.		
Performance Indicator	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 Composing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 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 are to: ☑ explore the local surroundings to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poems, etc.; ☑ experiment with the available instruments, sounds, movement patterns, melody, etc. to perform some compositions of some Ghanaian artists studied which reflect the natural	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.2.1.2.1		
Performance Indicator	Learners can distinguish between self-space and open space.		
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
Sub strand	SPACE AWARENESS,		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain the difference between self-space and open space through discussion. i. Learners also use indicate self-space and open space by ticking the spaces provides on a sheet appropriately.	What have we learnt today? Use answers to summarise the lesson.

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Week Ending			
Class	four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B4.1.3.1.2.		
Performance Indicator	Learners can use strategies for classifying data into information (i.e. sorting and classifying)		
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.			
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to identify and record data in the different forms (e.g. age, shoe size, etc.) Assist learners to extract and classify the relevant data into information Assessment: let learners use strategies for classifying data into information (i.e. sorting and classifying)	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)		B4.2.6.1.3 Answer factual questions. B4.2.7.1.1. Explain the meanings of unfamiliar words in a text. B4.2.7.1.2 Explain the meanings of figurative expressions in a text.	
Performance Indicators		<ul style="list-style-type: none"> • The learner should answer factual questions. • The learner should explain the meanings of unfamiliar words in a text. • The learner should explain the meanings of figurative expressions in a text. 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners read the passage again in turns. • Call a learner to ask a question based on the passage read for the other learners to answer. • Ask questions for learners to answer. <p>Assessment: let learners answer factual questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to sing a song. • Read a passage silently. • Ask learners to recognise and write unfamiliar words down. 	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners explain the meanings of unfamiliar words in a text.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Read a passage. • Write the figurative 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. <p>Assessment: let learners explain the meanings of figurative expressions in a text</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FOUR
WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC FOUR

Name of School.....

Week Ending	
Class	Four
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(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	<p>A. Learners can make connections with events in narrative texts</p> <p>B. Learners can recognise the playful use of words in spoken and written language</p> <p>C. Learners can use different types of verbs</p> <p>D. Learners can proofread draft, checking capitalisation, usage, punctuation and spelling</p> <p>E. Learners can use adjectives to make comparisons</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Learners retell the story (e.g. in a chain).</p> <ul style="list-style-type: none"> • Guide learners to identify the events in the story. • Put learners in small groups to discuss the events of the story and 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

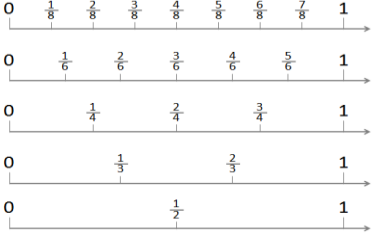

		<p>relate them to one another</p> <p>Assessment: let learners make connections with events in narrative texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>In pairs/ groups, have learners play on words in educative jokes, riddles and puns. e.g. Riddle, Riddle: I am something that came into this world with earrings. Who am I? Answer: Coal pot</p> <p>Assessment: let learners apply the playful use of words in spoken and written language</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Have learners revise verbs by reading sentences from the board and identifying the verbs.</p> <ul style="list-style-type: none"> • Have learners write sentences with given verbs. <p>Assessment: let learners use different types of verbs to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners proofread the revised draft of their writing with focus on the conventions of punctuation, capitalisation, spellings, etc.</p> <ul style="list-style-type: none"> • Let them do peer editing. Learners check 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>their partners' writing for errors (punctuations, spelling, etc.)</p> <ul style="list-style-type: none"> • Have learners write a neat final copy and read it once again to check for errors. <p>Assessment: let learners proofread draft, check capitalisation, usage, punctuation and spelling of a draft</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>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.</p> <ul style="list-style-type: none"> • Have learners identify adjectives in a given passage. <p>Assessment: let learners use adjectives to make comparisons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none">• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
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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 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	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 be changed to eighths. Also thirds can be 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, $\frac{5}{8}$ and $\frac{3}{4}$ or $\frac{3}{6}$ and $\frac{4}{8}$? Arrange from smallest to largest, $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$	Review the lesson with Learners Assessment: have learners to practice with more examples

	<p>5 - Fire</p>		
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>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</p> <p>LCD for $\frac{3}{4}$, $\frac{2}{3}$ and $\frac{5}{6}$ is 12;</p> <p>hence $\frac{3}{4} = \frac{9}{12}$, $\frac{2}{3} = \frac{8}{12}$, $\frac{5}{6} = \frac{10}{12}$ ∴ the order is $\frac{5}{6}$, $\frac{3}{4}$, $\frac{2}{3}$</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out</p> <ul style="list-style-type: none"> ☑ 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. 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>Tell the time by half/quarter past, and half/quarter to. Draw clock-faces with times (i.e. half/quarter past or to) for pupils to read the time</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B4.3.2.1.1		
Performance Indicator	Learners can explain that the sun is at the center of the solar system		
Strand	SYSTEMS		
Sub strand	THE SOLAR SYSTEM		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Present learners with a chart, model or video showing the solar system. <ul style="list-style-type: none"> • Draw the solar system, using different colours to illustrate the different 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). <p>Assessment: let learners draw the solar system, using different colours to illustrate the different bodies</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Present the chart of the solar system and help learners identify the sun as being at the centre of the solar system.</p> <ul style="list-style-type: none">• Learners are guided to identify the benefits of the sun to the solar system. <p>Project: Learners mould stars, planets and satellites in the solar system.</p> <p>Assessment: let learners explain that the sun is at the center of the solar system</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B4.2.4.1.1.		
Performance Indicator	Learners can describe the nature of settlements in Ghana.		
Strand	ALL AROUND US		
Sub strand	Population and Settlement		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of settlements e.g. people live with other people, we do not live in vacuum, for protection, for pooling resources together etc. Assessment: let learners write the importance of settlements	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners discuss and write about features that they will consider in choosing a good settlement that would make life easier and comfortable such areas free of floods, access to local raw materials, local water supply for drinking	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>and washing and access to roads and transportation.</p> <p>Learners engage in activities that teach them to help keep their settlements safe, peaceful and clean.</p> <p>Assessment: let learners write about features that they will consider in choosing a good settlement</p>	
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Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4.2.2.1.1		
Performance Indicator	Learners can discuss festivals in their neighbourhood.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Festivals in the Three Major Religions		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention festivals that are celebrated in their communities: Christmas, Easter, Eid-UI-Fitr, Eid-UI-Adha, Odwira, Aboakyir, etc. <ul style="list-style-type: none"> • 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. <p>Assessment: Put learners in groups to write activities that take place during festivals.</p>	What have we learnt today? Ask learners to summarize the main points in the lesson

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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 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	Show photographs/ documentaries on the roles played by these traditional rulers in national development. Assessment: let learners identify the role played by some traditional rulers in the national development	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Retell the life story of any of these from a 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service; ☐ discuss the need for displaying portfolio of own visual artworks; ☐ develop a roadmap for the exhibition brainstorm to agree on a theme for the exhibition; ☐ send manual and/or electronic invitations 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write plan for an exhibition of own artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> 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; ☑ decide on mode of display ☑ clean and prepare the hall and its environment and make it ready for the exhibition; ☑ plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc. <p>Assessment: let learners write plan for an exhibition of own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.2.2.2.1		
Performance Indicator	Learners can Explain the difference between throwing to a stationary partner and throwing to a moving partner.		
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
Sub strand	DYNAMICS		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Hold ball in the left hand. Place the left foot slightly forward in front of the body. Bend body slightly over the ball, pick a target, and swing the free right 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.	What have we learnt today? Use answers to summarise the lesson.

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Week Ending			
Class	four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B4.1.3.1.3		
Performance Indicator	Learners can identify primary sources of information		
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.			
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	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	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)	B4.3.1.1.3 Recognise that a question mark is used at the end of a question		
Performance Indicators	<ul style="list-style-type: none"> The learner should recognise that a question mark is used at the end of a question 		
Week Ending			
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Revise command and response with learners. 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 <p>Assessment: let learners punctuate sentences them using the question mark</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Write more questions on the board and call learners to come out to 	<p>What have we learnt today?</p>

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		<p>punctuate them using the question mark</p> <p>Assessment: let learners punctuate sentences them using the question mark</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Write more questions on the board and call learners to come out to punctuate them using the question mark <p>Assessment: let learners punctuate sentences them using the question mark</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FOUR
WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC FOUR

Name of School.....

Week Ending	
Class	Four
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	B4.1.7.1.3 B4.2.6.4.3. B4.3.5.1.1 B4.4.9.3.3. B4.5.5.1.1 B4.6.1.1.1.
Performance Indicator	<p>A. Learners can recognise and discuss moral lessons in a story</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to type of texts</p> <p>C. Learners can use different types of verbs</p> <p>D. Learners can display writing piece for other peers to read</p> <p>E. Learners can use adjectives to make comparisons</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Through brainstorming, learners identify, discuss and evaluate moral lessons in narrative texts heard/read.</p> <ul style="list-style-type: none"> • Have them connect to the characters by relating 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>them to real life experiences.</p> <p>Assessment: let learners identify moral lessons in a story</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Explain to children the key elements in all writing e.g. purpose, audience etc. These help to make the understanding of the text easy. That is, they play an integral part in the process. Guide learners to understand each key element.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use words suitable for purpose, audience, context and culture in relation to type of texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Let learners read sentences with auxiliary verbs <p>Have learners write sentences with given verbs.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

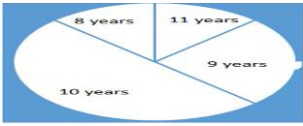

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		Assessment: let learners use different types of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners publish their work by preparing and showing it to others in small groups 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.</p> <p>Assessment: let learners display writing piece for other peers to read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.WRITING CONVENTION</p> <p>Let learners write sentences using comparative and superlative forms of adjectives.</p> <p>Assessment: let learners use adjectives to make comparisons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback 	<p>Have learners to tell what they read to the whole class</p>

		Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read	
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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 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	Drawing circle graphs that represent halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph 	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.	Use pictorial representations or number line to revise tenths and hundredths and ask pupils to identify the fractions (i.e. A, B, C, D, & E). 	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like:	Use the tenth and hundredth place value chart to illustrate how to write the fraction as a	Review the lesson with Learners

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>base ten number with the introduction of the decimal point “.” after ones place in the place value chart.</p>	<p>Assessment: have learners to practice with more examples</p>																																
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Give pupils several common fractions (including improper fractions) to convert into tenths and hundredths and write their decimal names.</p> <p>E.g. $\frac{2}{5} = \frac{4}{10} = 0.4$.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Tenth and Hundredth</th> <th colspan="2">Place</th> </tr> <tr> <th colspan="4">Value Chart</th> </tr> <tr> <th></th> <th>Fraction</th> <th>1 s</th> <th>11 SS</th> </tr> </thead> <tbody> <tr> <td></td> <td>$\frac{1}{4} = \frac{25}{100}$</td> <td>0</td> <td>1</td> </tr> <tr> <td>A</td> <td>$\frac{1}{4} = \frac{25}{100}$</td> <td>0</td> <td>1</td> </tr> <tr> <td>B</td> <td>$\frac{125}{1000} = \frac{125}{1000}$</td> <td>0</td> <td>2 0</td> </tr> <tr> <td>C</td> <td>$\frac{1}{2} = \frac{50}{100}$</td> <td>0</td> <td>5</td> </tr> <tr> <td>D</td> <td>$3\frac{3}{5} = \frac{18}{5}$</td> <td>0</td> <td></td> </tr> </tbody> </table>	Tenth and Hundredth		Place		Value Chart					Fraction	1 s	11 SS		$\frac{1}{4} = \frac{25}{100}$	0	1	A	$\frac{1}{4} = \frac{25}{100}$	0	1	B	$\frac{125}{1000} = \frac{125}{1000}$	0	2 0	C	$\frac{1}{2} = \frac{50}{100}$	0	5	D	$3\frac{3}{5} = \frac{18}{5}$	0		<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest tenth means that the rounded figure has one digit after the decimal mark. Rounding to the nearest hundredth means that the rounded figure has two digits after the decimal mark</p> <p style="text-align: center;">Rounding 85674.875 rounded to</p> <p style="text-align: center;">10 ► 85670</p> <p style="text-align: center;">100 ► 85700</p> <p>1 decimal or $\frac{1}{10}$ place ► 85674.9</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																

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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 Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners role play a typical family setup, showing how everyone is interdependent.</p> <ul style="list-style-type: none"> Learners identify the role of each member of 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) <p>Assessment: let learners explain the concept of ecosystem</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show pictures and videos of forest settings having trees, grass, a stream, soil, fishes, rodents, frogs, etc. to explain to learners what 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. <p>Assessment: let learners explain the importance of every element/member of a given ecosystem,</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B4.3.1.1.1		
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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc. 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners engage in activities: role play, play games, recite prayers, read scriptures, watch videos, or look at pictures – that teach ways of worship to show respect and obedience to God among the three major religious groups.</p> <p>Assessment: let learners draw and model a worship scene.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4.2.2.1.1		
Performance Indicator	Learners can discuss festivals in their neighbourhood.		
Strand	2: Religious Practices and their Moral Implications		
Sub strand	Festivals in the Three Major Religions		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • In their same groups or in pairs, let learners discuss the specific activities that take place during festivals, bringing out the following values: <ul style="list-style-type: none"> - Moral, - Social and - Economic. • Let groups present their findings for class discussions <p>Assessment: let learners describe festivals in their neighbourhood</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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 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	Identify the traditional rulers whose work inspires you most and give reasons for your choice. Assessment: let learners identify the role played by some traditional rulers in the national development	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Identify the traditional rulers whose work inspires you most and give reasons for your choice. Assessment: let learners identify the role played by some traditional rulers in the national development	What have we learnt today? Ask learners to summarize the main points in the lesson

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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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect the natural and manmade environments of some communities in Ghana; ☐ discuss the need for performing compositions of own music, dance, drama, poetry, etc.; ☐ develop a roadmap for the performances by fixing a date, selecting 	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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		<p>appreciation, evaluation, reporting, etc</p> <p>Assessment: let learners write a plan of performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks</p>	
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Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.2.3.2.1		
Performance Indicator	Learners can Identify parts of the body that are used for kicking a ball.		
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
Sub strand	RELATIONS,		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learner identify parts of the body that can be used in kicking a ball such as the hands. Learners stand with their legs opened and move to a ready position to kick a ball.	What have we learnt today? Use answers to summarise the lesson.

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

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write a persuasive essay on responsibility</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners understand the process in writing good argumentative essays</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FOUR
WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC FOUR

Name of School.....

Week Ending			
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		<p>A. Learners can use background knowledge to aid in understanding and building new knowledge while listening to narrative texts</p> <p>B. Learners can construct meaning from texts read</p> <p>C. Learners can use appropriate subject-verb agreement</p> <p>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.</p> <p>E. Learners can differentiate between how the comparative and superlative adjective forms are used in sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
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?

		<ul style="list-style-type: none"> • Learners in groups identify, discuss and relate the plot of the text to a familiar text. • Have learners listen to the text a second time. <p>Assessment: In groups, let learners share what they have learnt in the text.</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Select level-appropriate texts for learners.</p> <ul style="list-style-type: none"> • Take learners through Before Reading activities such as picture walk, 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. <p>Assessment: let learners construct meaning from texts read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise nouns and verbs with simple examples.</p> <ul style="list-style-type: none"> • Through discussion and examples help learners to 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>realise rules that govern sentence formation:</p> <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> • Provide sentences for groups to identify the subjects and verbs. • Have learners write their own sentences to be presented to the class. <p>Assessment: let learners use appropriate subject-verb agreement</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>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.)</p> <ul style="list-style-type: none"> • 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 view to start with and later change the same 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>story to read from the third person point of view.</p> <p>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</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Guide learners with examples to talk about their siblings using adjectives.</p> <ul style="list-style-type: none"> • In pairs, learners write two to three sentences to describe their classmates using the three forms of adjectives. <p>Assessment: let learners differentiate between how the comparative and superlative adjective forms are used in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p>	Have learners to tell what they read to the whole class

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		<ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a-two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
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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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (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 5 - Fire	Use a table with several decimals fractions and explain the rule for of rounding decimals. Give pupils a table of decimal fractions to round to the nearest tenths or hundredths <div style="text-align: center;"> <p>Rounding</p> <p>85674.875</p> <p>rounded to</p> <p>10 ▶ 85670</p> <p>100 ▶ 85700</p> <p>1 decimal or $\frac{1}{10}$ place ▶ 85674.9</p> </div>	Review the lesson with Learners Assessment: have learners to practice with more examples

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<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths</p> <table border="1" data-bbox="578 247 1016 802"> <thead> <tr> <th></th> <th>Fraction</th> <th>Round to Nearest</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>0.38</td> <td>$\frac{1}{10}$</td> <td>0.4</td> </tr> <tr> <td>B</td> <td>4.085</td> <td>$\frac{1}{10}$</td> <td></td> </tr> <tr> <td>C</td> <td>56.584</td> <td>$\frac{1}{10}$</td> <td></td> </tr> <tr> <td>D</td> <td>18.096</td> <td>$\frac{1}{10}$</td> <td></td> </tr> <tr> <td rowspan="2">E</td> <td rowspan="2">30.084</td> <td>$\frac{1}{100}$</td> <td></td> </tr> <tr> <td>$\frac{1}{100}$</td> <td></td> </tr> </tbody> </table>		Fraction	Round to Nearest	Result	A	0.38	$\frac{1}{10}$	0.4	B	4.085	$\frac{1}{10}$		C	56.584	$\frac{1}{10}$		D	18.096	$\frac{1}{10}$		E	30.084	$\frac{1}{100}$		$\frac{1}{100}$		<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>To add 0.64 and 0.39, means sum $64/100 + 39/100$ which is $64+39/100 = 103/100 = 1.03$.</p> $\begin{array}{r} 0.64 \\ + 0.39 \\ \hline 1.03 \end{array}$ <p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																										
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>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</p> $\begin{array}{r} 0.6 \\ + 0.39 \\ \hline 0.99 \end{array}$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																										

Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To subtract 0.6 from 1.39, means $139/100 - 6/10 = 139/100 - 60/100 = 139 - 60/100 = 79/100 = 0.79$. That is, since 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 subtract as whole numbers.</p> $\begin{array}{r} 1.39 \\ - 0.6 \\ \hline 0.79 \end{array}$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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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 Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of every element/member of a given ecosystem, e.g. frogs, weeds, soil and fish in a pond.</p> <ul style="list-style-type: none"> 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. <p>Assessment: let learners explain the concept of ecosystem</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about celebrations and traditions of different cultures in the community: Christmas, Easter, Eid-UI-Fitr, Eid-UI-Adha, Odwira, Aboakyir, etc. Assessment: let learners identify celebrations and traditions of different cultures in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite 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

Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(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 the Three Major Religions		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners discuss the leaders of the three major religions in Ghana: - The Lord Jesus Christ as the 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 describe the call of the religious leader	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B4.3.3.1.1		
Performance Indicator	Learners can describe European missionary activities in Ghana		
Strand	Europeans in Ghana		
Sub strand	Missionary Activities		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes 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 Ghanaians?	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 Ghana	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	Locate places where they operated (e.g. Basel-Akuapem, Bremen-Peki etc) Assessment: let learners describe European missionary activities in Ghana	What have we learnt today? 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 1.4.6.2		
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 Appraising		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks; Assessment: let learners write guidelines for appraising and appreciating own and others' visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks; 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write guidelines for appraising and appreciating own and others' visual artworks	
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Week Ending			
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, PRINCIPLES AND STRATEGIES		
Sub strand	BODY MANAGEMENT		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learner stands with feet and shoulders straight. Learner tosses the ball and swings the hand forward to strike the ball upward and forward. Learner moves the leg forward to recover. Learners practice with feedback as individuals and in a group for mastery, Learners progress at their own pace	What have we learnt today? Use answers to summarise the lesson.

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

Learning Indicator (s) (Ref. No.)	B5.4.4.1.3 Write persuasive essays on given topics. B5.4.5.1.1 Gather information for the writing of good argumentative essays. B5.4.5.1.2 Comprehend and discuss how to write for or against a motion in an argumentative essay		
Performance Indicators	<ul style="list-style-type: none"> • The learner should write persuasive essays on given topics. • The learner should gather information for the writing of good argumentative essays. • The learner should comprehend and discuss how to write for or against a motion in an argumentative essay 		
Week Ending			
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Use controlled composition to write a simple persuasive essay on a cardboard. • Guide learners to write persuasive essays on given topics <p>Assessment: let learners write persuasive essays on given topics.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss the structure of argumentative writing with learners. 	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> • 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 writing of good argumentative essays. <p>Assessment: let learners write points for the writing of good argumentative essays</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Give a topic to the class and put the learners into 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 motion in a given motion in an argumentative essay. • Let individual learners write for or against a given motion. <p>Assessment: let learners write for or against a motion in an argumentative essay</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FOUR
WEEK EIGHT**

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum 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		<p>A. Learners can identify the main idea/gist and details of texts</p> <p>B. Learners can note and recall main ideas in a sequence</p> <p>C. Learners can use the simple present form of verbs in sentences</p> <p>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.</p> <p>E. Learners can differentiate between how the comparative and superlative adjective forms are used in sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Have learners read short stories, newspaper cuttings.	What have we learnt today?

		<ul style="list-style-type: none"> • Guide them with examples to give the gist and details of the texts. • 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. <p>ASSESSMENT: let learners identify the main idea/gist and details of texts</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Using the SQ3R strategy, learners recall main ideas.</p> <p>Learners:</p> <p>S – Survey the text– (learners skim, by going through the chapter, noting heading/sub-heading and other understanding features.</p> <p>Q – Question – Generate questions about the content of the text.</p> <p>3R</p> <p>Read – Read for more information.</p> <p>Recite – Retrieve information from meaning.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

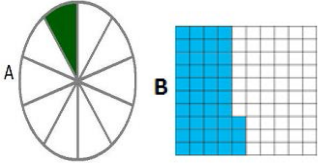
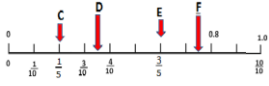
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		<p>Review – Go over the main ideas in the text using your own words</p> <p>ASSESSMENT: let learners mention main ideas in a sequence</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Using several examples demonstrate the use of the simple present form of verbs in the sentences (for habitual actions/ for timeless and universal statements).</p> <p>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.</p> <p>ASSESSMENT: let learners use the simple present form of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>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.</p> <ul style="list-style-type: none"> • 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 <p>ASSESSMENT: let learners write about real or</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

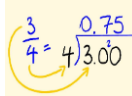
		imagined experiences or events following story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion.	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Two pairs put their work together and do a comparison. Let them share their work with other groups.</p> <p>ASSESSMENT: let learners differentiate between how the comparative and superlative adjective forms are used in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>ASSESSMENT: let learners read a variety of age- and level appropriate books</p>	<p>Have learners to tell what they read to the whole class</p>

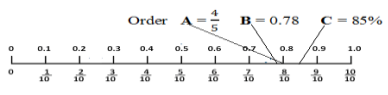
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		and present a-two-paragraph summary of each book read	
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Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.1.5.1.1 B4.1.5.1.2		
Performance 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 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	Use several pictorial representations or number line to introduce tenths and hundredths and ask pupils to identify the fractions (i.e. A, B, C, D, & E). 	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one	Use long division method to convert and write fractions as decimals in the number chart. 	Review the lesson with Learners Assessment: have learners to practice with more examples

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<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Give pupils several common fractions (including improper fractions) to convert into hundredths and write their decimal names or use long division; e.g. $3/4 = 75/100 = 75\%$.</p>  <table border="1" data-bbox="584 535 1023 1018"> <thead> <tr> <th></th> <th>Fractio n</th> <th>2 Decimal Places</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>$\frac{1}{10}$</td> <td>0.10</td> <td>10%</td> </tr> <tr> <td>B</td> <td>$\frac{43}{100}$</td> <td>0.43</td> <td>43%</td> </tr> <tr> <td>C</td> <td></td> <td>0.50</td> <td></td> </tr> <tr> <td>D</td> <td></td> <td>0.35</td> <td></td> </tr> <tr> <td>E</td> <td></td> <td></td> <td></td> </tr> <tr> <td>F</td> <td>:</td> <td></td> <td></td> </tr> </tbody> </table>		Fractio n	2 Decimal Places	Percent	A	$\frac{1}{10}$	0.10	10%	B	$\frac{43}{100}$	0.43	43%	C		0.50		D		0.35		E				F	:			<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
	Fractio n	2 Decimal Places	Percent																												
A	$\frac{1}{10}$	0.10	10%																												
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C		0.50																													
D		0.35																													
E																															
F	:																														
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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 $\rightarrow 4/5 = 80/100 = 80\%$, $0.78 = 78/100 = 78\%$, and $85/100 = 85\%$, hence the order from least to the largest is 0.78, $4/5$ and 85%</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																												

<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them.</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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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 Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Guide learners through simple activities to identify effects of heat on substances <ul style="list-style-type: none"> 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 songs and recite familiar rhymes	Elaborate on learners' ideas to explain how the escaping vapour can be changed into water (through the loss of heat).	What have we learnt today? Ask learners to summarize the important points of the lesson

		ASSESSMENT: let learners identify the effect of heat on the change of state of substances	
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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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners create stories, songs, poems, that teach them about the importance of celebrations and traditions different cultures of 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	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners prepare traditional foods such as kenkey and fried fish, banku and okro stew, fufu and palm soup, tuo-zafi or sew traditional clothing for celebration for display or reflect and write about traditions their parents have passed down to them.</p> <p>ASSESSMENT: let learners identify celebrations, positive cultural practices and traditions of different cultures in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(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 the Three Major Religions		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Invite a resource person to talk about the call of each religious personality. <ul style="list-style-type: none"> • Guide learners to discuss what they have heard about the religious personalities ASSESSMENT: let learners describe the call of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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Week Ending			
Class	four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B4 2.4.6.2		
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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guidelines suggested ASSESSMENT: let learners write guidelines for appraising and appreciating own and others' performing artworks	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ 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

		<p>performances on the guidelines suggested</p> <p>ASSESSMENT: let learners write guidelines for appraising and appreciating own and others' performing artworks</p>	
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Week Ending			
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 foot, separately) while moving forward and when changing direction.		
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
Sub strand	STRATEGIES		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	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 they want to do with the ball within the rules of the game. When dribbling with an opponent, the player with the ball is being contested for the ball and as a result has to consider the movements and actions of the opponent as well as keep the ball under control away from the opponent.	What have we learnt today? Use answers to summarise the lesson.

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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore: I. the steps and issues involved in collection of data, a) identify the reason(s) for collecting data, 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners identify the steps and issues involved in data collection	
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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		
Performance Indicators	<ul style="list-style-type: none"> • 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 Ending			
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention some things in the 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. <p>ASSESSMENT: let learners write picture events</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners a topic. • Let learners write their own passage on the topic. • Let learners do peer editing of their own writings. 	<p>What have we learnt today?</p>

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		ASSESSMENT: let learners edit a draft	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>ASSESSMENT: let learners identify the process in writing poems, prose, and plays</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO
BASIC FOUR
WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE
BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(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		<p>A. Learners can compare and contrast information (two or more ideas) from texts</p> <p>B. Learners can skim for main ideas in texts</p> <p>C. Learners can use regular form of the simple past tense of verbs</p> <p>D. Learners can use descriptive words/expressions to describe places, personal experiences and events</p> <p>E. Learners can use adverbs to talk about when and where the action of a verb took place</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Guide learners to compare and contrast the content of different texts read/discussed (pay attention to the	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>differences and the similarities).</p> <p>Assessment: let learners compare and contrast information (two or more ideas) from texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading.</p> <p>Assessment: let learners skim for main ideas in texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise main and auxiliary verbs by having learners identify them in sentences.</p> <ul style="list-style-type: none"> • Introduce learners to the concept of regular verbs. <p>Elicit examples from learners and have them used sentences. - The irregular verbs form their past tense differently. They do not add “d” or “ed”.</p> <ul style="list-style-type: none"> • Provide a passage having regular and irregular verbs in the present tense. • Learners rewrite the sentences in the past. <p>Assessment: let learners use regular form of the</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		simple past tense of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Revise adjectives by having learners describe familiar people, objects and places in their environment.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Guided with examples, let learners narrate events using adverbs to describe the place and time of occurrence.</p> <ul style="list-style-type: none"> • Introduce drills to provide oral practice <p>Assessment: let learners use adverbs to write about when and where the action of a verb took place</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently</p>	<p>Have learners to tell what they read to the whole class</p>

		<p>books of their choice during the library period.</p> <ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a-two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
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Week Ending			
Class		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 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 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 Discuss the functions of parts of plants with learners	Begin by asking learners what they use to iron their school uniforms. • Use simple activities to demonstrate uses of electricity, (e.g. providing light, powering TVs, mobile phones, cooking, heating water, etc.) Assessment: let learners write the uses of electricity	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw things in the home and at school that use electricity. Project: Electricity Generation Learners, in groups, generate electricity from fruit cells (orange, lime, tomatoes,	What have we learnt today? Ask learners to summarize the important points of the lesson

		potatoes and apple) and fuel cells, e.g. water. Assessment: let learners write the uses of electricity	
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Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B4.3.3.1.1.		
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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	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 songs and recite familiar rhymes	<p>Learners compose songs and rhymes on fundamental human rights in Ghana. Learners develop posters describing fundamental human rights of a child using pictures and internet.</p> <p>Assessment: let learners explain fundamental human rights of a child</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending	
Class	Four
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(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 the Three Major Religions
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, ask learners to dramatise or roleplay the call of the religious personalities. <ul style="list-style-type: none"> Let learners write on the call of the religious personalities and present their works to class for discussion. Assessment: let learners describe the call of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B4.3.3.1.1		
Performance Indicator	Learners can describe European missionary activities in Ghana		
Strand	Europeans in Ghana		
Sub strand	Missionary Activities		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss other activities they engaged in (trade, vocational training 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	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	Debate the effects of European activities in Ghana. Assessment: let learners mention the effects of European activities in Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson

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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 Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	

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

		<p>suggestions of movement, pattern, rhythm, etc. to generate ideas for designing and making own artworks.</p> <p>Assessment: let learners make decisions for designing and creating own visual artworks</p>	
	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ go on out-of-the-classroom walks to observe natural and manmade things in the surroundings; ☐ observe the movement patterns of natural and manmade objects ; ☐ listen to sounds created by natural and manmade objects ☐ record the movement and sounds of natural and manmade objects that interest the learners; ☐ study and analyse the movements and sounds observed, listened to or recorded; ☐ 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 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>


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		Assessment: let learners generate own ideas for composing and performing own artworks	
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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	<p>Learners can describe the pattern found in a given table or chart.</p> <p>Learners can determine the missing element(s) in a given table or chart.</p> <p>Identify the error(s) in a given table or chart.</p> <p>Learners can create a concrete representation of a given pattern displayed in a table or chart.</p> <p>Learners can create a table or chart from a given concrete representation of a pattern.</p>		
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	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p>	<p>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:</p> <p>(i) identify all, some or none of the multiples of a given number.</p> <p>(ii) are able to predict and extend the pattern.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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	5 - Fire	(iii) are able to describe the pattern by relating it to similar designs in the real world															
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one	Provide students with a chart with missing numbers and ask them to identify the missing numbers and explain their reasoning	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	Provide a mapping table containing errors. Ask students to identify and explain where the pattern has errors <table border="1" data-bbox="639 909 959 1325"> <thead> <tr> <th>Number of Tables</th> <th>Number of Chairs</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>8</td> </tr> <tr> <td>3</td> <td>12</td> </tr> <tr> <td>4</td> <td>18</td> </tr> <tr> <td>5</td> <td>20</td> </tr> <tr> <td>6</td> <td>24</td> </tr> </tbody> </table>	Number of Tables	Number of Chairs	1	4	2	8	3	12	4	18	5	20	6	24	Review the lesson with Learners Assessment: have learners to practice with more examples
Number of Tables	Number of Chairs																
1	4																
2	8																
3	12																
4	18																
5	20																
6	24																
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Provide a table showing a pattern (involving one operation) such as the one below. Students can complete the table and create a concrete representation using linking cubes or other manipulatives <table border="1" data-bbox="561 1665 927 1860"> <thead> <tr> <th>Figure</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Number of Cubes</td> <td>3</td> <td>6</td> <td>9</td> <td>?</td> <td>?</td> </tr> </tbody> </table>	Figure	1	2	3	4	5	Number of Cubes	3	6	9	?	?	Review the lesson with Learners Assessment: have learners to practice with more examples		
Figure	1	2	3	4	5												
Number of Cubes	3	6	9	?	?												

<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>Present learners with a geometric design series, such as the one shown below. Ask them to extend the pattern and record it in a T-chart. Ask learners what the 10th step would be. What would the 12th step be? What would the 20th step be?</p> <p>1 2 3 4</p>  <table border="1" data-bbox="625 575 971 905"> <thead> <tr> <th>Design #</th> <th># of Square</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td>4</td> <td>4</td> </tr> </tbody> </table>	Design #	# of Square	1	1	2	2	3	3	4	4	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Design #	# of 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners warm up to begin activities. Learners swing their arms by walking briskly within a demarcated area at their own pace.	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class	four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
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-WINDOWS INTERFACE		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the tools for collecting data and aid them to make practical examples of the various tools. Assessment: let learners describe various tools or techniques of data collection	What have we learnt today? Ask learners to summarize the main points in the lesson

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Learning Indicator (s) (Ref. No.)		B4.5.3.1.3 Use past tense action words in short sentences B4.5.4.1.1 Recognise the positive comparative words and superlative words of regular adjectives. B4.5.4.1.2 Differentiate between comparative and superlative words/adjectives B4.5.4.1.3 Use comparative and superlative words/adjectives in sentences	
Performance Indicators		<ul style="list-style-type: none"> • The learner should use past tense action words in short sentences • The learner should recognise the positive comparative words and superlative words of regular adjectives. • The learner should differentiate between comparative and superlative words/adjectives • The learner should use comparative and superlative words/adjectives in sentences 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • With the learners' contribution use past 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 action words in the sentences. • Let learners use past tense action words in short sentences on their own and read aloud for 	What have we learnt today? Review the lesson with learners

		<p>other learners to recognise the past tense action word.</p> <ul style="list-style-type: none"> • Let learners use the past tense action words to form sentences. <p>Assessment: let learners use past tense action words in short sentences</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a familiar song. • 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. • In pairs, let learners differentiate between the comparative and superlative words/adjectives. E.g. Better, best more beautiful, most beautiful <p>Assessment: let learners identify the positive comparative words and superlative words of regular adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • In groups let learners use comparative and superlative words/adjectives in sentences. • 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 <p>Assessment: let learners use comparative and superlative words/adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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**TERM TWO
BASIC FOUR
WEEK TEN**

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(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.	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering questions</p> <p>B. Learners can read level-appropriate texts silently and closely for comprehension.</p> <p>C. Learners can use the simple past form of verbs for:</p> <ul style="list-style-type: none"> - Completed actions or events - Regular actions in the past <p>D. Learners can use descriptive words/expressions to describe places, personal experiences and events</p> <p>E. Learners can use adverbs to talk about when and where the action of a verb took place</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Through role-play, learners ask questions such as: What is your	What have we learnt today?

		<p>name? How are you? Where do you live?</p> <ul style="list-style-type: none"> • Guide learners to use appropriate pronunciation and intonation in asking and answering questions. e.g. What do you want? Where's your school? <p>Assessment: let learners use appropriate pronunciation and intonation in asking and answering questions</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Briefly discuss the need for silent reading.</p> <ul style="list-style-type: none"> • Guide learners with pre-reading questions. • Assign them to read the text silently to find answers to the prereading questions. <p>Assessment: let learners read level-appropriate texts silently and closely for comprehension.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise the simple present tense by having learners say what they do regularly e.g. every morning.</p> <ul style="list-style-type: none"> • Learners listen to a simple story in which several completed actions have occurred. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • 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). <p>Assessment: let learners use the simple past form of verbs to form sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Revise adjectives by having learners describe familiar people, objects and places in their environment.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday		<p>E.WRITING CONVENTION</p> <p>Learners in group go on a field trip/excursion to e.g. a tourist centre.</p>	

		<ul style="list-style-type: none"> • Let them write and present their stories to demonstrate their knowledge of adverbs of place and time. <p>Assessment: let learners use adverbs to talk about when and where the action of a verb took place</p>	
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: let learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	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	<p>Learners can translate the information in a given problem into a table or chart.</p> <p>Learners can identify and extend the patterns in a table or chart to solve a given problem.</p> <p>Write a given problem as an equation in which a symbol is used to represent an unknown number.</p>														
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	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let</p>	<p>Given the numerical pattern, ask students to extend the pattern and explain how they determined the pattern and its missing elements</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>2</td> <td>4</td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td>8</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	A	B	1	2	2	4	3		4	8			<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
A	B														
1	2														
2	4														
3															
4	8														
Tuesday	<p>Sing songs like:</p> <p>I'm counting one,</p>	<p>Ask students to use manipulatives to represent this pattern and describe the relationship between the chart and the concrete representations</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to</p>												

			practice with more examples																								
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th colspan="2">Pattern A</th> </tr> </thead> <tbody> <tr><td>1</td><td>5</td></tr> <tr><td>2</td><td>10</td></tr> <tr><td>3</td><td>15</td></tr> <tr><td>4</td><td>20</td></tr> <tr><td>5</td><td>25</td></tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th colspan="2">Pattern B</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>7</td></tr> <tr><td>3</td><td>12</td></tr> <tr><td>4</td><td>17</td></tr> <tr><td>5</td><td>22</td></tr> </tbody> </table>	Pattern A		1	5	2	10	3	15	4	20	5	25	Pattern B		1	2	2	7	3	12	4	17	5	22	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Pattern A																											
1	5																										
2	10																										
3	15																										
4	20																										
5	25																										
Pattern B																											
1	2																										
2	7																										
3	12																										
4	17																										
5	22																										
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Students could make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one</p>	<p>Ask students to explain the purpose of the box symbol in the following equation:</p> $15 - \square = 8$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								

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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 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. <ul style="list-style-type: none"> • 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. <p>Assessment: let learners describe ways of conserving electricity</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners work in groups to discuss activities that contribute to wastage of electricity.</p> <ul style="list-style-type: none"> • Based on their responses, facilitate a discussion on ways of conserving electricity. • Learners present their ideas to class for discussion <p>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</p> <p>Assessment: let learners describe ways of conserving electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending	
Class	Four
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B4 3.4.1.1.
Performance Indicator	Learners can describe leadership as a valuable skill
Strand	OUR BELIEFS AND VALUES
Sub strand	Being a Leader
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recall leaders in the community and others they know of (Jesus Christ, Mohammed, Okomfo Anokye, Togbui Tsali, President Mahama, 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners describe good leadership qualities	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>Assessment: let learners describe leadership as a valuable skill</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the ways by which we are committed to God: <ul style="list-style-type: none"> - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc. <ul style="list-style-type: none"> • Guide learners to discuss the need to be committed to God: <ul style="list-style-type: none"> - God created us; it is a command from Him, - He provides our needs, - we get good things from Him, - we worship Him, etc <p>Assessment: let learners explain the need to be committed to God</p>	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
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/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What led to the signing of the bond of 1844? Where was the Bond of 1844 signed? Which people signed? What was the significance of the Bond?	Discuss events leading to the signing of the Bond of 1844 Assessment: let learners describe events leading to the signing of the Bond of 1844	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	Discuss events leading to the signing of the Bond of 1844. Assessment: let learners describe events leading to the signing of the Bond of 1844	What have we learnt today? Ask learners to summarize the main points in the lesson

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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	<p>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.</p> <p>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</p>		
Strand	Visual Arts Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 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	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ select ideas from the natural and manmade environments of some Ghanaian communities and create own designs for artworks ☑ 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 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>discuss and share their experiences through jury and peer review.</p> <p>Assessment: let learners create own artworks using available visual arts media</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ select ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.; ☑ 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; ☑ discuss and share their experiences through jury and peer review. <p>Assessment: let learners create own artworks using available performing arts media</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

Week Ending			
Class	four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
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-WINDOWS INTERFACE		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the tools for collecting data and aid them to make practical examples of the various tools. Assessment: let learners describe various tools or techniques of data collection	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none">• Write phrases and sentences leaving out the 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 postpositions discussed. <p>Assessment: let learners use postpositions such as below and under in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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**TERM TWO
BASIC FOUR
WEEK ELEVEN**

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(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.	
Performance Indicator		<p>A. Learners can use positive tags, negative tags and auxiliaries in speech</p> <p>B. Learners can respond to a text with reasons</p> <p>C. Learners can use the simple past form of verbs for: Completed actions or events Regular actions in the past</p> <p>D. Learners can support opinions with simple sentences</p> <p>E. Learners can use prepositions to convey a variety of meanings:</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Discuss and explain what question tags are and give examples.</p> <ul style="list-style-type: none"> Learners in pairs ask and answer questions. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners use positive tags, negative tags and auxiliaries in speech</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Identify and present points of view in a text.</p> <ul style="list-style-type: none"> • Guide learners with questions to discuss the text and answer a variety of questions. They should state reasons for their points/ point of view. <p>Assessment: let learners respond to a text with reasons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise the simple present tense by having learners say what they do regularly e.g. every morning.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> • 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). <p>Assessment: let learners use the simple past form of verbs to form sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Present a motion to learners. e. g. A doctor is more important than a farmer.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners support opinions with simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday		<p>E.WRITING CONVENTION</p> <p>Have learners describe the positions of classroom</p>	

		<p>objects using such sentences.</p> <p>Write sentences that are missing propositions on the board e.g.</p> <p>i. The boy is walking the road.</p> <p>Have learners tell what is wrong with the sentences.</p> <p>Write examples of the target prepositions on the board: up, for, to, of, than.</p> <p>Put learners into groups and have them re-write the sentences correctly, using the given prepositions.</p> <p>Groups write their answers on the board and underline the words</p> <p>Assessment: let learners use prepositions to convey a variety of meanings:</p>	
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • 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

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		<ul style="list-style-type: none">• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
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Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.2.2.1.2 B4.2.2.2.3	B4.2.2.2.1 B4.2.2.2.4	B4.2.2.2.2
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.			
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 5 - Fire	. Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation. Students need not solve their equations. (i) The perimeter of a triangle is 12 cm. One side is 3 cm and another side is 4 cm. What is the length of the third side? (ii) Mansa has three types of stickers. She has	Review the lesson with Learners Assessment: have learners to practice with more examples

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

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 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. <ul style="list-style-type: none"> • 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. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners describe ways of conserving electricity	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners work in groups to discuss activities that contribute to wastage of electricity.</p> <ul style="list-style-type: none"> • Based on their responses, facilitate a discussion on ways of conserving electricity. • Learners present their ideas to class for discussion <p>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</p> <p>Assessment: let learners describe ways of conserving electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups or in pairs, let learners mention the benefits of being committed to God: <ul style="list-style-type: none"> - blessings from God, - drawing closer to God, - 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. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners explain the need to be committed to God	
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Week Ending			
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/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Using primary evidence provide students with the content of 1884 and discuss it with them. With the use of the internet/pictures show the Palaver Hall where the Bond was signed Assessment: let learners give reasons for the Bond of 1844.	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	Using primary evidence provide students with the content of 1884 and discuss it with them. With the use of the internet/pictures show the Palaver Hall where the Bond was signed	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners give reasons for the Bond of 1844.	
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Week Ending			
Class	four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B4 1.3.5.2	B4 2.3.5.2	
Performance Indicator	Learners can display own artworks to share creative experiences based on own ideas, knowledge and understanding of the natural and manmade environments of some communities in Ghana. Learners can perform own compositions to share creative experiences based on own ideas, knowledge and understanding of the natural and manmade environments of some communities in Ghana		
Strand	Visual Arts	Performing Arts	
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition. ☐ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; ☐ label the works using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>of work, date of production; assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully, e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors books.</p> <p>Assessment: let learners display own artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ decide on the types and number of compositions to be performed during the event to reflect the natural and manmade environments of some communities in Ghana based on the selected theme, time available and the expected audience; ☐ assign individual and group tasks and responsibilities and ensure they are carried out successfully <p>arrange the sequence of performances to best tell the story of the event from the beginning to the end</p> <ul style="list-style-type: none"> ☐ follow the programme of the day: opening, performances and closing 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

Week Ending			
Class	four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
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-WINDOWS INTERFACE		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the tools for collecting data and aid them to make practical examples of the various tools. Assessment: let learners describe various tools or techniques of data collection	What have we learnt today? Ask learners to summarize the main points in 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 3.4.1.1.	
Performance Indicator		Learners can describe leadership as a valuable skill	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss stories about religious personalities and other community leaders who show examples of good leadership. Assessment: let learners describe leadership as a valuable skill	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners discuss stories about religious personalities and other community leaders who show examples of good leadership. Assessment: let learners describe leadership as a valuable skill	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)	B4.6.3.1.1 Read passages/stories from other materials with correct tone		
Performance Indicators	<ul style="list-style-type: none"> The learner should read passages/stories from other materials with correct tone 		
Week Ending	11		
Reference	Ghanaian Language curriculum		
Subject	GHANAIAN LANGUAGE		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Read short passages to learners. Let learners read short passages from other materials with correct tone. Lead learners to discuss what they read <p>Assessment: let learners read passages/stories from other materials with correct tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Read short passages to learners. Let learners read short passages from other materials with correct tone. 	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> • Lead learners to discuss what they read <p>Assessment: let learners read passages/stories from other materials with correct tone</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Read short passages to learners. • Let learners read short passages from other materials with correct tone. • Lead learners to discuss what they read <p>Assessment: let learners read passages/stories from other materials with correct tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**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 Language curriculum Page	
Learning Indicator(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 Indicator		<p>A. Learners can give and respond to commands, instructions and directions</p> <p>B. Learners can introduce claim(s) and support them with clear reasons and relevant evidence</p> <p>C. Learners can use the simple past form of verbs for: Completed actions or events Regular actions in the past</p> <p>D. Introduce claim(s) and support them with clear reasons and relevant evidence</p> <p>E. Learners can use prepositions to convey a variety of meanings</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Give general commands and guide learners to respond appropriately to the commands. e. g. Stand up! Sit down! Carry the bowl! etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> • Through role play, group and pair activities, assist learners to give and obey simple commands/instructions <p>Assessment: let learners respond to commands, instructions and directions</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Identify and present points of view in a text.</p> <ul style="list-style-type: none"> • Guide learners with questions to discuss the text and answer a variety of questions. They should state reasons for their points/ point of view. <p>Assessment: let learners respond to a text with reasons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise the simple present tense by having learners say what they do regularly e.g. every morning.</p> <ul style="list-style-type: none"> • 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). 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>Assessment: let learners use the simple past form of verbs to form sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Working in groups (as in B4.7.1.1), learners provide reasons for the opinions they hold on a topic.</p> <ul style="list-style-type: none"> • Guide groups to provide evidence for the opinions they hold. • Have groups present their work for discussions. <p>Assessment: let learners make claim(s) and support them with clear reasons and relevant evidence</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Guide learners to discover the functions of these prepositions.</p> <ul style="list-style-type: none"> • Have learners work in pairs to use the prepositions in sentences. - Direction= towards the mountain. - Time = at six o'clock. <p>Assessment: let learners use prepositions to convey a variety of meanings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p>	<p>Have learners to tell what they read to the whole class</p>

		<ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a-two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
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Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.2.2.1.2 B4.2.2.2.3	B4.2.2.2.1 B4.2.2.2.4	B4.2.2.2.2
Performance Indicator	<p>Learners can express a given pictorial or concrete representation of an equation in symbolic form.</p> <p>Solve a given one-step equation using manipulatives.</p> <p>Learners can describe orally, the meaning of a given one-step equation with one unknown.</p> <p>Learners can solve a given equation when the unknown is on the left or right side of the equation.</p> <p>Learners can solve a given one-step equation using “guess and check”</p>		
Strand	Algebra		
Sub strand	Unknowns, Expressions and Equations		
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	<p>Sing songs like:</p> <p>I’m counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>. Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation. Students need not solve their equations.</p> <p>(i) The perimeter of a triangle is 12 cm. One side is 3 cm and another side is 4 cm. What is the length of the third side?</p> <p>(ii) Mansa has three types of stickers. She has 25 stickers, 3 are Cocoa</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

		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) $7 + \square = 12$ (ii) $19 - \square = 11$	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) $\square - 13 = 20$ (ii) $25 + \square = 100$	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) $109 + \square = 164$ (ii) $\square - 50 = 150$	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 \square represents in the number sentences shown. Ask them to place numbers in the symbols to make the number sentence true. $\square - 7 = 6$ $9 + \square = 17$	Review the lesson with Learners Assessment: have learners to practice with more examples

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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 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. <ul style="list-style-type: none"> • 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. <p>Assessment: let learners describe ways of conserving electricity</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners work in groups to discuss activities that contribute to wastage of electricity.</p> <ul style="list-style-type: none"> • Based on their responses, facilitate a discussion on ways of conserving electricity. • Learners present their ideas to class for discussion <p>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</p> <p>Assessment: let learners describe ways of conserving electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups or in pairs, let learners mention the benefits of being committed to God: <ul style="list-style-type: none"> - blessings from God, - drawing closer to God, - health, - long life, - prosperity, - eternal life, etc. <ul style="list-style-type: none"> • 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. <p>Assessment: let learners explain the need to be committed to God</p>	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
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-WINDOWS INTERFACE		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the tools for collecting data and aid them to make practical examples of the various tools. Assessment: let learners describe various tools or techniques of data collection	What have we learnt today? Ask learners to summarize the main points in 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 3.4.1.1.	
Performance Indicator		Learners can describe leadership as a valuable skill	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss stories about religious personalities and other community leaders who show examples of good leadership. Assessment: let learners describe leadership as a valuable skill	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners discuss stories about religious personalities and other community leaders who show examples of good leadership. Assessment: let learners describe leadership as a valuable skill	What have we learnt today? 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 1.4.7.2 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 Ghana. Learners can analyse and appreciate/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 Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	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 developed guidelines; ☐ use the outcome of the appreciation/appraisal to	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Week Ending			
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/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Brainstorm and discuss the significance of the Bond of 1844 Assessment: let learners write the significance of the Bond of 1844	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	Brainstorm and discuss the significance of the Bond of 1844. Assessment: let learners the significance of the Bond of 1844	What have we learnt today? Ask learners to summarize the main points in the lesson

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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 Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners in pairs facing each other. The one working uses the other as a support with one hand while standing on one foot. Learner flexes the 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.	What have we learnt today? Use answers to summarise the lesson.

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		
Core Competencies: Communication and collaboration Personal development and leadership			
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)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read short passages to learners. • Let learners to read short passages on their own and answer questions on the passages read <p>Assessment: let learners answer question on the passage/stories read.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read short passages to learners. • Let learners to read short passages on their own and answer questions on the passages read <p>Assessment: let learners answer question on the passage/stories read.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none">• Read short passages to learners.• Let learners to read short passages on their own and answer questions on the passages read <p>Assessment: let learners answer question on the passage/stories read.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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