**TERM TWO**

**BASIC THREE WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR BASIC THREE

Name of School………………………………………………………………………….……………………….……………………

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| **Week Ending** | |  |  |  |  |  |
| **Class** | | Three | | | | |
| **Subject** | | ENGLISH LANGUAGE | | | | |
| **Reference** | | English Language curriculum Page | | | | |
| **Learning Indicator(s)** | | B3.1.6.2.1. | | B3.2.6.1.2. B3.4.9.1.1 | | B3.5.4.1.2 |
| B3.6.1.1.1 | |  |  |  |
| **Performance Indicator** | | A. | Learners can demonstrate turn-taking in | | | |
| B. C.  D. | conversation in different topics  Learners can use knowledge of prefixes and suffixes to interpret unfamiliar words  Learners can select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing  Learners can use the present continuous form of verbs to describe actions taking place at the time of speaking | | | |
| E. | Learners can read | | a variety | of age and level- |
|  | appropriate books a | | nd summarise them | |
| **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  Let learners identify some familiar/interesting topics based on their environment for discussion.eg. Sanitation, Bush fires, | | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
|

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knowledge of prefixes and

writing process: Pre-

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|  |  | • Let learners give  scenarios from the identified topics.  • Let learners demonstrate taking turns in conversations.  • Guide appropriate language use in conversation |  |
|  |  | Assessment: let learners demonstrate turn-taking in conversation in different topics |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt |
| Guide learners Use | today? |
| suffixes to interpret unfamiliar words | Ask learners to summarize the main points in the lesson |
| Assessment: let learners use knowledge of prefixes and suffixes to interpret unfamiliar words |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt |
| Take learners through the | today? |
| writing stage  • Consider composition writing as a process. That is, it should be done in stages.  • Take learners through  stages such as preparation, writing, editing and publishing.  • Assist learners to prepare for writing by discussing the topic to write on, e.g. My School.  • In groups, let learners  discuss their ideas.  • Use learner strategies such as brainstorming to help learners generate | Ask learners to summarize the main points in the lesson |

introduce the

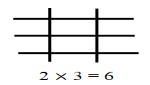
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|  |  | ideas appropriate to the  topic. |  |
|  |  | Assessment: let learners select a topic on familiar themes (e.g. Myself) and write ideas for the topic |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Through examples, assist  learners to use the continuous forms of  action words in sentences. e.g. Aba is singing. They are jumping.  • Present action pictures  for learners to write simple sentences about the actions taking place | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners use the present continuous form of verbs to describe actions taking place at the time of speaking |  |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Using the Author’s chair, | today? |
| reading/library time.  • Have a variety of age/level-appropriate books for learners to make a choice from.  • Introduce narratives, expository, procedural texts to learners.  • Guide learners to select  books for readings | Ask learners to summarize the main points in the lesson |
| Assessment: let learners read a variety of age and |  |

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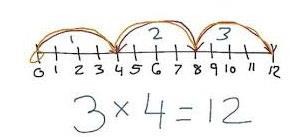
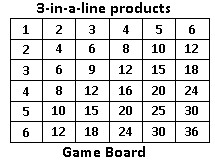
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|  |  | level-appropriate books  and summarise them |  |

is one

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| Week Ending | |  |  |
| Class | | Three | |
| Subject | | MATHEMATICS | |
| Reference | | Mathematics curriculum Page | |
| Learning Indicator(s) | | B3.1.2.5.2 | |
| Performance Indicator | | Learners can Represent and explain multiplication  using rectangular arrays | |
|
| 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. | | | |
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| 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: |  | Review the lesson with |
| I’m counting one, what | To find 2×3= ?  Learners arrange 2 straws vertically (legs) | Learners |
| 1 - One is one alone, alone it shall be. | and put across it with 3  horizontal ones (arms). Learners count the | Assessment: have |
| 2 - Two pair, two pair  come pair let us pair  3 - Turn around | number of intersections. | learners to practice with  more examples |
| 4 - Follow me  5 - Fire | Learners model different multiplication sentences. Learners mention the number of dots (intersections) for other learners to model fence. Note: Alternatively, learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the |  |



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|  |  | number of intersections as  the product |  |
| Tuesday | Sing songs like: | Develop and build the  multiplication chart (up to  9 x 9) and have learners practice reading the chart | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |
| Wednesday | Sing songs like: | Learners should also be  encouraged to model multiplication on the number line | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be. | learners to practice with  more examples |
| Thursday | Sing songs like: | Draw a 6 by 6- | Review the lesson with |
| I’m counting one, what | multiplication chart and  use it as a game board to | Learners |
| is one  1 - One is one alone, | play the 3-in-a-line game  with a pair of dice or | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire | playing cards. Players take  turns in throwing a pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter). | learners to practice with  more examples |
| Friday | Sing songs like: | Learners find doubles of  given numbers and skip count in 3, 4, and 5. | Review the lesson with  Learners Assessment: have learners to practice with more examples |
| I’m counting one, what  is one |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | |
| **Performance Indicator** | | Learners can explain that the external parts of the  human body work interdependently to perform a function | |
| **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 | Engage pupils in songs on  the various parts of the body, e.g. head, shoulders, knees and toes, show me your head, my head, my shoulders my knees, my toes.  • Learners brainstorm on how the various parts of the human body support each other to perform various functions, e.g. assuming a dog is barking towards you, how do the eyes, ears, feet help you to recognise danger and escape?  • Learners engage in playing football and explain how the various | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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|  |  | parts of the body  contribute to undertake the activity successfully. |  |
|  |  | Assessment: let learners explain how the external parts of the human body work interdependently to perform a function |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners engage in various  activities (skipping) and explain how the various | What have we learnt  today? |
| parts of the body contribute to undertake the activity successfully | Ask learners to  summarize the important points of the lesson |
| Assessment: let learners explain how the external parts of the human body work interdependently to perform a function |  |

communities e.g. that is

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B3.2.4.1. 1. | |
| **Performance Indicator** | | Learners can recognise the need to be proud of their  communities | |
| **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 talk about the  need to be proud of their | What have we learnt  today? |
| where they live, peace | Ask learners to summarize the main points in the lesson |
| Assessment: let learners  identify the need to be proud of their communities |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Through role | What have we learnt |
| play/dramatisation/fieldtrip | today? |
| guide learners to talk about  how they will protect their environment and the facilities in their community. e.g. do not litter the environment, do not engage in open defecation, report people  who destroy public utilities, | Ask learners to summarize the main points in the lesson |

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|  |  | switch off light in public  place if not in use, shut open tap if not in use, etc.  Assessment: let learners dramatize how they will protect their environment and the facilities in their community |  |

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B3.2.2.1.2 | |
| **Performance Indicator** | | Learners can trace the origin of the name ‘cedi’ | |
| **Strand** | | My Country Ghana | |
| **Sub strand** | | Inter-Group Relations | |
| **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 | Trace the origin of the  name ‘cedi’. | What have we learnt  today? |
| Assessment: let learners trace the origin of the name ‘cedi’ | Ask learners to summarize the main points in the lesson |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Trace the origin of the  name ‘cedi’. | What have we learnt  today? |
| Assessment: let learners trace the origin of the name ‘cedi’ | Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B3.1.3.1.2 | |
| **Performance Indicator** | | Learners can roll forward from standing position many  time to a distance in a round form. | |
| **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 | Squat in front of a spread  mat/safe floor. Place hands on the mat/floor and tuck in 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. | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B3 2.1.1.2: | |
| **Performance Indicator** | | Learners can give reasons for studying the sacred  scriptures of the three major religions among their followers | |
| **Strand** | | Religious Practices and their Moral Implications | |
| **Sub strand** | | 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 recite texts  from the scriptures.  • Guide learners to talk about the moral lessons from the scriptures.  Assessment: let learners give reasons for studying the sacred scriptures of the three major religions among their followers | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B3 2.2.2.2 | |
| **Performance Indicator** | | Learners can plan to create own artworks that  represent performing arts in other communities in Africa, by experimenting with available instruments, resources and techniques for producing performing artworks that reflect the natural and manmade environments in those areas in Africa | |
| **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 | experiment with | What have we learnt |
| available | today? |
| instruments/elements, |  |
| resources and techniques  to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other | Ask learners to  summarize the main points in the lesson |
| cultures in Africa; talk |  |
| about the history and  culture (e.g. their beliefs, customs, religion, festivals) of the people from other parts of the Africa; |  |
| Assessment: let learners develop a plan to create own artworks that |  |

and drama compositions

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|  |  | represent performing arts  in other communities |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to  Try out some music, dance | What have we learnt  today? |
| performed by people from | Ask learners to |
| other parts of Africa | summarize the main |
| (Dances: Indlamu of South  Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana and Azonto | points in the lesson |
| Assessment: let learners develop a plan to create own artworks that represent performing arts in other communities |  |

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| **Learning Indicator (s) (Ref. No.)** | | B3.2.4.2.1 Listen and say words with identical sounds  from poems  B3.2.4.2.2 Read poems and recognise rhyming words | |
| **Performance Indicators** | | • The learner should listen and say  words with identical sounds from poems  • The learner should read poems and recognise rhyming words | |
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|
| 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 | • Let learners explore a  rhyme they know.  • Read poems to learners. | What have we learnt  today? |
|  | • Ask learners to listen attentively and pick words with identical sounds.  • Let learners say the words with identical sounds from the poem.  • Let learners use the words to form their own sentences. | Review the lesson with learners |
|  | Assessment: let learners say words with identical sounds from poems |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners explore a  rhyme they know.  • Read or play a poem to  learners.  • Lead learners through  discussions to recognise | What have we learnt  today? |
|  | Review the lesson with learners |

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|  |  | the rhyming words in the  poem.  • Ask learners to explore the poem and recognise rhyming words from the poem. |  |
|  |  | Assessment: let learners read poems and recognise rhyming words |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners explore a  rhyme they know.  • Read or play a poem to | What have we learnt  today? |
|  | learners.  • Lead learners through discussions to recognise the rhyming words in the poem.  • Ask learners to explore the poem and recognise rhyming words from the poem. | Review the lesson with learners |
|  | Assessment: let learners read poems and recognise rhyming words |  |

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**TERM TWO**

**BASIC THREE WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC THREE

Name of School………………………………………………………………………….……………………….…………………

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| **Week Ending** | |  |  |  |  |  |
| **Class** | | Three | | | | |
| **Subject** | | ENGLISH LANGUAGE | | | | |
| **Reference** | | English Language curriculum Page | | | | |
| **Learning Indicator(s)** | | B3.1.6.2.1. | | B3.2.6.1.3 B3.4.9.2.1 | | B3.5.4.1.3 |
| B3.6.1.1.1 | |  |  |  |
| **Performance Indicator** | | A. | Learners can demonstrate turn-taking in | | | |
| B. | conversation in different topics  Learners can understand and use many of the frequently occurring words and chunks in the | | | |
|  | language, including both | | | content words |
| C. | (nouns, verbs, adjectives and adverbs) and  function words ( prepositions, articles)  Learners can write ideas on a topic in simple sentences | | | |
| D. | Learners can use | | simple past and the past | |
| E. | cont  actions  Learners can read a variety appropriate books and summarise them | | | |
| **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  Let learners identify some familiar/interesting topics based on their environment for | | | What have we learnt  today? | |

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asking them to use some

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|  |  | discussion.eg, Flooding, | Ask learners to  summarize the main points in the lesson |
|  |  | Pollution. |
|  |  | • Let learners give  scenarios from the identified topics.  • Let learners demonstrate taking turns in conversations.  • Guide appropriate language use in conversation |
|  |  | Assessment: let learners demonstrate turn-taking in conversation in different topics |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt |
| Revise learners RPK by | today? |
| sight words learnt in earlier lessons.  • Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words.  • You may introduce game activities e.g. Lucky Dip to provide practice in identification and use of sight words. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function |  |

first draft in groups.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | words ( prepositions,  articles) to form sentences |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt |
| Have learners write their | today? |
| • Let learners write their ideas as they appear, without taking particular note of corrections or editing.  • Let learners add on new  ideas that occur to them as they write | Ask learners to summarize the main points in the lesson |
| Assessment: let learners write ideas on a topic in simple sentences |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Revise the use of the  present simple and present continuous tenses.  • Introduce the new form, one at a time, using examples and situations.  • Provide examples for practice through drills and creation of situations. | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners use simple past and the past continuous forms of verbs to express past actions |  |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt  today? |
| Using the Author’s chair,  introduce the reading/library time. |

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|  |  | • Have a variety of  age/level-appropriate books for learners to make a choice from.  • Introduce narratives, expository, procedural texts to learners.  • Guide learners to select  books for readings  Assessment: let learners read a variety of age and level-appropriate books and summarise them | Ask learners to  summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B3.1.2.6.1 | |
| **Performance Indicator** | | Learners can Use concrete and pictorial  representations to explain division as equal sharing or partitioning equally into given groups and finding how many are in each group | |
|
| **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. | | | |
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| **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: | Give a quantity of straws  (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, alone it shall be. | Assessment: have |
| 2 - Two pair, two pair  come pair let us pair | learners to practice with  more examples |
| Tuesday | Sing songs like: | Give a quantity of straws  (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |

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| Wednesday | Sing songs like: | Give a quantity of straws  (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair come pair let us pair | learners to practice with  more examples |
| Thursday | Sing songs like: | Give a quantity of straws  (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |
| Friday | Sing songs like: | Give a quantity of straws  (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B3.3.2.1.1 | |
| **Performance Indicator** | | Learners can know the sun, earth and moon as parts 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 | Show learners pictures,  charts or drawings of parts of the solar system containing the sun, earth and moon.  • Engage learners in a recital of the poem “I see the moon, and the moon sees me”.  • Assist learners to identify the sun, moon and earth in the pictures.  • Guide learners to mention the uses of the sun and moon.  • Assist learners to know that the earth moves around the sun, and the moon moves around the earth. | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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|  |  | Assessment: let learners  mention the parts of the solar system. |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners in groups make a  model of the solar system showing only the sun, earth and moon.  Assessment: let learners mention the parts of the solar system. | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

sacred scriptures: The

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B3.3.1.1.1. | |
| **Performance Indicator** | | Learners can explain the reasons for studying the  sacred scriptures of the three major religions among their followers | |
|
| **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 mention and talk  about why they study the | What have we learnt  today? |
| Holy Bible (Christianity), The Holy Qur’an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners recite simple texts from the scriptures: Al-fatihah (Islam), Psalm  23 (Christianity) and  Sacred Myths, folktales, | What have we learnt  today?  Ask learners to summarize the main points in the lesson |
|

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|  |  | parables, etc. (Traditional  Religion).  Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers |  |

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B3.2.2.1.3 | |
| **Performance Indicator** | | Learners can describe the conflicts and alliances that  existed among the ethnic groups in Ghana | |
| **Strand** | | My Country Ghana | |
| **Sub strand** | | Inter-Group Relations | |
| **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 | Trace the origin of the  name ‘cedi’. | What have we learnt  today? |
| Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. e.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi  and Denkyira Anlo/Asante in the Ada War of 1869. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners describe the conflicts and |  |

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|  |  | alliances that existed  among the ethnic groups in Ghana |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Discuss intergroup wars  such as Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. e.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi  and Denkyira Anlo/Asante in the Ada War of 1869.  Assessment: let learners describe the conflicts and alliances that existed among the ethnic groups in Ghana | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B3.2.1.2.1: | |
| **Performance Indicator** | | Learners can identify general 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.** | | | |
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| **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 identify general  space by indicating the total working area. Learners move to indicate the general space; Learners shade general space as a project | What have we learnt  today?  Use answers to summarise the lesson. |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B3.2.2.1.1 | |
| **Performance Indicator** | | Learners can describe how various festivals are  celebrated | |
| **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.** | | | |
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| **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  religious festivals they have witnessed or heard about: - Islam-Eid-ul-Fitr, Eid-ul-Adha, etc. - Christianity-Easter, Christmas, Ash Wednesday, Pentecost Day, etc. - Traditional- Aboakyer, Hogbetsotso, Adae, FetuAfahyƐ, Feok, etc.  • Let learners, in groups, describe how various festivals are celebrated.  Assessment: let learners describe how various festivals are celebrated | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B3 1.2.3.2 | |
| **Performance Indicator** | | Learners can create own functional visual artworks by  skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African 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)** |
| Monday | Engage learners to sing  songs and recite familiar rhymes | Create own functional  visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual  artworks that reflect the natural and manmade environments in other African communities  Assessment: let learners create own functional 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 | Create own functional  visual artworks by skilfully using available visual arts tools, material and methods to express own | What have we learnt  today? |

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|  |  | view about visual  artworks that reflect the natural and manmade environments in other African communities  Assessment: let learners create own functional visual artworks | Ask learners to  summarize the main points in the lesson |

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| **Learning Indicator (s) (Ref. No.)** | | B3.2.4.2.3 Read two-syllable words.  B3.2.4.2.4 Read three-syllable words and segment them into syllables | |
| **Performance Indicators** | | • The learner should read two-syllable  words.  • The learner should read three-syllable words and segment them into syllables | |
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| 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 | • Let learners say the  letters of the alphabet.  • Form one-syllable words | What have we learnt  today? |
|  | and lead learners to say the words.  • Join two of the one- syllable words to form a new word on the board.  • Lead learners to say the  words. | Review the lesson with learners |
|  | Assessment: |  |
|  | Assist learners to read two  syllable words |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners say the  letters of the alphabet.  • Form one-syllable words and lead learners to say the words. | What have we learnt  today? |
|  | Review the lesson with learners |

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|  |  | • Join two of the one-  syllable words to form a new word on the board.  • Lead learners to say the  words.  • Write three-syllable words on flashcards.  • Show it to the learners to read the words and segment them into syllables |  |
|  |  | Assessment: let learners read three-syllable words and segment them into syllables |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners say the  letters of the alphabet.  • Form one-syllable words | What have we learnt  today? |
|  | and lead learners to say the words.  • Join two of the one- syllable words to form a new word on the board.  • Lead learners to say the  words.  • Write three-syllable words on flashcards.  • Show it to the learners to read the words and segment them into syllables | Review the lesson with learners |
|  | Assessment: let learners read three-syllable words and segment them into syllables |  |

**TERM TWO**

**BASIC THREE WEEK SIX**

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WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC THREE

Name of School………………………………………………………………………….……………………….…………………

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| **Week Ending** | |  |  |  |  |  |  |
| **Class** | | Three | | | | | |
| **Subject** | | ENGLISH LANGUAGE | | | | | |
| **Reference** | | English Language curriculum Page | | | | | |
| **Learning Indicator(s)** | | B3.1.6.2.2. | | B3.2.6.1.3 | B3.4.9.2.1 | | B3.5.4.1.3 |
| B3.6.1.1.1 | |  |  |  |  |
| **Performance Indicator** | | A. | Learners can ask and answ | | | | er questions for |
| B. | clarification about what other  Learners can understand and  frequently occurring words and chunks in the | | | | |
|  | language, including both | | | | content words |
| C. | (nouns, verbs, adjectives and adverbs) and  function words ( prepositions, articles)  Learners can write ideas on a topic in simple sentences | | | | |
| D. | Learners can u | | se | simple past and the past | |
|  | continuous forms of verbs  actions | | | | to express past |
| E. | Learners can read | | | a variety of age and level- | |
|  | appropriate book | | s a | nd summarise them | |
| **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  Revise topics previously discussed, e.g. Climate Change.  • Ask questions on the  topic discussed. | | | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
|

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|  |  | • Let learners answer  questions based on the topic discussed.  • Guide and encourage learners to ask and answer questions for  clarification on what other learners say. |  |
|  |  | Assessment: let learners ask and answer questions for clarification about what other people say |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt  today? |
| Revise learners RPK by  asking them to use some sight words learnt in earlier lessons.  • Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words.  • You may introduce game activities e.g. Lucky Dip to provide practice in identification and use of sight words. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words ( prepositions,  articles) to form sentences |  |

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introduce the

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| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt  today? |
| Have learners write their  first draft in groups.  • Let learners write their ideas as they appear, without taking particular note of corrections or editing.  • Let learners add on new  ideas that occur to them as they write | Ask learners to summarize the main points in the lesson |
| Assessment: let learners write ideas on a topic in simple sentences |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| Revise the use of the  present simple and present continuous tenses.  • Introduce the new form, one at a time, using examples and situations.  • Provide examples for practice through drills and creation of situations. | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners use simple past and the past continuous forms of |  |
| verbs to express past |  |
| actions |  |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Using the Author’s chair, | today? |
| reading/library time.  • Have a variety of  age/level-appropriate | Ask learners to summarize the main points in the lesson |

|  |  |  |  |
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|  |  | books for learners to  make a choice from.  • Introduce narratives, expository, procedural texts to learners.  • Guide learners to select  books for readings  Assessment: let learners read a variety of age and level-appropriate books and summarise them |  |

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| Week Ending | |  |  |
| Class | | **Three** | |
| Subject | | **MATHEMATICS** | |
| Reference | | **Mathematics curriculum Page** | |
| Learning Indicator(s) | | **B3.1.2.6.2** | |
| Performance Indicator | | **Learners can use concrete and pictorial**  **representations to explain division as repeated subtraction or determining the number of times given equal groups can be obtained in (i.e. goes into or can be subtracted from) a given number** | |
|
| 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.** | | | |
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|
| 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:** | **1 Give a quantity of**  **straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed.** | **Review the lesson with**  **Learners** |
| **I’m counting one, what**  **is one** | **Assessment: have** |
| **1 - One is one alone,**  **alone it shall be.** | **learners to practice with**  **more examples** |
| **Tuesday** | **Sing songs like:** | **Give a quantity of straws**  **(e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed** | **Review the lesson with**  **Learners** |
| **I’m counting one, what**  **is one**  **1 - One is one alone,** | **Assessment: have** |
| **alone it shall be.** | **learners to practice with**  **more examples** |
| **Wednesday** | **Sing songs like:** | **Give a quantity of straws**  **(e.g. 12) and have learners make equal groups formation of 3 straws in each group and** | **Review the lesson with**  **Learners** |
| **I’m counting one, what**  **is one** |

|  |  |  |  |
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|  | **1 - One is one alone,**  **alone it shall be.** | **then have learners count**  **the number of equal groups formed.** | **Assessment: have** |
|  | **learners to practice with**  **more examples** |
| **Thursday** | **Sing songs like:** | **Give a quantity of straws**  **(e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed.** | **Review the lesson with**  **Learners** |
| **I’m counting one, what**  **is one**  **1 - One is one alone,** | **Assessment: have** |
| **alone it shall be.** | **learners to practice with**  **more examples** |
| **Friday** | **Sing songs like:** | **1 Give a quantity of**  **straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed.** | **Review the lesson with**  **Learners** |
| **I’m counting one, what**  **is one**  **1 - One is one alone,** | **Assessment: have** |
| **alone it shall be.**  **2 - Two pair, two pair** | **learners to practice with**  **more examples** |

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their various homes

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B3.3.3.1.1 | |
| **Performance Indicator** | | Learners can identify organisms in a habitat and  describe why they live in a particular place | |
|
| **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 | Show pictures, videos and  drawings of organisms in | What have we learnt  today? |
| (habitats).  • Take learners on a field  trip (or a tour of the school environment) to study about some ecosystems, e. g.  (1) Birds and insects on a tree  (2) Frogs and fish in a pond/stream  (3) Grasshoppers, insects on a grass field  (4) Different plant on a farm. | Ask learners to  summarize the important points of the lesson |
| Assessment: let learners identify organisms in a habitat and describe why they live in a particular place |  |

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| Thursday | Engage learners to sing  songs and recite familiar rhymes | Assist learners to identify  some observable features that enable organisms to live successfully in their habitat e.g. tilapia has fins to help it swim in a pond. Birds have wings to help them.  • Guide learners to discuss  the following:  (1) is a frog a fish?  (2) Why can’t a fish live on land?  Assessment: let learners identify organisms in a habitat and describe why they live in a particular place. | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | OUR WORLD OUR PEOPLE | |
| **Reference** | | Our World Our People curriculum Page | |
| **Learning Indicator(s)** | | B3.3.1.1.1. | |
| **Performance Indicator** | | Learners can explain the reasons for studying the  sacred scriptures of the three major religions among their followers | |
| **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 | Let learners recite texts  from the scriptures | What have we learnt  today? |
| Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers | Ask learners to summarize the main points in the lesson |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners to talk about the  moral lessons from the scriptures | What have we learnt  today? |
| Assessment: let learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers | Ask learners to  summarize the main points in the lesson |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B3.2.4.1.1 | |
| **Performance Indicator** | | Learners can identify the forts and castles built along  the coast of Ghana | |
| **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.** | | | |
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| **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 is the difference  between a fort and castle? Where can we locate the forts and castles? Who built them? When were they built? Why were they built? How have the uses of forts and castles changed over time  Explain the differences between forts and castles  Assessment: let learners identify the forts and castles built along the coast of 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 | Explain the differences  between forts and castles | What have we learnt  today? |

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|  |  | Assessment: let learners  explain the differences between forts and castles | Ask learners to  summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | PHYSICAL EDUCATION | |
| **Reference** | | PE curriculum Page | |
| **Learning Indicator(s)** | | B3.2.2.2.1: | |
| **Performance Indicator** | | Learners can compare and contrast locomotor  movements conducted to even and uneven beats. | |
|
| **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 | Learners identify | What have we learnt |
| locomotor movements | today? |
| conducted to: |  |
| i. Even beats; jumping,  jogging, hopping, dancing etc;  ii. Uneven beats; running, dancing, sliding, galloping, trotting, etc. | Use answers to  summarise the lesson. |

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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B3.2.2.1.1 | |
| **Performance Indicator** | | Learners can describe how various festivals are  celebrated | |
| **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.** | | | |
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| **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 dramatise  activities that take place during the festivals. • Let learners draw scenes from festivals: durbar of chiefs, drumming and dancing, merrymaking, etc  Assessment: let learners describe how various festivals are celebrated | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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| **Week Ending** | |  |  |
| **Class** | | Three | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B3 2.2.3.3 | |
| **Performance Indicator** | | Learners can create own music, dance and drama  performances using available instruments, resources and methods to express own views that reflect topical issues in other Africa 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 to: | What have we learnt  today? |
| instruments, elements, |  |
| resources and techniques  for public education and entertainment; | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners create own music, dance and drama performances using available instruments, resources and methods to express own views |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners to | What have we learnt  today? |
| use available instruments,  resources and techniques, create own music, dance and drama based on the |

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|  |  | concept of performances  in Africa that reflect Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.)  Assessment: let learners create own music, dance and drama performances using available instruments, resources and methods to express own views | Ask learners to  summarize the main points in the lesson |

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| **Learning Indicator (s) (Ref. No.)** | | B3.2.4.2.5 Read one-syllable words with consonant  clusters.  B3.2.5.1.1 Read texts aloud with correct pronunciation and tone. | |
| **Performance Indicators** | | • The learner should read one-syllable  words with consonant clusters.  • The learner should read texts aloud with correct pronunciation and tone. | |
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| 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 | • Let learners say the  letters of the alphabet.  • Form one-syllable words | What have we learnt  today? |
|  | and lead learners to say the words.  • Join two of the one- syllable words to form a new word on the board.  • Read several one- syllable words with consonant clusters to learners.  • Allow learners to read one syllable words with consonant clusters. | Review the lesson with learners |
|  | Assessment: let learners read one-syllable words with consonant clusters. |  |

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|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners say the  letters of the alphabet as a group and then | What have we learnt  today? |
|  | individually.  • With correct pronunciation and tone read texts aloud.  • Let learners read texts aloud with correct pronunciation and tone as a group and then individually | Review the lesson with learners |
|  | Assessment: let learners read texts aloud with correct pronunciation and tone |  |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Let learners say the  letters of the alphabet as a group and then | What have we learnt  today? |
|  | individually.  • With correct pronunciation and tone read texts aloud.  • Let learners read texts aloud with correct pronunciation and tone as a group and then individually | Review the lesson with learners |
|  | Assessment: let learners read texts aloud with correct pronunciation and tone |  |