

TERM TWO
BASIC FIVE
WEEK THREE

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WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC FIVE

Name of School.....

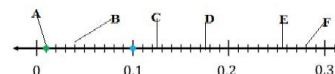
Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.6.3.2 B5.2.6.4.2. B5.3.2.1.4. B5.4.9.3.1 B5.5.4.1.1. B5.6.1.1.1	
Performance Indicator		A. Learners can demonstrate turn taking in conversation in different topics and follow agreed-upon rules for conversation, e.g. listening to others, speaking one at a time. B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.) C. Learners can identify and use demonstratives: – this/that, these/those people D. Learners can review, and revise the draft by proposing grammar for improvement E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	
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	Through discussion, guide learners to identify some events that happened in the day or recently. • Invite some individual learners to discuss with the	What have we learnt today? Ask learners to summarize the main points in the lesson

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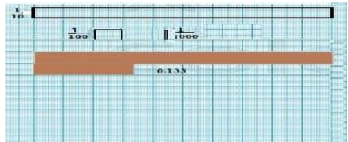
		<p>class some experiences. e.g. The learner was late and had to help somebody on the way to school.</p> <ul style="list-style-type: none"> • Have a pair of learner's converse on a given topic (e.g. a football match) as others watch. • Learners in pairs then converse, talking about different topics after the example presented. • Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word. • Encourage learners to take turns in the activity. e.g. What did you just say? Say that again. Can you repeat what you said, sorry, excuse me. <p>Learners demonstrate the use of this in pairs in front of the class.</p> <p>Assessment: let learners demonstrate turn taking in conversation in different topics</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Demonstrate the playful use of words (jokes, riddles etc.)</p> <ul style="list-style-type: none"> • e.g. Riddle, riddle. I am something. I have four legs and a top. People write or eat on me. What am I? • Have learners use appropriate language in jokes, riddles etc. • Make them understand that these are ways in which language could also be used. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

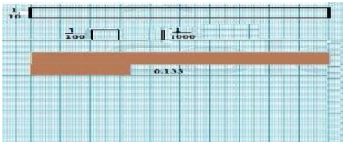
		Assessment: let learners apply the playful use of words in spoken and written language	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Have learners identify demonstrations like this/that, these/those in context.</p> <ul style="list-style-type: none"> • Guide learners with examples to write down the demonstratives. <p>Assessment: let learners use demonstratives: – this/that, these/those people 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 learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> • Guide learners with the questions below: <ul style="list-style-type: none"> i. Are your ideas in order and easy to understand? ii. Are all the sentences talking about the main idea of the paragraph? iii. Are all the paragraphs talking about the topic? • Have learners read their partners' draft and offer suggestions. • Encourage learners to feel free to make as many changes as possible to improve their drafts. <p>Assessment: let learners make a clean draft for publishing.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Distribute a sample story and let learners identify the simple past verbs to observe</p>	<p>What have we learnt today?</p>

		<p>how they are used in sentences.</p> <ul style="list-style-type: none"> • Working in pairs, learners write their own story using the simple past. • Guide learners to do their own editing paying attention to the correct use of the simple past. <p>Assessment: let learners differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p>	Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners 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-three 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 at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B5.1.4.1.1 B51211	
Performance Indicator		Learners can Describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions. Learners can Multiply multi-digit numbers by 2-digit numbers efficiently	
Strand		Number 2. ALGEBRA	
Sub strand		Number: Fractions 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	Use several pictorial representations or number line to introduce tenths and thousandths and ask pupils to identify the fractions (i.e. A, B, C, D, E, & F) 	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	Use the tenth to thousandth place value chart to illustrate how to write the fraction as a base ten number with the introduction of the decimal point “.” after	Review the lesson with Learners Assessment: have learners to practice with more examples

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	3 - Turn around 4 - Follow me 5 - Fire	ones place in the place value chart <table><tr><th colspan="5">Tenth to Thousandth Place Value Chart</th></tr><tr><th>Fraction</th><th>1s</th><th>.</th><th>$\frac{1}{10}$</th><th>$\frac{1}{100}$</th><th>$\frac{1}{1000}$</th></tr><tr><td>A $\frac{1}{4} = \frac{25}{100}$</td><td>0</td><td>.</td><td>5</td><td></td><td></td></tr><tr><td>B $\frac{1}{8} = \frac{125}{1000}$</td><td>0</td><td>.</td><td></td><td></td><td></td></tr><tr><td>C $\frac{1}{40}$</td><td>0</td><td>.</td><td></td><td></td><td></td></tr><tr><td>D $\frac{3}{8}$</td><td>0</td><td>.</td><td></td><td></td><td></td></tr></table>	Tenth to Thousandth Place Value Chart					Fraction	1s	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	A $\frac{1}{4} = \frac{25}{100}$	0	.	5			B $\frac{1}{8} = \frac{125}{1000}$	0	.				C $\frac{1}{40}$	0	.				D $\frac{3}{8}$	0	.				
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Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Give pupils several common fractions (including improper fractions) to convert into hundredths and thousandths and write their decimal names; e.g. 38 	Review the lesson with Learners Assessment: have learners to practice with more examples																																			
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Ask pupils to use graph sheets to model the decimal number 0.133 by shading the graph sheet squares as shown in the figure, where 2cm×20cm square represents 110 units, 2cm×2cm square represents 1100 units, and 1mm×10mm square represents 11000 units 	Review the lesson with Learners Assessment: have learners to practice with more examples																																			
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me	Ask pupils to use graph sheets to model the decimal number 0.133 by shading the graph sheet squares as shown in the figure, where 2cm×20cm square represents 110 units, 2cm×2cm square represents 1100 units, and	Review the lesson with Learners Assessment: have learners to practice with more examples																																			

	5 - Fire	1mm×10mm square represents 11000 units	
			

Week Ending			
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B5.2.2.1.1	
Performance Indicator		Learners can relate the structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform	
Strand		2: CYCLES	
Sub strand		2: 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 Discuss the functions of parts of plants with learners	Learners go on a nature walk to uproot young plants from school surroundings and bring them to class. • Learners, in groups, observe parts of the plants and relate them to the functions they perform, e.g. the thin and large surface area of leaves and the presence of green colouring matter enhance their work. The roots are for anchorage and absorption of nutrients from the soil. The stem supports the upper part of the plant; conduct water and minerals from the roots to the leaves; carry food from leaves to other parts of the plant.	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners relate the structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners draw and colour a plant and label the parts.</p> <p>Assessment: let learners draw and colour a plant and label the parts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B5.2.3.1.1	
Performance Indicator		Learners can locate major land marks on a sketch map of the community	
Strand		2: ALL AROUND US	
Sub strand		3: 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 major land marks in the community e.g. the school, post office, police station church, mosque Assessment: Using landmarks, learners take turns in showing directions to places in the community	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 identify major land marks in the community e.g. the school, post office, police station church, mosque Assessment: Learners sketch a map of the community indicating major landmarks	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B5 2.1.1.2	
Performance Indicator		Learners can explain the moral significance of religious songs and recitations	
Strand		2: Religious Practices and their Moral Implications	
Sub strand		1: Religious Worship in the Three Major Religions 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)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners identify religious songs of the three major religions in Ghana. • Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can apply the theme in their daily lives. • Put learners into religious groups to take turns to perform various religious music and dance. Assessment: let learners explain the moral significance of religious songs and recitations	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Five	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B5. 1.1.1.2	
Performance Indicator		Learners can explore to generate ideas by studying visual artworks created by selected Ghanaian and other African visual artists living in Africa that reflect the history and culture of the people of Africa	
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)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ select an artwork of any of the artists studied in B5. 1.1.1.1.; ☐ reflect on the theme or purpose of the work. For example, the ‘Warrior’, an installation work by El-Anatsui, made from copper wire and bottle tops reflect the ‘link between Africa, Europe, and America, referencing the fraught connection between the sale of slaves and liquor. ☐ study the materials and methods used in designing and making the artwork under study. For example, a) The bottle tops in El-Anatsui’s ‘Warrior’	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>represent the liquor that was used to influence our people to enter into the slave business. The 'copper wire' represents the connection (power chain) linking Africa, Europe and America – the triangular (slave) trade;</p> <p>b) Materials: mixed media;</p> <p>c) Method: construction and assemblage (e.g. cutting, joining, twisting etc.);</p> <p>d) Display/Exhibition: installation by hanging on the wall or from the ceiling.</p> <p>Assessment: let learners generate ideas by studying visual artworks created by selected Ghanaian visual artists</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> • select an artwork of any of the artists studied in B5. 1.1.1.1.; • generate ideas for own artworks that will reflect the history and culture of the people of Ghana <p>Assessment: let learners generate ideas by studying visual artworks created by selected Ghanaian visual artists</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B5.4.2.1.2	
Performance Indicator		Learners can identify some of the health facilities and housing projects in the colonial period.	
Strand		Colonisation and Developments under Colonial Rule in Ghana	
Sub strand		Social Developments Under Colonial Rule	
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 health facilities were built during the colonial period? How important were these social services?	Discuss the health facilities carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital. 2. Brainstorm the significance of these social services. 3. Show pictures/documentaries of these facilities to highlight the social facilities during the era. Assessment: let learners identify some of the health facilities in the colonial period	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 the health facilities and housing projects carried out during	

	<p>What health facilities were built during the colonial period? How important were these social services?</p>	<p>the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital.</p> <p>2. Brainstorm the significance of these social services.</p> <p>3. Show pictures/documentaries of these facilities to highlight the social facilities during the era.</p> <p>Assessment: let learners identify some of the housing projects in the colonial period</p>	
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Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.1.3.1.3	
Performance Indicator		Learners can roll in a backward direction (back roll) emphasizing a rounded form.	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR, MANIPULATIVE AND 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	After general and specific warm-up, guide learners to squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Allow learner to progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	

Week Ending			
Class		Five	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B5.3.1.1.1. B5.3.1.1.2.	
Performance Indicator		. Learners can demonstrate the use of Insert, Design and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph). . Learners can illustrate the use of Insert, Design and Layout.	
Strand		3: WORD PROCESSING	
Sub strand		1: INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING	
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 use File menu, Insert, Design and Layout Ribbon. Guide the learners to create and format a document. Assessment: let learners illustrate the use of Insert, Design and Layout to format a document	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)		B5.2.5.1.2 Read stories aloud with correct pronunciation and tone B5.2.6.1.1 Explain the meaning of unfamiliar words in context B 5.2.6.1.2 Answer factual and inferential questions	
Performance Indicators		<ul style="list-style-type: none">• The learner should read stories aloud with correct pronunciation and tone• The learner should explain the meaning of unfamiliar words in context• The learner should answer factual and inferential questions	
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	Put learners in groups to read sample notices, texts and use sentence cards to help learners read paragraphs aloud with correct pronunciation and tone. Assessment: let learners read stories aloud with correct pronunciation and tone	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Put learners in groups and read a passage aloud to them.• Ask learners to read the passage on their own and recognise unfamiliar words.	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Let learners say the unfamiliar words and write them on the board. • Assist the learners to explain the meanings of the unfamiliar words from their context. <p>Assessment: Let learners use some of the unfamiliar words to form sentences orally.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a passage aloud. • Allow learners to read the passage on their own. • Call learners to read a paragraph each of the passage aloud to the class. <p>Assessment: Let the learners answer factual and inferential questions based on the passage</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>