

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

WHATSAPP 0245350591

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

NANA FIIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

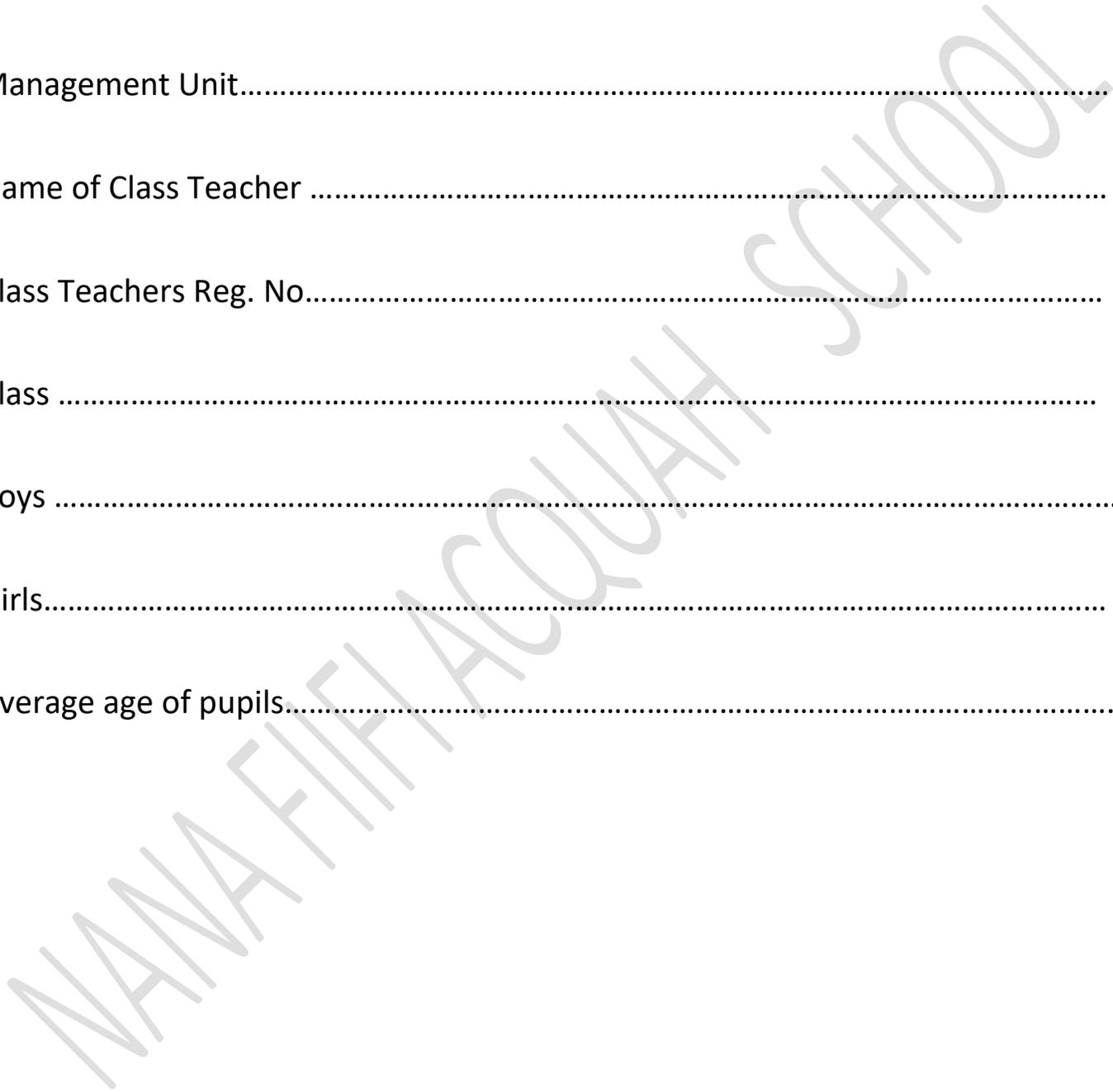
Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....



YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
	Nouns	Nouns	Determiners
	Penmanship and Handwriting	Penmanship and Handwriting	Writing as a Process
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Songs	Poems
	Phonics	Word Families, Rhyming Endings and Common Digraphs	Phonics
	Nouns	Nouns	Nouns
	Paragraph Development	Penmanship and Handwriting	Writing as a Process
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Poems	Poems	Conversation
	Word Families	Blends and Consonant Clusters	Vocabulary
	Nouns	Determiners	Verbs
	Paragraph Development	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Action Words	Using Action Words

NANA FIIFI ACQUAH

	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Vocabulary	Vocabulary
	Determiners	Determiners	Verbs
	Writing as a Process	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Dramatisation and Role Play	Listening Comprehension
	Blends and Consonant Clusters	Vocabulary	Comprehension
	Determiners	Verbs	Adverbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Qualifying Words – Adjectives	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Conversation	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Determiners	Verbs	Conjunctions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Qualifying Words – Adjectives	Using Simple, Compound and Complex Sentences

NANA FIIFI ACQUAH

	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Listening Comprehension	Conversation	Presentation
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Conjunctions
	Narrative Writing	Writing as a Process	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Asking and Answering Questions	Listening Comprehension	Presentation
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Modals
	Narrative Writing	Creative/Free Writing	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
9	Giving and Following Commands	Asking and Answering Questions	Presentation
	Comprehension	Comprehension	Fluency
	Adjectives	Adverbs	Modals
	Creative/Free Writing	Creative/Free Writing	Letter Writing
	Using Qualifying Words – Adjectives	Conjunctions	Spelling

NANA FIIFI ACQUAH

	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Presentation	Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests	Presentation
	Comprehension	Silent Reading	Summarising
	Verbs	Adverbs	Prepositions
	Creative/Free Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Qualifying Words – Adjectives	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Adverbs	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Adverbs	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

SCIENCE

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

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Myself	The Environment and the Weather
2	Nature of God	Myself	The Environment and the Weather
3	Myself	My Family and the Community	Being a Citizen
4	My Family and the Community	The Environment and the Weather	Being a Citizen
5	Home and School	Worship	Authority and Power
6	The Environment and the Weather	Festivals	Responsible use of Resources
7	Plants and Animals	Basic Human Rights	Farming in Ghana
8	Map Making and Land Marks	Basic Human Rights	Our Neighbouring Countries
9	Population and Settlement	Being a Leader	Our Neighbouring Countries
10	Population and Settlement	Being a Leader	Our Neighbouring Countries
11	Population and Settlement	Being a Citizen	Our Neighbouring Countries
12	Population and Settlement	Being a Citizen	Our Neighbouring Countries

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets
2	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
3	Generation of computers and parts of a computer and other gadgets.	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
4	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Data, sources and usage
5	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Data, sources and usage	Data, sources and usage
6	Data, sources and usage	Data, sources and usage	Technology in the community (communication)
7	Data, sources and usage	Data, sources and usage	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)
8	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
9	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND

			RIBBONS OF WORD PROCESSING)
10	Technology in the community (communication	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
11	Technology in the community (communication	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
12	Technology in the community (communication	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

YEARLY SCHEME OF LEARNING

MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation & Cardinality	Number Operations	Unknowns, Expressions and Equations
2	Counting, Representation & Cardinality	Fractions	2D and 3D Shapes
3	Counting, Representation & Cardinality	Fractions	Position / Transformation
4	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
5	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
6	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
7	Counting, Representation & Cardinality	Fractions	Measurement -Time
8	Number Operations	Fractions	Data Collection, Organization, Presentation, Interpretation and Analysis
9	Number Operations	Patterns and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
10	Number Operations	Pattern and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
11	Number Operations	Pattern and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
12	Number Operations	Unknowns, Expressions and Equations	Data Data Collection, Organization, Presentation, Interpretation and Analysis

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
2	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
3	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
4	God the Creator	Festivals in the Three Major Religions	Roles and Relationships
5	God the Creator	Festivals in the Three Major Religions	Authority and Obedience
6	The Environment	The Call of the Leaders of the Three Major Religions	Authority and Obedience
7	The Environment	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
8	Religious Worship, Prayer and other Religious Practices	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
9	Religious Worship, Prayer and other Religious Practices	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
10	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation
11	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation
12	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
2	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
3	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
4	Why and How We Study HISTORY	SOME SELECTED INDIVIDUALS	The Republics
5	Why and How We Study HISTORY	SOME SELECTED INDIVIDUALS	The Republics
6	The People Of Ghana	SOME SELECTED INDIVIDUALS	The Republics
7	The People Of Ghana	Missionary Activities	The Republics
8	The People Of Ghana	Missionary Activities	The Republics
9	The People Of Ghana	Missionary Activities	The Republics
10	The People Of Ghana	Establishing British Rule in Ghana	The Republics
11	The People Of Ghana	Establishing British Rule in Ghana	The Republics
12	The People Of Ghana	Establishing British Rule in Ghana	The Republics

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

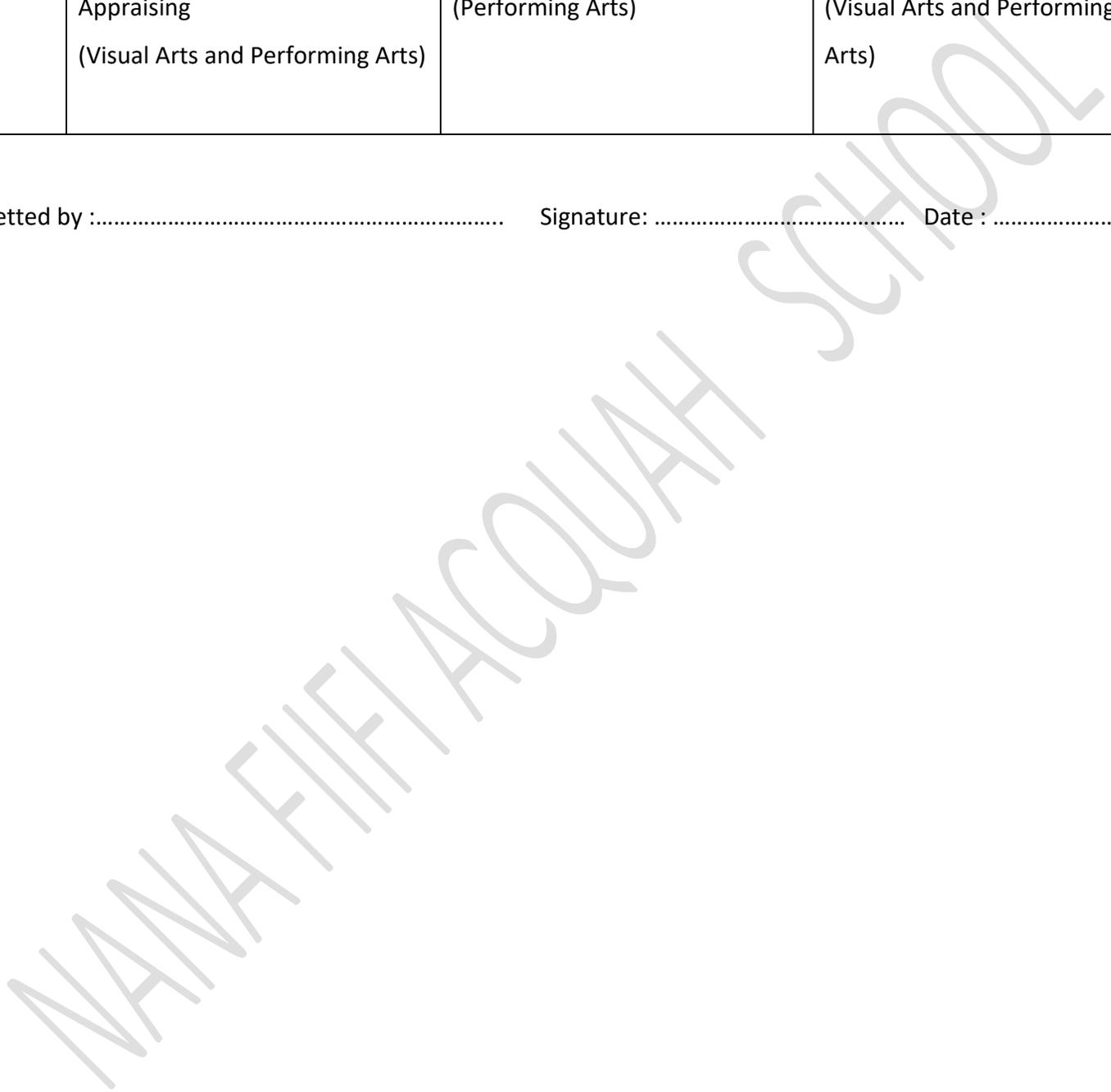
CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)
2	Thinking and exploring (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
3	Thinking and Exploring Ideas (Visual Arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
4	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
5	Planning, Making and Composing (Visual Arts)	Displaying and Sharing (Visual Arts)	Displaying and Sharing (Visual Arts)
6	Planning, Making and Composing (Performing Arts)	Displaying and Sharing (Performing Arts)	Displaying and Sharing (Performing Arts)
7	Displaying and Sharing (Visual Arts)	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)
8	Displaying and Sharing (Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)
9	Displaying and Sharing / Appreciating and Appraising (Visual Arts)	Thinking and Exploring Ideas (Visual Arts and Performing Arts)	Thinking and Exploring Ideas (Visual Arts and Performing Arts)
10	Displaying and Sharing / Appreciating and Appraising (Visual Arts and Performing Arts)	Planning, Making and Composing (Visual Arts and Performing Arts)	Planning, Making and Composing (Visual Arts and Performing Arts)

NANA FIIFI ACQUAH

11	Appreciating and Appraising (Visual Arts and Performing Arts)	Displaying and Sharing (Visual Arts and Performing Arts)	Displaying and Sharing (Visual Arts and Performing Arts)
12	Appreciating and Appraising (Visual Arts and Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Visual Arts and Performing Arts)

Vetted by : Signature: Date :



YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS Poems Listening and Story Telling	Conversation	Giving and Following Commands/ Instructions
2	Dramatisation and Role Play	Talking about Oneself, Family, People and Places/ Asking and Answering Questions	Presentation
3	Phonics: Letter Sound Knowledge	Vocabulary / Comprehension	Fluency
4	Phonics: Letter Sound Knowledge vocabulary (Sight and content vocabulary)	Silent Reading	Summarising
5	Penmanship/Handwriting	Penmanship/ Handwriting	Penmanship /Handwriting
6	Narrative Writing	Persuasive Writing	Literary Writing
7	Creative/ Free Writing Descriptive Writing	Argumentative Writing	Letter Writing
8	Descriptive Writing Persuasive Writing	Informative/ Academic Writing & Literary Writing	Integrating Grammar in Written Language (Use of simple and compound sentences)
9	Integrating Grammar in Written Language (Capitalization	Integrating Grammar in Written Language (Use of qualifying	Integrating Grammar in Written Language (spelling)

NANA FIIFI ACQUAH

	Integrating Grammar in Written Language (Punctuation) B4	words) & (Use of post positions)	
10	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	Integrating Grammar in Written Language (Use of postpositions)	Integrating Grammar in Written Language (Conjunctions)
11	Building the Love and Culture of Reading in Learners	Reading Texts, Poems, Narratives and Short Stories	Reading Texts, Poems, Narratives and Short Stories
12	Read Aloud with Children	Reading Texts, Poems, Narratives and Short Stories	Reading Texts, Poems, Narratives and Short Stories

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative Skills	FITNESS PROGRAMME,
2	LOCOMOTOR SKILLS	Rhythmic Skills	FITNESS PROGRAMME,
3	MANIPULATIVE SKILLS	Manipulative Skills	HEALTHY DIET
4	MANIPULATIVE SKILLS	Space Awareness	SAFETY AND INJURIES
5	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
6	MANIPULATIVE SKILLS	Relations	SUBSTANCES/DRUGS
7	MANIPULATIVE SKILLS	Body Management	SELF-RESPONSIBILITY
8	MANIPULATIVE SKILLS	Strategies	SOCIAL INTERACTION
9	MANIPULATIVE SKILLS	Aerobic Capacity	GROUP DYNAMICS
10	MANIPULATIVE SKILLS	Strength	CRITICAL THINKING
11	MANIPULATIVE SKILLS	Endurance	CRITICAL THINKING
12	MANIPULATIVE SKILLS	Flexibility	FITNESS PROGRAMME,

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B4.2.2.1.	B4.2.2.1.1.	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B4.3.1.1..	B4.3.1.1.1.	
	Writing	Penmanship and Handwriting	B4.4.2.1..	B4.4.2.1.1.	
	Using Writing Conventions	Using Punctuation	B4.5.2.1..	B4.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
2	Oral Language	Songs	B4.1.1.1.	B4.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B4.2.2.1.	B4.2.2.1.2	
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.2	
	Writing	Paragraph Development	B4. 4.6.1.	B4. 4.6.1.1.	
	Using Writing Conventions	Using Punctuation	B4.5.2.1..	B4.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
3	Oral Language	Poems	B4.1.3.1.	B4.1.3.1.1.	Word cards sentence cards, class library
	Reading	Word Families	B4.2.3.1.	B4.2.3.1.1	
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.2	
	Writing	Paragraph Development	B4. 4.6.1..	B4. 4.6.1.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1..	B4.5.3.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
4	Oral Language	Story Telling	B4.1.4.1.	B4.1.4.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B4.2.4.1..	B4.2.4.1.1.	
	Grammar Usage At Word	Determiners	B4. 3.2.1.	B4. 3.2.1.1	
	Writing	Writing as a Process	B4. 4.9.1.	B4. 4.9.1.1	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
5	Oral Language	Dramatisation and Role Play	B4.1.5.1..	B4.1.5.1.1.	Word cards sentence cards, class library
	Reading	Blends and Consonant Clusters	B4.2.5.1..	B4.2.5.1.1.	

NANA FIIFI ACQUAH

	Grammar Usage At Word	Determiners	B4. 3.2.1	B4. 3.2.1.2	
	Writing	Writing as a Process	B4.4.9.2	B4.4.9.2.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
6	Oral Language	Conversation	B4.1.6.1.. B4.1.6.2..	B4.1.6.1.1. B4.1.6.2.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.1.	B4.2.6.1.1	
	Grammar Usage At Word	Determiners	B4. 3.2.1	B4. 3.2.1.2	
	Writing	Writing as a Process	B4.4.9.2..	B4.4.9.2.1.	
	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1.	B4.5.3.1.2	
	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..	B4.1.7.1. B4.1.7.1.2.	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.1.	B4.2.6.1.2	
	Grammar Usage At Word	Pronouns	B4.3.3.1.	B4.3.3.1.1	
	Writing	Narrative Writing	B4.4.10.1.	B4.4.10.1.1.	
	Using Writing Conventions	Using Action Words	B4.5.4.1..	B4.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
8	Oral Language	Asking and Answering Questions	B4.1.8.1.	B4.1.8.1.1	Word cards sentence cards, class library
	Reading	Vocabulary	B4.2.6.2..	B4.2.6.2.1.	
	Grammar Usage At Word	Pronouns	B4.3.3.1.	B4.3.3.1.1	
	Writing	Narrative Writing	B4.4.10.1..	B4.4.10.1.1.	
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
9	Oral Language	Giving and Following Commands	B4.1.9.1..	B4.1.9.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1..	B4.2.7.1.1.	
	Grammar Usage At Word	Adjectives	B4.3.4.1.1.	B4.3.4.1.1. 1.	
	Writing	Creative/Free Writing	B4.4.11.1.	B4.4.11.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B4.5.5.1..	B4.5.5.1.1.	

NANA FIIFI ACQUAH

	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
10	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.2	
	Grammar Usage At Word	Verbs	B4.3.5.1.1	B4.3.5.1.1.	
	Writing	Creative/Free Writing	B4.4.11.1.	B4.4.11.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	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	
11	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.2	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.	B4.3.5.1.2	
	Writing	Descriptive Writing	B4.4.12.1..	B4.4.12.1.1.	
	Using Writing Conventions	Using Adverbs	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	
12	Oral Language	Presentation	B4.1.10.1.	B4.1.10.1.3	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.	B4.3.5.1.2	
	Writing	Descriptive Writing	B4.4.12.1..	B4.4.12.1.1.	
	Using Writing Conventions	Using Adverbs	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	

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.1.	B4.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.1.	B4.1.1.1.2	
3	DIVERSITY OF MATTER	MATERIALS	B4.1.2.2.	B4.1.2.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	EARTH SCIENCE	B4.2.1.1.	B4.2.1.1.1	
5	CYCLES	EARTH SCIENCE	B4.2.1.2.	B4.2.1.2.1	
6	CYCLES	LIFE CYCLES OF ORGANISMS	B4.2. 2.1.	B4.2. 2.1.1.	Plants and animals in the environment, plastics, stones, pictures videos paper
7	CYCLES	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	
8	SYSTEMS	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	
9	SYSTEMS	THE SOLAR SYSTEM	B4.3.2.1.	B4.3.2.1.1	
10	FORCES AND ENERGY	THE SOLAR SYSTEM	B4.3.2.1.	B4.3.2.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
11	FORCES AND ENERGY	ECOSYSTEM	B4.3.3.1.	B4.3.3.1.1	
12	FORCES AND ENERGY	ECOSYSTEM	B4.3.3.1.	B4.3.3.1.1	

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 1 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.1	Laptops, Images of clipboard, styles, fonts, paragraph
2	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B4.1.1.1.	B4.1.1.1.2	Laptops,
3	Introduction to computing	Generation of computers and parts of a computer and other gadgets.	B4.1.1.1.	B4.1.1.1.2	Laptops,
4	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.1	Laptops,
5	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.2.1.	B4.1.2.1.2	Laptops,
6	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.1	Laptops,
7	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.2	Laptops, smart phones
8	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.3	Laptops, smart phones
9	Introduction to computing	Data, sources and usage	B4.1.3.1.	B4.1.3.1.3	Laptops, smart phones
10	Introduction to computing	Technology in the community (communication)	B4.1.4.1..	B4.1.4.1.1.	Laptops, smart phones
11	Introduction to computing	Technology in the community (communication)	B4.1.4.1.	B4.1.4.1.2	Laptops, smart phones
12	Introduction to computing	Technology in the community (communication)	B4.1.4.1.	B4.1.4.1.2	Laptops, smart phones

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NUMBER	Counting, Representation & Cardinality	B4.1.1.1. B4.1.1.1	B4.1.1.1.1 B4.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation & Cardinality	B4.1.1.1. B4.1.1.1.	B4.1.1.1.3 B4.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
3	NUMBER	Counting, Representation & Cardinality	B4. 1.1.1. B4.1.1.1.	B4. 1.1.1.5 B4.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation & Cardinality	B4.1.1.2. B4.1.1.3.	B4.1.1.2.2 B4.1.1.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Counting, Representation & Cardinality	B4.1.1.3. B4. 1.1.3..	B4.1.1.3.2 B4. 1.1.3.3.	Counters, bundle and loose straws, Paper strips, Cut out cards
6	NUMBER	Counting, Representation & Cardinality	B4.1.1.3. B4.1.1.3.	B4.1.1.3.4 B4.1.1.3.5	Counters, bundle and loose straws, Paper strips, Cut out cards
7	NUMBER	Counting, Representation & Cardinality	B4.1.1.3. B4.1.1.4.	B4.1.1.3.6 B4.1.1.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	NUMBER	Number Operations	B4.1.1.4. B4.1.2.1.	B4.1.1.4.2 B4.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	NUMBER	Number Operations	B4.1.2.2. B4.1.2.2.	B4.1.2.2.1 B4.1.2.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
10	NUMBER	Number Operations	B4. 1.2.3 B4. 1.2.4.	B4. 1.2.3.1 B4. 1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	NUMBER	Number Operations	B4.1.2.5.	B4.1.2.5.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	NUMBER	Number Operations	B4.1.2.6.	B4.1.2.6.1	Counters, bundle and loose straws, Paper strips, Cut out cards

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.1	Balls
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.2	Pictures and Videos
3	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.:	B4.1.2.1.1:	Drums, Clappers, Video and Pictures Video and Pictures
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B 4. 1.2.1.	B 4. 1.2.1.2	
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.3	Pictures and Video
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.4	Pictures and Video
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.5	Pictures and Video
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.6	Pictures and Video
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.7	Pictures and Video
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.8	Drums, Laptop, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.9	Drums, Laptop, Speakers,
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.	B4.1.2.1.1	Drums, Laptop, Speakers

Vetted by :

Signature:

Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation and Attributes	God the Creator	B4.1.1.1.	B4.1.1.1.1:	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B4.1.1.1.:	B4.1.1.1.1:	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall words, posters, video clip, etc
5	God, His Creation and Attributes	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	The Environment	B4. 1.2.1.	B4. 1.2.1.1	wall charts, wall words, posters, video clip, etc
7	God, His Creation and Attributes	The Environment	B4. 1.2.1.	B4. 1.2.1.1	wall charts, wall words, posters, video clip, etc
8	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
9	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
10	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
11	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
12	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

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B4.1.2.1..	B4.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B4.1.3.1..	B4.1.3.1.1.	Pictures, Charts, Video Clip
5	ALL ABOUT US	Home and School	B4.1.4.1..	B4.1.4.1. 1.	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B4.2.1.1..	B4.2.1.1 .1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Plants and Animals	B4.2.2.1..	B4.2.2.1.1.	Pictures, Charts, Video Clip
8	ALL AROUND US	Map Making and Land Marks	B4.2.3.1.	B4.2.3.1.1.	Pictures, Charts, Video Clip
9	ALL AROUND US	Population and Settlement	B4.2.4.1..	B4.2.4.1.1.	Pictures, Charts, Video Clip
10	ALL AROUND US	Population and Settlement	B4.2.4.1..	B4.2.4.1.1.	Pictures, Charts, Video Clip
11	ALL AROUND US	Population and Settlement	B4.2.4.1..	B4.2.4.1.1.	Pictures, Charts, Video Clip
12	ALL AROUND US	Population and Settlement	B4.2.4.1..	B4.2.4.1.1.	Pictures, Charts, Video Clip

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
2	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
3	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
4	History as a Subject	Why and How We Study HISTORY	B4.1.1.2.	B4.1.1.2.1	A map of Ghana,
5	History as a Subject	Why and How We Study HISTORY	B4.1.1.2.	B4.1.1.2.1	A map of Ghana, Posters, documentary
6	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
8	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.1	A map of Ghana, Posters, documentary
9	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary
10	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters,
11	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary
12	My Country Ghana	The People Of Ghana	B4.2.1.1.	B4.2.1.1.2	A map of Ghana, Posters, documentary

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 1 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B4 1.1.1.	B4 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B4 2.1.1.	B4 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B4 1.2.2.	B4 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B4.2.2.2.	B4.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B4 1.2.3.	B4 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B4 2.2.3.	B4 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B4 1.3.5.	B4 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B4 2.3.5.	B4 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B4 1.4.6. B4 2.4.6.	B4 1.3.4.1 B4 2.4.6.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B4 1.4.7. B4 2.4.7.	B4 1.3.5.1 B4 2.4.7.2	-do-
11	Visual and Performing Arts	Appreciating and Appraising	B4 2.3.4.	B4 1.4.6.2 B4 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B4.1.4.7. B4.2.4.7.	B4 1.4.6.2 B4 2.4.6.2	-do-

Vetted by : Signature: Date :

TERMLY SCHEME OF LEARNING

Scheme of Learning for B4 Term 1 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	SONGS Poems Listening and Story Telling	B4.1.1.1. B4.1.2.1. B4.1.4.1.	B4.1.1.1.1 B4.1.2.1.1 B4.1.4.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Dramatisation and Role Play	B4.1.5.1. B4.1.5.1.	B4.1.5.1.1 B4.1.5.1.2	
3.	Reading	Phonics: Letter Sound Knowledge	B4.2.4.1. B4.2.4.1. B4.2.4.1.	B4.2.4.1.1 B4.2.4.1.2 B4.2.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics: Letter Sound Knowledge vocabulary (Sight and content vocabulary)	B4.2.4.1. B4.2.5.1.1. B4.2.5.1.1.	B4.2.4.1.4 B4.2.5.1.1.1 B4.2.5.1.1.2	Manila cards, markers, recorded audio-visual
5.	Writing	Penmanship/Handwriting	B4.3.1.1. B4.3.1.1.	B4.3.1.1.1 B4.3.1.1.2	Manila cards, markers, recorded audio-visual
6.	Composition Writing	Narrative Writing	B4.4.1.1. B4.4.1.1. B4.4.1.1.	B4.4.1.1.1 B4.4.1.1.2 B4.4.1.1.3	Manila Cards, Class reader
7.	Composition Writing	Creative/ Free Writing Descriptive Writing	B4.4.2.1. B4.4.2.1. B4.4.3.1.	B4.4.2.1.1 B4.4.2.1.2 B4.4.3.1.1	Manila Cards, Markers
8.	Composition Writing	Descriptive Writing Persuasive Writing	B4.4.3.1. B4.4.3.1. B4.4.4.1.	B4.4.3.1.2 B4.4.3.1.3 B4.4.4.1.1	Word cards, Manila card Markers Word cards Manila card Markers

NANA FIIFI ACQUAH

9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation) B4	B4.5.1.1. B4.5.1.1. B4.5.1.1. B4.5.2.1.	B4.5.1.1.1 B4.5.1.1.2 B4.5.1.1.3 B4.5.2.1.1	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	B4.5.2.1. B4.5.2.1. B4.5.3.1. B4.5.3.1.	B4.5.2.1.2 B4.5.2.1.3 B4.5.3.1.1 B4.5.3.1.2	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading in Learners	B4.6.1.1.	B4.6.1.1.1	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud with Children	B.4.6.2.1.	B.4.6.2.1.1	Manila Cards, Markers

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

**TERM ONE
BASIC FOUR
WEEK 1**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Reading B. Grammar Usage At Word C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Phonics B. Nouns C. Penmanship and Handwriting D. Using Punctuation E. Building the Love and Culture of Reading			
Indicator (code)	B4.2.2.1.1	B4.3.1.1.1.	B4.4.2.1.1	B4.5.2.1.1.	B4.6.1.1.1
Content standard (code)	B4.2.2.1.	B4.3.1..1.	B4.4.2.1.	B4.5.2.1.	B4.6.1.1.
Performance Indicator	<p>A. Learners can match sounds to their corresponding letter/letter patterns (e.g. initial/final consonants – m, j, f, s, etc., initial short vowels”– a, e, i, o, u”, final “y” as vowel, silent letters etc.)</p> <p>B. Learners can identify and use nouns to identify people, animals, events and objects</p> <p>C. Learners can write clearly using joined letters of consistent size</p> <p>D. Learners can use the comma: – before and after "Yes" and "No" in sentences – after addressing a person, e.g. Kofi, can you help me?</p> <p>E. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

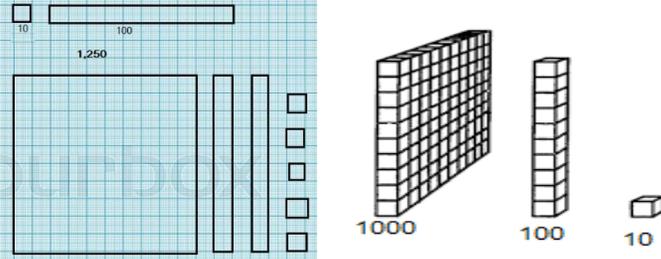
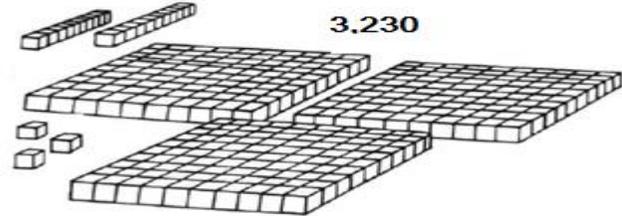
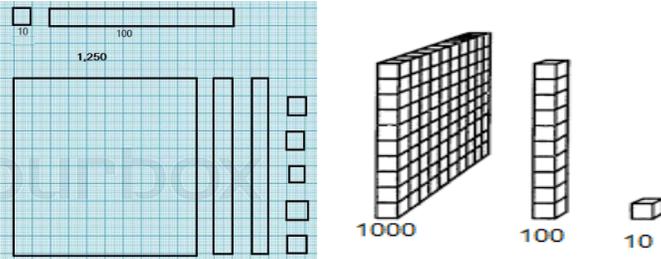
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING <ul style="list-style-type: none"> • Introduce the sounds with alphabet songs or rhymes. • Guide learners to identify and produce the sounds of given letter patterns. e. g. Teacher: Make the sound as I point to each letter. (Learners begin with the initial/final consonants, initial short vowels, final y as vowel and silent letters). • In pairs/ groups, learners identify given letter patterns. Have learners apply their knowledge of consonant digraphs Assessment: let learners match sounds to their corresponding letter/letter patterns	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR <ul style="list-style-type: none"> • Have learners read simple sentences having names of people, animals, events and objects from the board. • Put learners in groups to identify the names of people, animals, events and objects as nouns. • Have learners form sentences with names of people, animals, events and objects and underline these nouns in the sentences. • Have them note that common nouns start with small letters. • Have learners identify common nouns from paragraphs/passages Assessment: let learners use nouns to identify people, animals, events and objects	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	D.WRITING <ul style="list-style-type: none"> • Stage 1 : Write letters with a flick e.g. a, t, m, n, w, d • Stage 2: Join pairs of letters. e.g. at, am, et, de 	What have we learnt today?

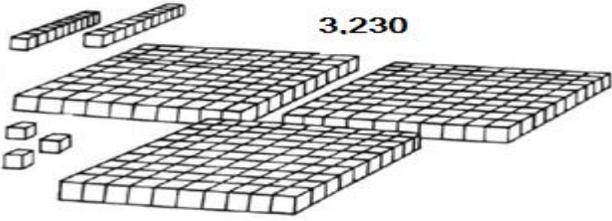
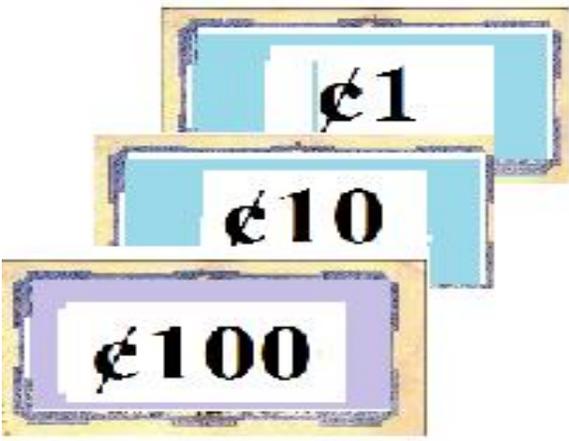
	familiar rhymes	<ul style="list-style-type: none"> • Stage 3: Join the letters of a word. e.g. and , kettle, can, catch <i>kettle, can, catch, and</i> • Stage 4: Copy sentences and passages <p>Procedure:</p> <ul style="list-style-type: none"> • Demonstrate the exercise • Give practice • Give exercise • Provide feedback <p>Assessment: let learners write clearly using joined letters of consistent size</p>	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide learners with sample texts for them to identify the target punctuation marks. e.g. Yes, please. No, thank you. Kofi, can you help me? • Give them practice in using the punctuation marks. They copy and punctuate unpunctuated sentences and short paragraphs. <p>Assessment: let learners use the comma: before and after "Yes" and "No" 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><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <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

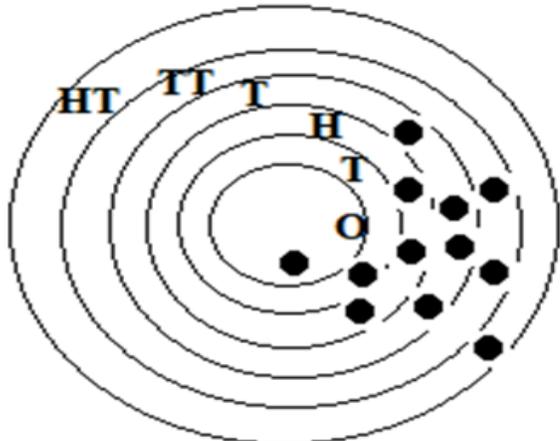
SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.1.1	B4.1.1.1.2	
Content standard (code)	B4.1.1.1.	B4.1.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can model number quantities, place value for multi-digit using graph sheets or multi-base materials up to 100,000. Learners can read and write numbers in figures and in words up 100,000 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Ask learners to model number quantities up to 100,000 using graph sheets or multi-base materials. For instance, with multi-base block , a cube = 100 unit; a rod = 1000; a flat = 10,000 and a block = 100,000; learners model 32,300 with the appropriate materials</p> <p>Ask learners to model the number 12,500 shading graph sheet square as shown below, where 2cm×2cm square represents 10 units.</p>   <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Ask learners to model number quantities up to 100,000 using graph sheets or multi-base materials. For instance, with multi-base block , a cube = 100 unit; a rod = 1000; a flat = 10,000 and a block = 100,000; learners model 32,300 with the appropriate materials</p> <p>Ask learners to model the number 12,500 shading graph sheet square as shown below, where 2cm×2cm square represents 10 units.</p> 	<p>Review the lesson with Learners</p>

		 <p style="text-align: center;">3,230</p> <p>Assessment: have learners to practice with more examples</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.</p>	<p>Give learners teacher-made token currency notes [¢1, ¢10 & ¢100 notes] on different coloured-paper and ask them to model or pick given amounts up to ¢10,000; e.g. ¢2,480</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</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>Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000). The representations to use also include verbal, and numerals. Learners must match number word cards to the figures</p>	<p>Review the lesson with Learners</p>

		 <p style="text-align: center;">Place value number wheel</p> <p style="text-align: center;">Place value chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Hundred-thousands</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ten-thousands</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Hundreds</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Tens</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ones</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </table> <p>Ask learners to write given numbers on the expanded form of the number: $14031 = 10,000 + 4,000 + 30 + 1$</p> <p>Assessment: have learners to practice with more examples</p>	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones	1	2	4	3	1	1	
Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones										
1	2	4	3	1	1										
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Display a number chart or number line with multiples of 500 between 10000 and 50000 and lead learners to identify numbers in different positions around a given number</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>												

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can classify animals into insects, birds, mammals and reptiles		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners embark on a walk to observe and record names of different kinds of animals in their community or show videos and pictures of different kinds of animals. <ul style="list-style-type: none"> Learners talk about the different animals based on their limbs, body covering, height, shape, size, where they live, how they move, what they eat, etc. Provide flashcards of many different animals to learners in groups. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none">• Assist learners to sort the pictures into insects, birds, mammals and reptiles and produce animal classification cards or tables.• Learners display and do presentations on their group work. • Learners to give reasons for their classifications.• Ask learners to identify things which are common to all the different kinds of animals.• Assist learners to mould different kinds of animals using suitable materials (such as blu tack, clay, cardboard, etc.).• Learners draw different kinds of animals (insects, birds, mammals and reptiles).	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)	B4.1.1.1.1.		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can identify parts of a computer and technology tools (the mouse, keyboard, monitor, system unit and its components (memory, hard disk drive, CD-ROM etc.), speakers, and peripherals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Bring items such as memory(i.e. memory cards, memory sticks),hard disk drive, CD-ROM etc. or pictures of these items to class and ask the learners to label selected items or computer parts in their note books. Assessment: Let learners identify parts of a computer and technology tools	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain how special each individual is		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	In groups, learners discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, black in complexion, etc. Learners demonstrate the uniqueness of each individual e.g. My name is Esi, I am black and beautiful, there is no one like me, I'm special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		<p>Use pictures/video clips to demonstrate the effects of destroying our bodies.</p> <p>Assessment: Let learners explain how special each individual is</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Put learners into groups according to: height, colour, mass, intelligence, etc.</p> <p>Learners write how different they are from one another.</p> <p>Assessment: Let learners write how different they are from one another.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can Demonstrate the difference between slow and fast, heavy and light, hard and soft while moving		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners demonstrate slow and fast movements. Learners move in a demarcated area using varied locomotor skills (walk, jog and run). Learners walk or run for peers to determine slow or fast movement	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	maximal performance and to prevent injuries		
--	---	--	--

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.1.1:		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the nature of God as the Creator		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to discuss the nature of God as the Creator: originator of all things, He created all things such as human beings, trees, animals, water bodies, etc. • Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc. <p>Assessment: let learners explain the nature of God as the Creator</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

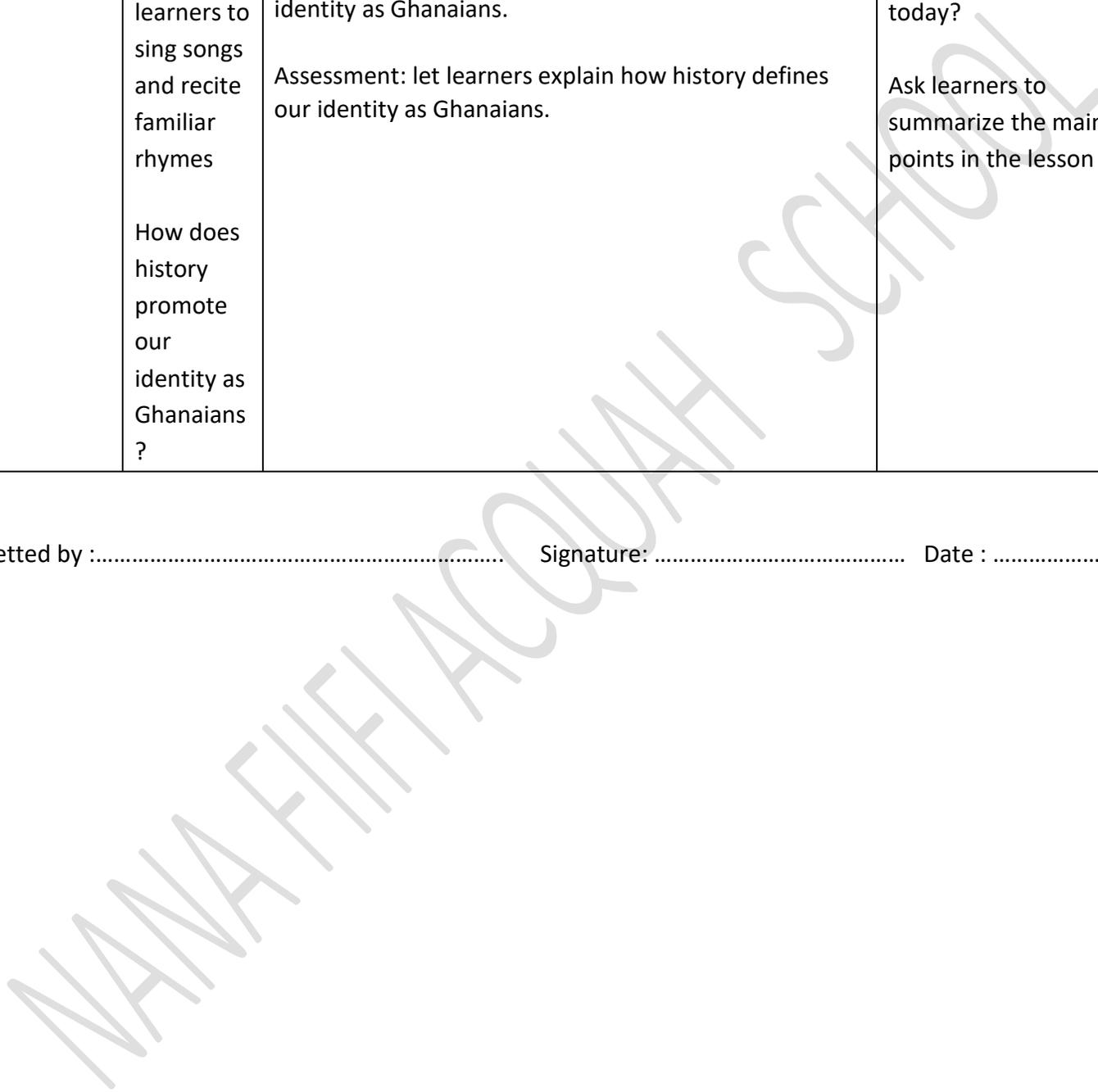
CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study HISTORY	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the importance of studying the history of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How does history	Engage learners to discuss how history defines our identity as Ghanaians. Assessment: let learners explain how history defines our identity as Ghanaians.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIFI ACQUAH

	<p>promote our identity as Ghanaians ?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>How does history promote our identity as Ghanaians ?</p>	<p>Engage learners to discuss how history defines our identity as Ghanaians.</p> <p>Assessment: let learners explain how history defines our identity as Ghanaians.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :



SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B4 1.1.1.1		
Content standard (code)	B4 1.1.1.		
Performance Indicator	Learners can study and talk about visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> Study the visual artworks (e.g. wood carvings, printed fabrics, wall paintings, cartoons, posters, photographs, clay pots) created by some Ghanaian visual artists (such as Amon Kotei, Theodosia Okoh, Ablade Glover, Oku Ampofo, Offei-Nyako, Kwame Amoah, Betty Acquah, Kofi Antubam) by: a) gathering information from library books; surfing the internet;visiting art studios, galleries, museums or exhibitions;	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>b) watching videos, films or observing photographs of artworks of some Ghanaian visual artists;</p> <p>c) examining some artworks of the artists to find out how those artworks reflect the history and culture of the people of Ghana. For example, relate the colours and star in the Ghana Flag to the history of Ghana;</p> <p>d) identifying and discussing symbols found in the artworks being studied that reflect the history and culture of the people of Ghana;</p> <p>e) writing brief notes about one visual artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Training - Type of artworks - Title of some works. <p>Assessment: let learners describe visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana</p>	
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

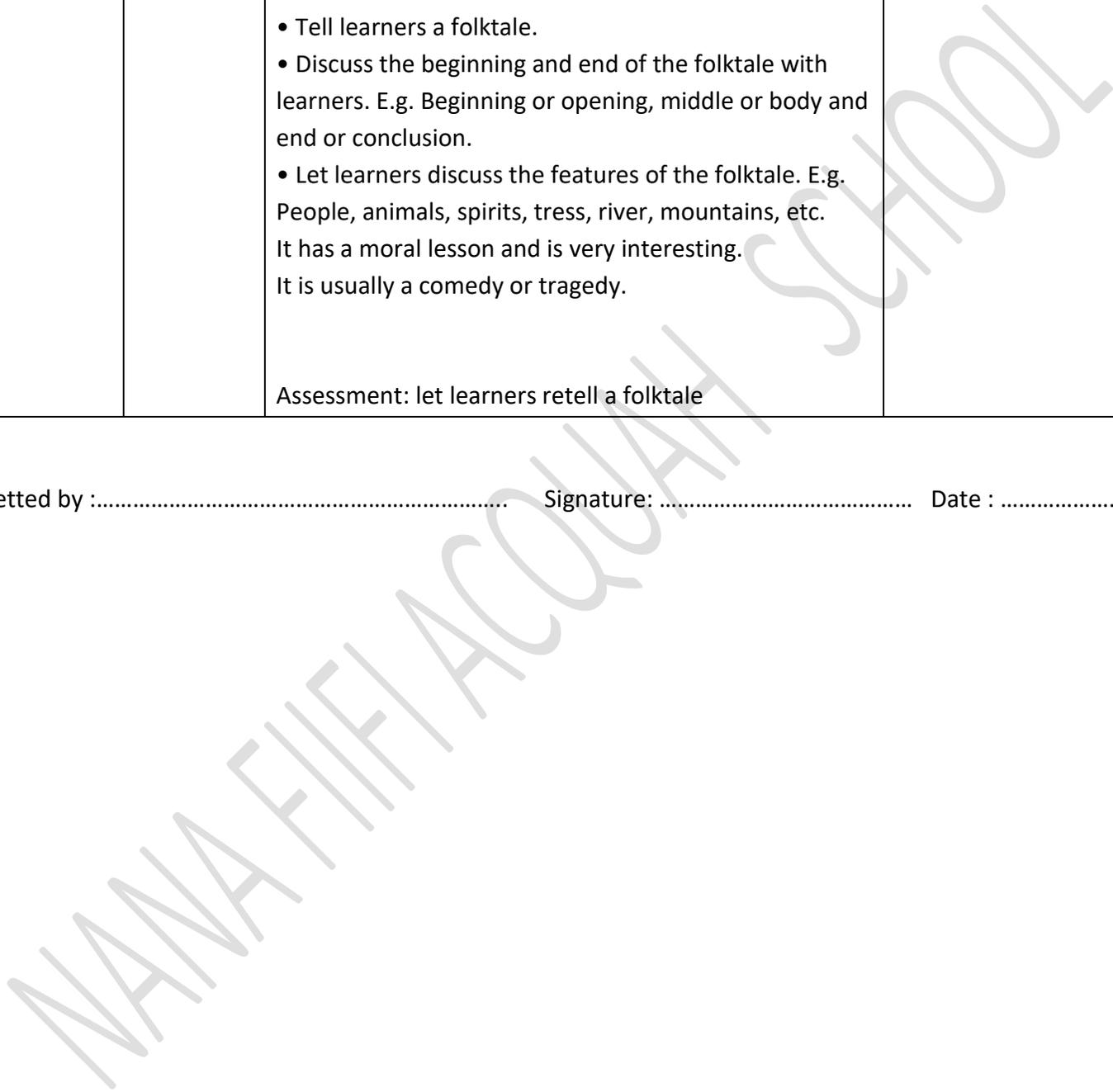
CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Songs Poems Listening and story telling	
Indicator (code)	B4.1.1.1.1.	B4.1.2.1.1.	B4.1.4.1.1..
Content standard (code)	B4.1.1.1.	B4.1.2.1.	B4.1.4.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should Sing and discuss songs connected to traditional occupations and their importance. • Learners should explore the poems of about five lines correctly and discuss the moral lessons in the poem. • Learners should retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a familiar traditional song. • Show learners a video of a traditional song being performed. • Discuss the lyrics of the song with learners. • Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). • After watching a video on a performed traditional occupation, allow Learners should to discuss some importance of traditional occupation songs. <p>Work songs: – reduce fatigue, boredom provides enjoyment allows systematic work, inspires fellow workers to work harder etc.</p> <p>Assessment: let learners mention songs connected to traditional occupations and their importance.</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"> • Let learners sing a popular traditional song. • Explore a poem to learners. • Let them listen and take note of keywords words in the poem. • Ask learners to mention the words they heard. • Write the words on the board. • Lead learners to say the words aloud. • Let learners say the words and use them to form their own sentences. • Let learners explore the poem correctly. • Put learners in groups. • Let them discuss the moral lessons in the poems in groups and tell the class. <p>Assessment: let learners identify the moral lessons in the poem.</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"> • Let learners sing a popular song. • Play a video of someone telling a folktale. • Encourage learners to take note of whatever they see and hear. • Teach learners what a folktale is. • Call learners individually to retell what they saw and heard in the video. 	<p>What have we learnt today?</p>

	<ul style="list-style-type: none"> • Put learners into groups and ask them to compose a folktale on any topic of their choice. • Let learners present their folktales to the class. • After watching the video on someone telling a folktale, lead learners to discuss what they saw and heard. • Tell learners a folktale. • Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion. • Let learners discuss the features of the folktale. E.g. People, animals, spirits, tress, river, mountains, etc. It has a moral lesson and is very interesting. It is usually a comedy or tragedy. <p>Assessment: let learners retell a folktale</p>	<p>Review the lesson with learners</p>
--	---	--

Vetted by : Signature: Date :



NANA FIIFI ACQUAH

**TERM ONE
BASIC FOUR
WEEK 2**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Songs , Poems B. Phonics C. Nouns D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading	
Indicator (code)	(B4.1.1.1.1 B4.1.3.1.1) B4.2.2.1.2 B4.3.1.1.2 B4. 4.6.1.1 B4.5.2.1.1. B4.6.1.1.1		
Content standard (code)	(B4.1.1.1. B4.1.3.1.) B4.2.2.1. B4.3.1.1. B4. 4.6.1. B4.5.2.1. B4.6.1.1.		
Performance Indicator	A. Learners can listen attentively to songs and sing them with appropriate stress, rhythm and actions. Recite poems with stress, rhythm and actions and interpret them in own their words B. Learners can read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts C. Learners can identify and use: proper nouns – refer to cities and countries and) D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audiences, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features G. Learners can use the comma: – before and after "Yes" and "No" in sentences – after addressing a person, e.g. Kofi, can you help me?		

	E. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE <ul style="list-style-type: none"> Identify a variety of familiar songs from learners' background. Lead learners to sing the songs with appropriate stress, rhythm and intonation. Perform a short poem as learners listen and observe. Teach the key words in the poem in context. Have them read it in small groups, pairs and individually. Emphasise correct stress and rhythm. Assessment: let learners recite poems with stress, rhythm and actions and interpret them in own their words	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts. Assessment: let learners read single-syllable-words with taught consonant digraphs	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite	C.GRAMMAR a. Proper Nouns <ul style="list-style-type: none"> Have learners read simple sentences having names of cities and countries from the board. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> Put learners into groups to identify the names of cities and countries on a globe or map. Learners form sentences with names of other cities and countries. Have learners identify proper nouns from paragraphs/passages. <p>Assessment: let learners identify and use: proper nouns</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource. e.g. <ul style="list-style-type: none"> Expository Writing – how something works. Narrative – how something happened. Description – how something/someone appears. Argument – how an opinion can be stated and supported Put learners into groups of five. For each mode of writing, give a sample text to each group to study and, through appropriate questions, guide them to identify the following: <ul style="list-style-type: none"> the main idea(s); the mode of writing; the purpose; the audience. <p>For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching, completion and blank filling</p> <p>Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece</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> <ul style="list-style-type: none"> Provide learners with sample texts for them to identify the target punctuation marks. e.g. <ul style="list-style-type: none"> Yes, please. No, thank you. Kofi, can you help me? 	<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"> • Give them practice in using the punctuation marks. They may copy and punctuate unpunctuated sentences and short paragraphs. • Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person <p>Assessment: let learners use the comma: before and after "Yes" and "No" in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <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

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.1.3 B4.1.1.1.4		
Content standard (code)	B4.1.1.1. B4.1.1.1.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can identify numbers in different positions around a given number in a number chart • Learners can compare and order whole numbers up to 10,000 and represent comparisons using the symbols "<", "=", ">" 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>1 Display a number chart in multiples of 500 between 10,000 and 100,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="456 405 1143 684"> <tr><td>10,000</td><td>10,500</td><td>11,000</td><td>11,500</td><td>12,000</td><td>12,500</td></tr> <tr><td>20,000</td><td>20,500</td><td>21,000</td><td>21,500</td><td>22,000</td><td>22,500</td></tr> <tr><td>30,000</td><td>30,500</td><td>31,000</td><td>31,500</td><td>32,000</td><td>32,500</td></tr> <tr><td>40,000</td><td>40,500</td><td>41,000</td><td>41,500</td><td>42,000</td><td>42,500</td></tr> <tr><td>50,000</td><td>50,500</td><td>51,000</td><td>51,500</td><td>52,000</td><td>52,500</td></tr> <tr><td>60,000</td><td>60,500</td><td>61,000</td><td>61,500</td><td>62,000</td><td>62,500</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	10,000	10,500	11,000	11,500	12,000	12,500	20,000	20,500	21,000	21,500	22,000	22,500	30,000	30,500	31,000	31,500	32,000	32,500	40,000	40,500	41,000	41,500	42,000	42,500	50,000	50,500	51,000	51,500	52,000	52,500	60,000	60,500	61,000	61,500	62,000	62,500	<p>Review the lesson with Learners</p>
10,000	10,500	11,000	11,500	12,000	12,500																																		
20,000	20,500	21,000	21,500	22,000	22,500																																		
30,000	30,500	31,000	31,500	32,000	32,500																																		
40,000	40,500	41,000	41,500	42,000	42,500																																		
50,000	50,500	51,000	51,500	52,000	52,500																																		
60,000	60,500	61,000	61,500	62,000	62,500																																		
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>1 Display a number chart in multiples of 500 between 10,000 and 100,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="456 1115 1162 1394"> <tr><td>10,000</td><td>10,500</td><td>11,000</td><td>11,500</td><td>12,000</td><td>12,500</td></tr> <tr><td>20,000</td><td>20,500</td><td>21,000</td><td>21,500</td><td>22,000</td><td>22,500</td></tr> <tr><td>30,000</td><td>30,500</td><td>31,000</td><td>31,500</td><td>32,000</td><td>32,500</td></tr> <tr><td>40,000</td><td>40,500</td><td>41,000</td><td>41,500</td><td>42,000</td><td>42,500</td></tr> <tr><td>50,000</td><td>50,500</td><td>51,000</td><td>51,500</td><td>52,000</td><td>52,500</td></tr> <tr><td>60,000</td><td>60,500</td><td>61,000</td><td>61,500</td><td>62,000</td><td>62,500</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	10,000	10,500	11,000	11,500	12,000	12,500	20,000	20,500	21,000	21,500	22,000	22,500	30,000	30,500	31,000	31,500	32,000	32,500	40,000	40,500	41,000	41,500	42,000	42,500	50,000	50,500	51,000	51,500	52,000	52,500	60,000	60,500	61,000	61,500	62,000	62,500	<p>Review the lesson with Learners</p>
10,000	10,500	11,000	11,500	12,000	12,500																																		
20,000	20,500	21,000	21,500	22,000	22,500																																		
30,000	30,500	31,000	31,500	32,000	32,500																																		
40,000	40,500	41,000	41,500	42,000	42,500																																		
50,000	50,500	51,000	51,500	52,000	52,500																																		
60,000	60,500	61,000	61,500	62,000	62,500																																		
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400. Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. 1200=1200; 27345>26355,</p>	<p>Review the lesson with Learners</p>																																				

NANA FIIFI ACQUAH

		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020,1025,2673,2873, Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday...	Sing songs like: I'm counting one, what is one	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance, 21345 and 21534; 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc. Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B4.1.1.1.2		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can Know life processes of animals (movement, nutrition and reproduction)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners observe videos and pictures depicting movement, nutrition and reproduction in animals. Learners describe how various animals (insects, birds, reptiles and mammals) move, feed and reproduce. Assessment: let learners describe how various animals (insects, birds, reptiles and mammals) move, feed and reproduce.	What have we learnt today? Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners role-play or pantomime movement and nutrition of animals. • In groups, learners discuss the importance of movement, nutrition and reproduction to animals. <p>Assessment: let learners write the importance of movement, nutrition and reproduction to animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
----------	--	---	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTRODUCTION TO COMPUTING		Sub-strand : GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)	B4.1.1.1.2.		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc..		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the types of input devices and their uses. Assessment: Let learners describe the types of input devices of a computer and their uses	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain how special each individual is		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss how they can use their God-given unique qualities: Serve God and human beings, protect and preserve the environment, live together in harmony, contribute to development Assessment: Let learners mention how they can use their God-given unique qualities:	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners talk about their aspiration and how they want to achieve that.	What have we learnt today?

NANA FIIFI ACQUAH

	and recite familiar rhymes	Assessment: Let learners mention their aspirations and how they want to achieve that.	Ask learners to summarize the main points in the lesson
--	----------------------------	---	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B4.1.1.1.2		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can Enter, jump, and leave a long swinging rope turned by others repeatedly.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners skip a number of times at their own pace landing on the balls of their feet. Skip continuously over a rope a number of times in turns.	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.1.1:		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the nature of God as the Creator		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc. • In groups, learners put their findings together and present them to the class for discussion. Assessment: let learners mention things created by God	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study HISTORY	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the importance of studying the history of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How does history promote	Role-play to show how history teaches us customs, values, traditions, all of which ensure the survival of our nation. Assessment: let learners mention show how history teaches us customs, values, traditions	What have we learnt today? Ask learners to summarize the main points in the lesson

	<p>the survival of the ethnic groups? How does history promote national integration ?</p>		
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>How does history promote the survival of the ethnic groups? How does history promote national integration ?</p>	<p>Role-play to show how history teaches us customs, values, traditions, all of which ensure the survival of our nation.</p> <p>Assessment: let learners mention show how history teaches us customs, values, traditions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Thinking and Exploring Ideas		Sub-strand : Performing Arts	
Indicator (code)	B4 1.2.2.3		
Content standard (code)	B4 1.2.2.		
Performance Indicator	Learners can study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists such as Ephraim Amu, Grace Omaboe, the National Dance Ensemble, Agya Koo Nimoh, Atukwei Okai by: <ul style="list-style-type: none"> a) gathering information from library studies, newspapers, surfing the internet, visiting performing art studios/location of performing arts groups, cultural centres, watching short videos/films, live/recorded 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>performances, etc. of some Ghanaian performing artists;</p> <p>b) examining some performing artworks and sharing ideas about the compositions and performances studied on how those artworks reflect the history and culture of the people of Ghana;</p> <p>c) identifying and discussing the themes/topics of the compositions and performances that reflect the history and culture of the people of Ghana;</p> <p>Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>writing notes about one performing artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Training - Type of compositions and performances - Title of some works <p>Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Dramatisation and Role Play	
Indicator (code)	B4.1.5.1.1	B4.1.5.1.2	
Content standard (code)	B4.1.5.1.	B4.1.5.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should narrate a story line of a story of about five characters and recognise and discuss the characters and setting of the story. Learners should perform the drama of about five characters 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners sing any traditional work song they know. Invite a guest teacher to tell a short story made up of five characters. Discuss what a story line is with learners. Lead learners through discussion to find out the story line of the story they have heard. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners listen to the story again from the guest teacher. • Discuss what a setting and a character is with learners. • Allow learners to recognise the characters and setting of the story. <p>Assessment: let learners describe the characters and setting of the story.</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 story that the guest teacher told the class again with learners. • Assign roles to them and direct learners to perform the drama. • Discuss the performance with learners. • The strengths and weaknesses must be emphasized in order to improve on subsequent performances. <p>Assessment: let learners perform a drama of about five characters</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"> • Discuss the story that the guest teacher told the class again with learners. • Assign roles to them and direct learners to perform the drama. • Discuss the performance with learners. • The strengths and weaknesses must be emphasized in order to improve on subsequent performances. <p>Assessment: let learners perform a drama of about five characters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

TERM ONE
BASIC FOUR
WEEK 3

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Story Telling B. Word Families C. Nouns D. Paragraph Development E. Naming words/ Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.4.1.1	B4.2.3.1.1	B4.3.1.1.2	B4. 4.6.1.1	B4.5.3.1.1	B4.6.1.1.1
Content standard (code)	B4.1.4.1.	B4.2.3.1.	4.3.1.1.	B4. 4.6.1.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	<p>A. Learners can retell stories sequentially, including key details</p> <p>B. Learners can use common rhyming/ending words to decode words. e. g. at, pat, mat, fat, etc.</p> <p>C. Learners can identify and use: proper nouns – refer to cities and countries and), Common nouns</p> <p>D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audiences, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features</p> <p>E. Learners can identify and use nouns in sentences to identify people, animals, events and objects</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>					

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.															
Keywords															
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.													
Ref:	English Language curriculum Page														
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections												
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <p>Tell/read a suitable story to the class e.g. “The Hawk and the Hen”.</p> <p>Learners retell the story in detail.</p> <p>Have learners identify the parts of the story as beginning part, middle part and ending part.</p> <p>Through questioning, have learners discuss the various parts of the story i.e. <u>beginning</u>, <u>middle</u> and <u>ending</u>, as in the table below:</p> <p>Title.....</p> <table border="1" data-bbox="453 1249 1130 1604"> <thead> <tr> <th>What was the event?</th> <th>Where in the story did this event happen?</th> <th>What are the key details of this event?</th> </tr> </thead> <tbody> <tr> <td></td> <td>Beginning</td> <td></td> </tr> <tr> <td></td> <td>Middle</td> <td></td> </tr> <tr> <td></td> <td>Ending</td> <td></td> </tr> </tbody> </table> <p>Put learners into groups to discuss the central message of the story.</p> <p>Have learners retell the story sequentially.</p> <p>Assessment: let learners retell stories sequentially, including key details</p>	What was the event?	Where in the story did this event happen?	What are the key details of this event?		Beginning			Middle			Ending		Monday
What was the event?	Where in the story did this event happen?	What are the key details of this event?													
	Beginning														
	Middle														
	Ending														

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Revise the lesson on prefixes. Let learners know that just as we have family names (surnames), there are words that have the same ending that belong to the family of rhyming words. • Through brainstorming have learners come up with words that belong to a particular rhyming family. Have children identify these rhyming words as they read. • Have learners hunt for these words and build a portfolio on them. • Guide learners to build on words. e.g. -at = cat – bat – hat -all = call – fall – wall - it = sit – pit – hit -ot = tot – pot – cot <p>Assessment: let learners use common rhyming/ending words to decode words</p>	Tuesday
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>b. Common Nouns</p> <ul style="list-style-type: none"> • Introduce common nouns in context. • Have learners read simple sentences containing common nouns on the board. • Put learners into groups to identify the common nouns. • Have learners form sentences using the common nouns identified. • Have learners identify common nouns from paragraphs/passa <p>Assessment: let learners identify and use: proper nouns – refer to cities and countries</p>	Wednesday
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> • Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource. e.g. i. Expository Writing – how something works. ii. Narrative – how something happened. iii. Description – how something/someone appears. iv. Argument – how an opinion can be stated and supported • Put learners into groups of five. For each mode of writing, give a sample text to each group to study and, through appropriate questions, guide them to identify the following: i. the main idea(s); ii. the mode of writing; iii. the purpose; 	Thursday

		<p>iv. the audience.</p> <p>For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching, completion and blank filling</p> <p>Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners read simple sentences with names of people, animals, events and objects on the board. • Put learners in groups to identify the names of people, animals, events and objects as nouns. • Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences. • Have them note that common nouns start with small letters. <p>Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects</p>	Friday
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Friday

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4. 1.1.1.5 B4.1.1.1.6		
Content standard (code)	B4. 1.1.1. B4.1.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens Learners can skip count forwards and backwards in 50s and 100s up to and from 10000 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

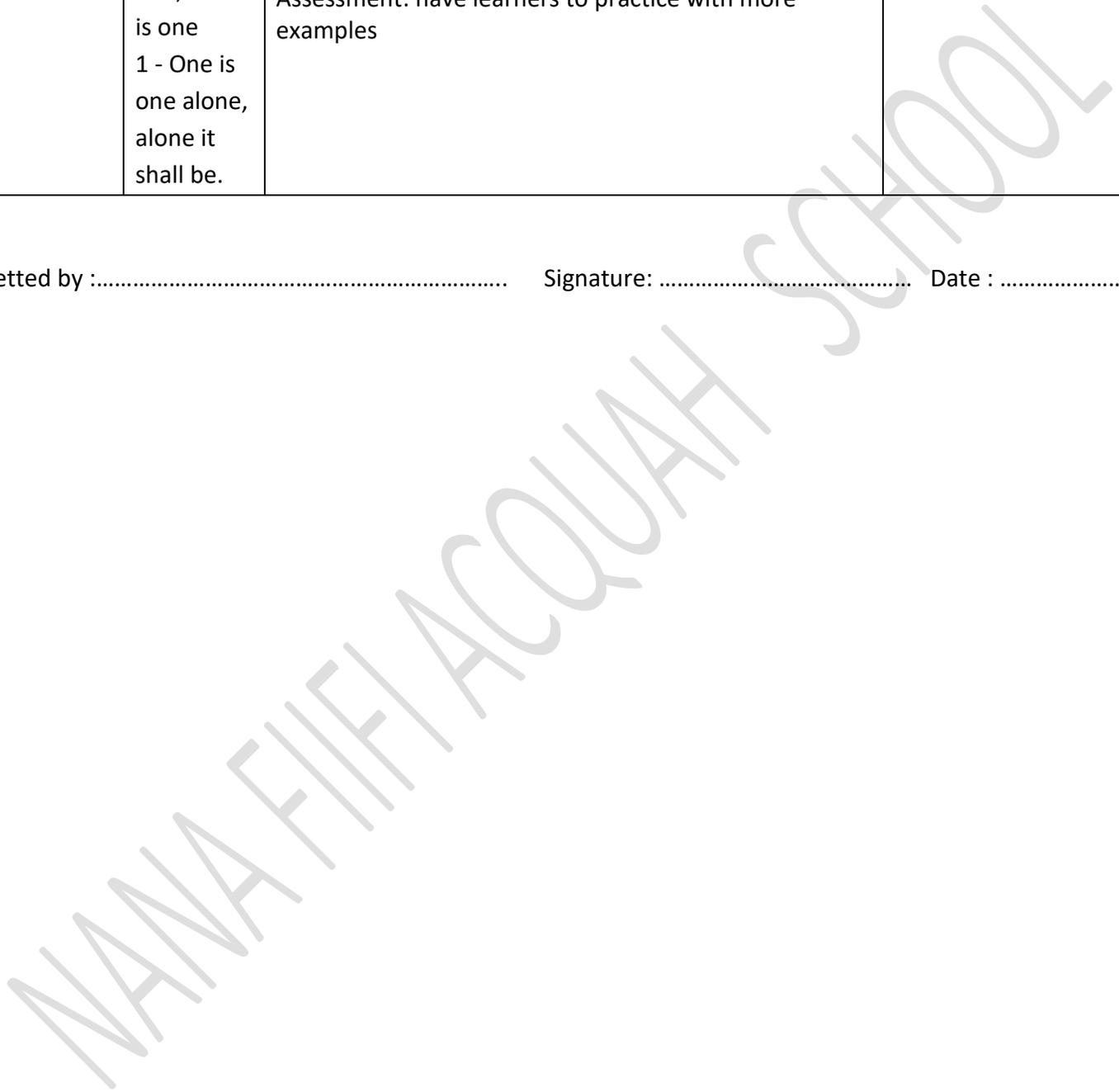
NANA FIIFI ACQUAH

<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Put learners into convenient groups. A learner mentions a number and another makes skip count in 50s or 100s to include the fifth count. For instance. Learner 1: Shout out "240" Learner 2: 290, 340, 390, 440, 490, etc. Learner 3; Shout out "1285" skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785....etc.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Display Roman numeral charts (1-30) arranged in sequential order and lead learners to identify the numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X,</p> <p>Call out a numeral and have learners point at it from the chart</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15. Mention some numerals randomly and have learners point at it on the chart</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

NANA FIIFI ACQUAH

<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15. Mention some numerals randomly and have learners point at it on the chart</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
---------------	---	---	--

Vetted by : Signature: Date :



SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B4.1.2.2.1		
Content standard (code)	B4.1.2.2.		
Performance Indicator	Learners can identify a liquid-liquid mixture and describe how to separate its components		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Display different types of liquids for learners to observe, e. g. water, kerosene, cooking oil, milk, soft drinks, etc. <ul style="list-style-type: none"> • Task learners to identify the liquids provided. • In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, e.g., vinegar and water, palm oil and water, etc. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners describe the different types of liquid-liquid mixtures.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Engage learners in discussion to describe the different types of liquid-liquid mixtures. [Those which are able to mix uniformly (miscible liquids) and those which are not able to mix uniformly (immiscible)]. <p><i>Project: Separation of a mixture of immiscible liquids. Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water</i></p> <p>NB: This activity can be undertaken with the aid of a separating funnel or an improvised version of it. Do not bring liquids that are flammable or poisonous to class for this lesson</p> <p>Assessment: let learners identify a liquid-liquid mixture and describe how to separate its components</p>	What have we learnt today?

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)	B4.1.1.1.2.		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc..		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the types of input devices and their uses. Assessment: Let learners describe the types of input devices of a computer and their uses	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B4.1.2.1.1.		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can identify one's strengths and weaknesses and how to promote interpersonal relations		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about their abilities and weaknesses, e.g. of strengths: friendliness, kindness, confidence: e.g. of weaknesses: selfishness, shyness, timidity, lack of confidence. Learners talk about ways of initiating good interpersonal relationships, e.g. greetings, respect, tolerance, caring, showing appreciation, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		Assessment: Let learners mention ways of initiating good interpersonal relationships	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about ways of improving their abilities and overcoming their weaknesses e.g. education, constant, practice, training, counseling.</p> <p>Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm</p> <p>Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.1:		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Roll ball with a stick to a target		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners roll a ball with their sticks to a distance after general and specific warm up. Learners practice ball rolling in varied patterns such as straight rolling, curve rolling, etc	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.2.1:		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can identify the uniqueness of humankind from other creatures.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Have learners in groups identify how different humankind is from other creatures of God: <ul style="list-style-type: none"> - human beings versus animals - human beings versus plants • Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc <p>Let each group present its list for peer-review and class discussion.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

NANA FIIFI ACQUAH

		Assessment: let learners identify how different humankind is from other creatures of God:	
--	--	---	--

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study HISTORY	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the importance of studying the history of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How does history promote national pride and patriotism?	Role play how history can promote national pride, patriotism and integration. Assessment: let learners mention how history can promote national pride, patriotism and integration.	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	Role play how history can promote national pride, patriotism and integration.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

	How does history promote national pride and patriotism?	Assessment: let learners mention how history can promote national pride, patriotism and integration.	
--	---	--	--

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCHOOL

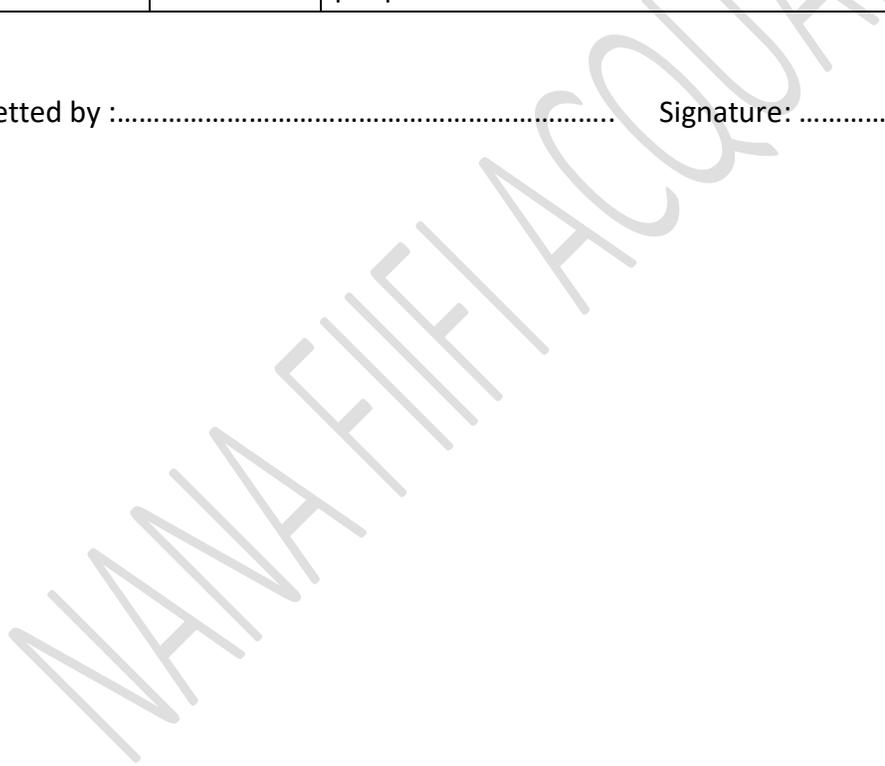
SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 1.2.2.1.		
Content standard (code)	B4 1.2.2.		
Performance Indicator	Learners can experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ explore the local environment to select available materials and tools that are suitable for making visual artworks; ☑ practice the use of various visual arts media (e.g. tools, materials) using different methods of art making to try out how they work and make artworks (e.g. model with clay, weave with straw and paper, make prints with fingers and leaves);	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>☑ assemble their test results and share their experiences through open discussion;</p> <p>Assessment: let learners create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ use available materials in the environment to make their own artworks based on ideas gathered from the visual artworks studied;</p> <p>☑ discuss and compare their artworks to the visual artworks studied</p> <p>Assessment: let learners create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :



SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge	
Indicator (code)	B4.2.4.1.1	B4.2.4.1.2	B4.2.4.1.3
Content standard (code)	B4.2.4.1.	B4.2.4.1.	B4.2.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should read and recognise sounds at word initial. Learners should read and recognise diagraphs in sentences. Learners should blend two-syllables to form words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners say the letters of the alphabet as a group and then individually. Write a number of words on the board. Lead learners to say the words as a group and then individually. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners use the knowledge they have on letters and sounds and sorting to group words with the same initial sounds together in a group. • Let learners show their works to another group. • Through this, help learners read and recognise sounds at word initial. <p>Assessment: let learners read and mention sounds at word initial</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"> • Let learners say the letters of the alphabet as a group and individually. • Write a number of sentences on the board. • Lead learners to read the sentences as a group and individually. • Lead learners to recognise the diagraphs in the sentences. • Let learners read the diagraphs in the words that are in sentences <p>Assessment: let learners read and mention diagraphs 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"> • Revise the lesson on syllables with learners. • Write two syllable words on the board and help learners to read them. • Put learners into groups and ask them to form as many words as they can by blending two-syllable words and mention their words to the class. <p>Assessment: let learners blend two-syllables to form words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

**TERM ONE
BASIC FOUR
WEEK 4**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Diphthongs C. Determiners D. Writing as a Process E. Naming words/ Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.5.1.1.	B4.2.4.1.1.	B4. 3.2.1.1	B4. 4.9.1.1	B4.5.3.1.1	B4.6.1.1.1
Content standard (code)	B4.1.5.1.	B4.2.4.1.	B4. 3.2.1.	B4. 4.9.1.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	A. Learners can role-play a story/play B. Learners can use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences C. Learners can identify and use the definite and indefinite articles “a” and “an” to refer to a person, animal, event, time or objects in general D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing E. Learners can identify and use nouns in sentences to identify people, animals, events and objects F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot. • Have learners identify and discuss the characters and events/key issues in the play/story. • Guide learners to role-play the key characters in specific scenes <p>Assessment: let learners role-play a story/play</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> <ul style="list-style-type: none"> • Teach one diphthong at a time. • Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you. • Learners come up with examples of words that have the diphthongs. • Have learners identify these diphthongs as they read the words. E.g. ei - take oi - boy ai- why, try • Learners form their own sentences using words having diphthongs <p>Assessment: let learners form their own sentences using words having diphthongs</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	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Have learners read sentences containing articles. – Indefinite articles: e.g. I bought an orange. a car, a sheep, a tree, an apple, an orange, an egg, etc. 	<p>What have we learnt today?</p>

	familiar rhymes	<p>– Definite article: I put the book on the table.</p> <ul style="list-style-type: none"> • Use several examples to explain the use of the definite and indefinite articles. • Nouns such as music, soup, soap, do not require any determiners. Thus show further that it is possible to say: <ol style="list-style-type: none"> i. I love music. ii. I enjoy soup. • Put learners into small groups to form sentences with a, an, the <p>Assessment: let learners identify and use the definite and indefinite articles “a” and “an” to refer to a person, animal, event, time or objects in general</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> • Take learners through the writing process: <p>Prewriting stage</p> • Put learners in groups of four (4). Each member suggests a topic. Each group discusses it’s topics and selects one. Each team presents their topic to the class and writes it on the board. • Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece. • Invite groups to present their work and have the whole class give feedback. • Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic. • Have learners use graphic organisers to organise the ideas generated. <p>e. g.</p> <p>Brainstorming</p> • Brainstorming involves expressing one's own views and ideas to contribute to resolve a problem. • The activity can be done as a whole class, in small groups or in pairs. The high-ability learners may take leading roles. <p>Accept and record each idea on the board. Assure them that they are not required to justify or explain the ideas they generate.</p> <p>Assessment: let learners select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing</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> <ul style="list-style-type: none"> • Have learners read simple sentences with names of people, animals, events and objects on the board. • Put learners in groups to identify the names of people, animals, events and objects as nouns. • Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences. • Have them note that common nouns start with small letters. • Have learners identify common nouns from paragraphs/passages. <p>Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects</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><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.2.2	B4.1.1.3.1	
Content standard (code)	B4.1.1.2.	B4.1.1.3.	
Performance Indicator	Learners can count and convert Hindu Arabic numerals to Roman numerals up to 30 and vice versa Learners can determine set of factors of a given numbers up to 50		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

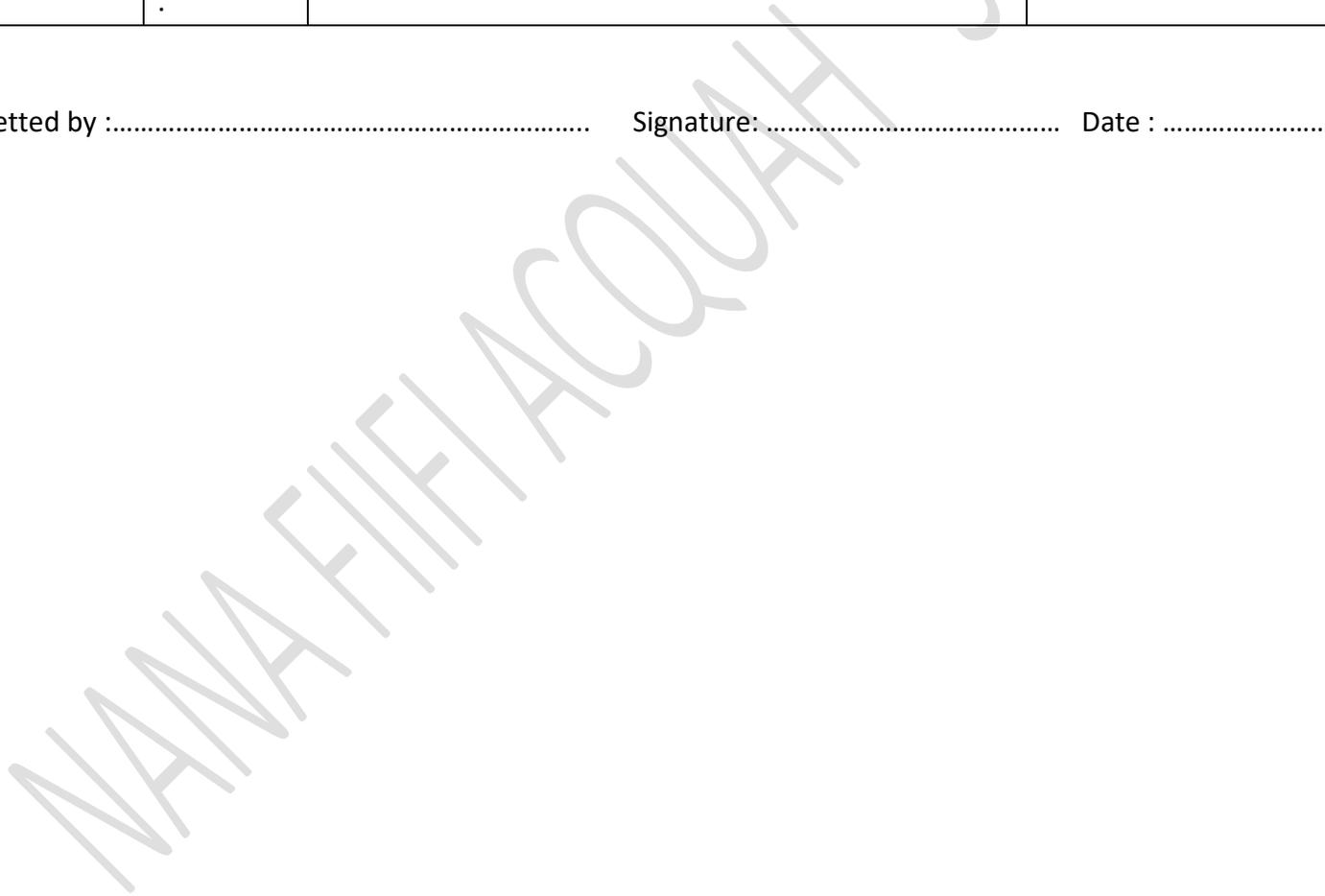
NANA FIIFI ACQUAH

<p>Monday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Learners read the chart sequentially forwards and backwards, vertically (up and down), zig-zag, diagonally and randomly without pointing to the numbers. Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write</p>	<p>Review the lesson with Learners</p>																																																																								
<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>Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">V</td> <td style="text-align: center;">X</td> <td style="text-align: center;">L</td> <td style="text-align: center;">C</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">5</td> <td style="text-align: center;">10</td> <td style="text-align: center;">50</td> <td style="text-align: center;">100</td> <td></td> </tr> <tr> <td>1 = I</td> <td></td> <td>10 = X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 = II</td> <td></td> <td>20 = XX</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 = III</td> <td></td> <td>30 = XXX</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4 = IV</td> <td></td> <td>40 = XL</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5 = V</td> <td></td> <td>50 = L</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6 = VI</td> <td></td> <td>60 = LX</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7 = VII</td> <td></td> <td>70 = LXX</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8 = VIII</td> <td></td> <td>80 = LXXX</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9 = IX</td> <td></td> <td>90 = XC</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10 = X</td> <td></td> <td>100 = C</td> <td></td> <td></td> <td></td> </tr> </table>  <p>Assessment: have learners to practice with more examples</p>	I	V	X	L	C		1	5	10	50	100		1 = I		10 = X				2 = II		20 = XX				3 = III		30 = XXX				4 = IV		40 = XL				5 = V		50 = L				6 = VI		60 = LX				7 = VII		70 = LXX				8 = VIII		80 = LXXX				9 = IX		90 = XC				10 = X		100 = C				<p>Review the lesson with Learners</p>
I	V	X	L	C																																																																							
1	5	10	50	100																																																																							
1 = I		10 = X																																																																									
2 = II		20 = XX																																																																									
3 = III		30 = XXX																																																																									
4 = IV		40 = XL																																																																									
5 = V		50 = L																																																																									
6 = VI		60 = LX																																																																									
7 = VII		70 = LXX																																																																									
8 = VIII		80 = LXXX																																																																									
9 = IX		90 = XC																																																																									
10 = X		100 = C																																																																									
<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>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">= 4 × 3</td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">= 3 × 4</td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">= 6 × 2</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>		= 4 × 3		= 3 × 4		= 6 × 2	<p>Review the lesson with Learners</p>																																																																		
	= 4 × 3																																																																										
	= 3 × 4																																																																										
	= 6 × 2																																																																										
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Learners pair grouping and the number of equal objects for each formation as factors;</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 10px;">4 groups of 3 straws (4, 3)</td> <td style="padding: 10px;">3 groups of 4 straws (3, 4)</td> </tr> </table>	4 groups of 3 straws (4, 3)	3 groups of 4 straws (3, 4)	<p>Review the lesson with Learners</p>																																																																						
4 groups of 3 straws (4, 3)	3 groups of 4 straws (3, 4)																																																																										

NANA FIIFI ACQUAH

	<p>1 - One is one alone, alone it shall be.</p>	<p>6 groups of 2 straws (6, 2) 2 groups of 6 straws (2, 6) 12 groups of 1 straw (12, 1) 1 group of 12 straws (1, 12)</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one .</p>	<p>Learners collect from the pairs and form a set as the factors of the given number. For example the set of factors of 12 = {1, 2, 3, 4, 6, 12}</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

Vetted by : Signature: Date :



SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B4.2.1.1.1		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can demonstrate understanding of cyclic movements in the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Guide learners to build a pendulum (a ball hanging on a string) and let them observe the swinging motion. <ul style="list-style-type: none"> Learners observe the following movements: <ol style="list-style-type: none"> (1) the seconds hand on an analogue clock (2) merry-go-round (3) a swinging pendulum (4) movement of their limbs during walking. Assist learners to come out with one thing that is common to all the movements 	What have we learnt today? Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

		<p>Project: Life Cycle of a Maize Plant Learners investigate the life cycle of a maize plant and report on their findings</p> <p>Assessment: let learners mention one thing that is common to all the movements</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Life Cycle of a Maize Plant Learners report on their findings on the investigation of the life cycle of a maize plant</p> <p>Assessment: let learners describe the life cycle of a maize plant</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE	
Indicator (code)	B4.1.2.1.1.		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can describe the desktop background and explain its features (e.g. image, icons and Taskbar of the background).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and folders you have or may have saved to the desktop, taskbar etc.). Show different desktop background images to learners. Assist them to explain its features. Assessment: Let learners describe the desktop background and explain its features	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B4.1.3.1.1.		
Content standard (code)	B4.1.3.1.		
Performance Indicator	Learners can explain and appreciate the importance of being a committed member of the family		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about family members e.g. mother, father, siblings, uncles, aunties, grandparents. Learners talk about behaviours expected of committed members of the family e.g. obedience, respect, dedication e.g. taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		Assessment: Let learners mention behaviours expected of committed members of the family	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the importance of being a committed family member e.g. to promote unity, to gain respect, to be considered a trustworthy person.</p> <p>Learners draw and colour a family member e.g. father, mother.</p> <p>Assessment: Let learners mention the importance of being a committed family member</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B 4. 1.2.1.2		
Content standard (code)	B 4. 1.2.1.		
Performance Indicator	Learners can Balance while moving and manipulating objects on a ground-level balance beam.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After a warm up, learners pick rubber balls available, hold them with their two hands and raise them at a stationery position. Let them lift the balls over their head and begin to walk while maintaining a balance.	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.2.		
Content standard (code)			
Performance Indicator	Learners can identify the uniqueness of humankind from other creatures.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw an animal and a human being and draw the comparison between the two. Assessment: let learners draw an animal and a human being and draw the comparison between the two.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Why and How We Study HISTORY		Sub-strand : History as a Subject	
Indicator (code)	B4.1.1.2.1		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the	List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books. Classify these sources under primary and secondary sources. Assessment: let learners identify the sources of history	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

	sources of history?		
Thursday	Engage learners to sing songs and recite familiar rhymes What are the sources of history?	List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books. Classify these sources under primary and secondary sources. Assessment: let learners classify the sources of history under primary and secondary sources	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 2.2.2.1.		
Content standard (code)	B4 2.2.2.		
Performance Indicator	Learners can experiment with available performing arts media and techniques to create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ explore the surroundings to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poetry, etc.;; ☑ experiment with available instruments, sounds, rhythms, movement patterns, etc. to perform some of the compositions of the Ghanaian performing artists studied that reflect the history and culture of the	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>Ghanaian. For example, sing patriotic songs composed by Ephraim Amu, act parts of drama performed by Grace Omaboe or David Dontoh of Obra Drama Troupe, or recite poems created by Atukwei Okai or any local performing arts group;</p> <p>☑ discuss and share their experiences through peer review.</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ explore the surroundings to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poetry, etc.;</p> <p>☑ experiment with available instruments, sounds, rhythms, movement patterns, etc. to perform some of the compositions of the Ghanaian performing artists studied that reflect the history and culture of the Ghanaian. For example, sing patriotic songs composed by Ephraim Amu, act parts of drama performed by Grace Omaboe or David Dontoh of Obra Drama Troupe, or recite poems created by Atukwei Okai or any local performing arts group;</p> <p>☑ discuss and share their experiences through peer review.</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge	
Indicator (code)	B4.2.4.1.4	B4.2.5.1.1.1	B4.2.5.1.2
Content standard (code)	B4.2.4.1.	B4.2.5.1.1.	B4.2.5.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should recognise and read consonant clusters in sentences • Learners should read aloud with correct pronunciation and tone • Learners should find meanings of unfamiliar words from context. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write words with consonant clusters in them (where applicable) and lead learners to say the words as a group and individually. • Use words formed with consonant clusters to form sentences on the board and lead learners to read the sentences. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners read the sentences and as they read, lead them to recognise the consonant clusters in the sentences and write them down. <p>Assessment: let learners read consonant clusters in sentences</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"> • Sing a song with learners. Read aloud a passage. • Read the passage again while learners read after you. • Let learners read aloud the passage with correct pronunciation and tone (correct them where necessary). <p>Assessment: let learners read aloud with correct pronunciation and tone</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"> • Read aloud the passage again. • Mention some words and write them on the board. • Lead learners to find the meaning of the words in context. • Let learners find the meanings of more unfamiliar words in context. <p>Assessment: let learners find meanings of unfamiliar words from context.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

TERM ONE
BASIC FOUR
WEEK 5

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Conversation B. Blends and Consonant Clusters C. Determiners D. Writing as a Process E. Naming words/ Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.6.1.1.	B4.2.5.1.1.	B4.3.2.1.2	B4.4.9.2.1	B4.5.3.1.2.	B4.6.1.1.1
Content standard (code)	B4.1.6.1..	B4.2.5.1. .	B4.3.2.1.	B4.4.9.2.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	<p>A. Learners can describe/talk about objects, events, dates and time</p> <p>B. Learners can orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>C. Learners can identify and use quantifiers to show quantities, Numerals (cardinals: one, two), Some, few/little, etc., No, all/every</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 identify and use:- Proper nouns – refer to cities and countries</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>					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords						

T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Demonstrate the activity by describing a classroom object. • Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on). <p>Festivals</p> <ul style="list-style-type: none"> • Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc. <p>Birthdays</p> <ul style="list-style-type: none"> • Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy). <p>Telling the Time</p> <ul style="list-style-type: none"> • Using a clock face, assist learners to revise telling the time using expressions such as half past 8, quarter past 8, quarter to 8, etc. Assist learners to tell the time throughout the day: 10 minutes past 8; 25 minutes past 9; 20 to 11 etc. <p>Important places in the country</p> <ul style="list-style-type: none"> • Provide a map of Ghana and assist learners to identify important places and talk about them. • Have learners locate these places on the map <p>Assessment: let learners describe/talk about objects, events, dates and time</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> <ul style="list-style-type: none"> • Guide learners to play games like “Tapping Out” to bring out the single-syllable words. • Demonstrate blending by sounding out letters separately and blending/bringing them together into syllables and words. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>e.g. p-l-o-t = plot b-l-a-c-k = black g-r-o-w = grow</p> <ul style="list-style-type: none"> • Have learners identify words containing particular blends e.g. bl, br, cr, cl, gr, gl <p>Tapping Out Game “Tapping Out” is about using the fingers to teach decoding /blending the sound of letters.</p> <ul style="list-style-type: none"> • Each finger represents a letter sound of single-syllable words. • Turn your back to the class and raise your right hand. • Raise the index finger straight as learners watch. • Bring the index finger down to meet the thumb as you make the sound. • Use fingers to demonstrate blending. <p>Assessment: let learners orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Have learners read sentences with quantifiers from the board. e. g. some, few/little, one, two, No, all /every etc. Put some pictures on the wall. • Use more examples to show that these quantifiers are used with non-countable nouns: few, little, etc. e. g. little water, little bread, few books, etc. • Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts <p>Assessment: let learners write sentences using quantifiers</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> <ul style="list-style-type: none"> • Have learners work independently to write a first draft. Advise learners to: i. Concentrate on getting ideas on paper, not to produce a perfect piece of writing. ii. Use the ideas generated but feel free to add new ideas that occur to them as they write. • Be sure their writing has a beginning, middle and an ending. <p>Assessment: let learners develop ideas into a one-paragraph</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

NANA FIIFI ACQUAH

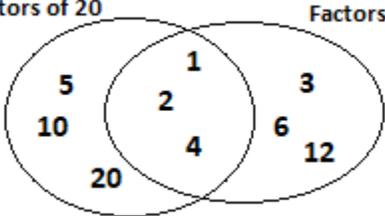
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners read simple sentences with names of cities and countries from the board. • Put learners into groups to identify the names of cities and countries. • Have learners identify proper nouns from paragraphs/passages. • Have learners form sentences with names of other cities and countries. <p>Assessment: let learners form sentences with names of other cities and countries</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><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.3.2	B4. 1.1.3.3.	
Content standard (code)	B4.1.1.3.	B4. 1.1.3.	
Performance Indicator	<ul style="list-style-type: none"> Learners can determine the highest common factor (HCF) of any two whole numbers between 1 and 50. Determine the lowest common multiple (LCM) of at least any two given numbers up to 100. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting one, what is one	Learners list the factors of two or more given whole numbers; 12 and 24 to list the factors. That is: $12=\{1,2,3,4,6,12\}$ and $24=\{1,2,3,4,6,8,12,24\}$ Learners determine the set of the common factors E.g. The common set factors of 12 and 24 = $\{1,2,3,4,6,12\}$.	Review the lesson with Learners

		<p>Learners select the highest common factor of 12 and 24 as 12</p> <p>Assessment: have learners to practice with more examples</p>	
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>Learners may use Venn diagrams to find the common factors and then the highest common factor by placing the factors in the regions of the shapes. The highest common factor of 12 and 20, in the diagram is 4</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Learners identify and the list the set multiples of given numbers using skip counting E.g. The set of multiples 5 = { 5, 10 15.....100} and the etc. of multiples of 10 = {10, 20, 30 ,100}</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is</p>	<p>Learners list the set of common multiples of any two or more given numbers between 0 and 100. E.g. The set of common multiples of 5 and 10 = {10, 20, 30, ... 100}.</p> <p>Learners select the least of the common multiple of the given numbers, and identify the least common multiple (LCM). The LCM of 5 and 10 is 10.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p> <p>I'm counting</p>	<p>Learners list the set of common multiples of any two or more given numbers between 0 and 100. E.g. The set of common multiples of 5 and 10 = {10, 20, 30, ... 100}.</p> <p>Learners select the least of the common multiple of the given numbers, and identify the least common multiple (LCM). The LCM of 5 and 10 is 10.</p>	Review the lesson with Learners

NANA FIIFI ACQUAH

	one, what is one	Assessment: have learners to practice with more examples	
--	------------------	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B4.2.1.2.1		
Content standard (code)	B4.2.1.2.		
Performance Indicator	Learners can identify the objects in the sky during day and night		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Ask learners to step outside the classroom and: <ul style="list-style-type: none"> (a) name the objects in the daytime sky; (b) identify the objects in the night time sky; (c) identify the differences and similarities in the day and night sky, (d). answer the question: What happens to the sky in a 24-hour cycle? Learners draw venn diagrams 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<p>(2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in both skies and display their work on the classroom walls.</p> <p>Assessment: let learners identify the objects in the sky during day and night</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Learners draw venn diagrams (2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in both skies and display their work on the classroom walls. • Learners write about the importance of the things they see in the skies. <p>Assessment: let learners write about the importance of the things they see in the skies</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : introduction to ms-windows interface	
Indicator (code)	B4.1.2.1.2		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can demonstrate how to Personalise the Desktop Background using required tools and settings;		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Show projected examples of personalised Desktop Background to learners with the aid of a projector or pictures. Guide learners to personalise the Desktop Background using the required tools and settings. Assessment: Let learners demonstrate how to Personalise the Desktop Background using required tools and settings;	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B4.1.4.1. 1.		
Content standard (code)	B4.1.4.1.		
Performance Indicator	Learners can explain importance of education and work as a responsible citizen		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups talk about the importance of work at home, school and the community Learners talk about how education is linked to work e.g. Education opens avenues to get work to do Education opens minds to set up work Education provides skills to manage wor Assessment: Let learners explain importance of education and work as a responsible citizen	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners compose a song on the importance of education</p> <p>Learners tell stories of individuals who have been able to create their own jobs</p> <p>Assessment: Let learners explain importance of education and work as a responsible citizen</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
----------	--	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.3		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Strike a bounced ball with the hands and feet.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances. Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently-tossed ball with feet, using a side orientation.	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	for maximal performance and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.2.1:		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can identify the uniqueness of humankind from other creatures.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write down the characteristics of humankind that are different from animals. Assessment: let learners write down the characteristics of humankind that are different from animals	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study HISTORY	
Indicator (code)	B4.1.1.2.1		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What historical knowledge	Explain how relevant historical information can we obtain from old newspapers and diaries? (E.g. Natural disasters – drought, bushfire etc.) Assessment: let learners mention the relevant historical information that we can obtain from old newspapers and diaries	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

	are we likely to acquire from these sources?		
Thursday	Engage learners to sing songs and recite familiar rhymes What historical knowledge are we likely to acquire from these sources?	Explain how relevant historical information can we obtain from old newspapers and diaries? (E.g. Natural disasters – drought, bushfire etc.) Assessment: let learners mention the relevant historical information that we can obtain from old newspapers and diaries	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 1.2.3.1		
Content standard (code)	B4 1.2.3.		
Performance Indicator	Learners can create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☑ select ideas from the history and culture of the people to come out with own designs ☑ select and use available materials and tools and apply appropriate skills and techniques to make artworks based on their own designs. For example: - modelling with clay, plasticine, papier mâché (paper pulp) etc. to create a ceremonial pot, 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>image of an ancestor etc. by pinching, slabbing, casting or modelling</p> <ul style="list-style-type: none"> - weaving a tapestry, stole, fringe or tassel for decoration, wall hanging, etc. - creating an art form by constructing and assembling everyday materials such as containers: plastic bottles, packages etc. to create a decorative piece, etc. - drawing and painting images to honour personalities, for interior decoration, etc. <p>Assessment: let learners create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>select and use available materials and tools and apply appropriate skills and techniques to make artworks based on their own designs. For example:</p> <ul style="list-style-type: none"> - using paper/metal sheets to create forms in origami, quilling or filigree by punching, perforating, folding, trimming, etc. - artworks from fabric and leather by dyeing, sewing, printing, embossing, etc. <p>☑ discuss and share their experiences through jury</p> <p>Assessment: let learners create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B4.3.1.1.1	B4.3.1.1.2	
Content standard (code)	B4.3.1.1.	B4.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech. Learners should recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> Write a number of sentences on a cardboard. Use full stops at the end of each sentence you write. Lead learners to read the sentences as a group and in turns. 	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • Ask learners to tell you the punctuation marks they see at the end of the sentences and tell them that the full stop is used at the end of a complete sentence. • Write more sentences on the board without full stops and ask learners to use the full stop to punctuate them. <p>Assessment: let learners use the full stop to punctuate sentences on the board without full stops</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"> • Draw some items on a cardboard. • Call learners to mention the names of the items you have drawn on the board and write the names down horizontally. • Use commas to separate the items you have written. • Let learners recognise that a comma is used to separate a list of items in a row. • Let learners also know that the comma serves as a pause in sentences and speech as well (show an example of this in a passage). • Group learners and assign a leader. • Let learners mention names of items for the group leader to write. • Let the group now separate the items with a comma and show their work to other groups and discuss their findings. <p>Assessment: let learners use comma to separate a list of items.</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"> • Draw some items on a cardboard. • Call learners to mention the names of the items you have drawn on the board and write the names down horizontally. • Use commas to separate the items you have written. • Let learners recognise that a comma is used to separate a list of items in a row. • Let learners also know that the comma serves as a pause in sentences and speech as well (show an example of this in a passage). • Group learners and assign a leader. • Let learners mention names of items for the group leader to write. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none">• Let the group now separate the items with a comma and show their work to other groups and discuss their findings. <p>Assessment: let learners use comma to separate a list of items.</p>	
--	--	--	--

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCHOOL

NANA FIIFI ACQUAH

**TERM ONE
BASIC FOUR
WEEK 6**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Determiners D. Writing as a Process E. Naming words/ Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.6.2.1.	B4.2.6.1.1	B4.3.2.1.2.	B4.4.9.2.1	B4.5.3.1.2.	B4.6.1.1.1
Content standard (code)	B4.1.6.2.	B4.2.6.1.	B4.3.2.1..	B4.4.9.2.	B4.5.3.1..	B4.6.1.1.
Performance Indicator	<p>A. Learners can listen and view attentively and for a sustained period (e.g., look at the person speaking) and maintain eye contact.</p> <p>B. Learners can use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication</p> <p>C. Learners can identify and use quantifiers to show quantities, Numerals (cardinals: one, two), Some, few/little, etc., No, all/every</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 identify and use: Common nouns</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>					

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> • As learners observe and listen attentively, engage in a conversation with one of them on a topic e.g. "Important Places in the District". • Repeat procedure in bullet one, above, in talking about names of regions/places, festivals, date, time, familiar objects, etc. • Pairs may be invited to perform in front of the class. <p>Assessment: let learners in pairs engage in a conversation with one of them on different topics</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> <ul style="list-style-type: none"> • Using examples, have learners see the difference between content and function words • Provide a substitution table of content words and function words for learners to construct sentences from. Help learners to sort out the different content words and function words in groups. • Assist learners to understand that these words combine into sentences to help us make proper meaning of them. • Let learners make sentences using function and content words. <p>Assessment: let learners make sentences using function and content words.</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 style="text-align: center;">C.GRAMMAR</p> <ul style="list-style-type: none"> • Have learners read sentences with quantifiers from the board. e. g. some, few/little, one, two, No, all /every etc. Put some pictures on the wall. • Use more examples to show that these quantifiers are used with non-countable nouns: few, little, etc. e. g. little water, little bread, few books, etc. • Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts <p>Assessment: let learners write sentences using quantifiers</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 style="text-align: center;">D.WRITING</p> <ul style="list-style-type: none"> • Have learners work independently to write a first draft. Advise learners to: <ul style="list-style-type: none"> i. Concentrate on getting ideas on paper, not to produce a perfect piece of writing. ii. Use the ideas generated but feel free to add new ideas that occur to them as they write. • Be sure their writing has a beginning, middle and an ending. <p>Assessment: let learners develop ideas into a one-paragraph draft using appropriate nouns or pronouns</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 style="text-align: center;">E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce common nouns in context. • Have learners read simple sentences with common nouns from the board. • Put learners into groups to identify the common nouns. • Have learners identify common nouns from paragraphs/passages. Have learners form sentences with the common nouns identified <p>Assessment: let learners form sentences with the common nouns identified</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	<p style="text-align: center;"><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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</p>

NANA FIIFI ACQUAH

	library period	<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>	
--	----------------	--	--

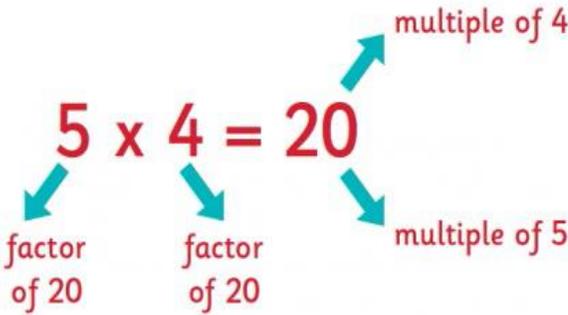
Vetted by : Signature: Date :

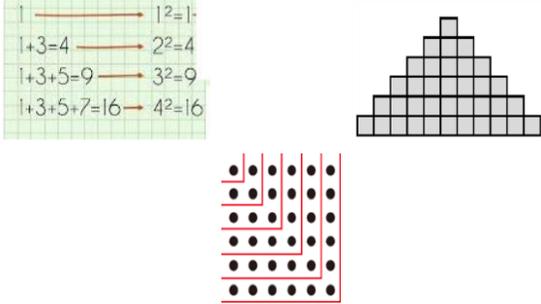
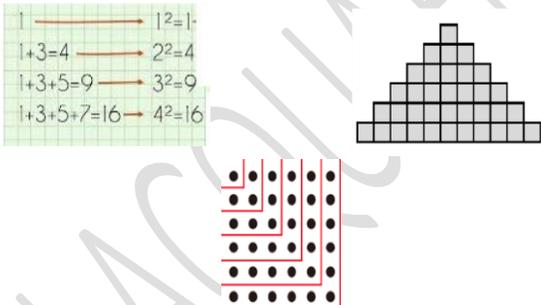
NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.3.4	B4.1.1.3.5	
Content standard (code)	B4.1.1.3.	B4.1.1.3.	
Performance Indicator	<ul style="list-style-type: none"> Learners can recognise the relationship between factors and multiples Learners can generate and analyse patterns in square numbers 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Put learners into convenient groups and provide each group adequate number of bottle tops, an A4 sheet and a 30cm ruler and ask them to generate square	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>numbers by continuing the arrangement shown below up to the 10th number; [i.e. 1, 4, 9, 16, 25, 36 ...)</p> <div style="text-align: center;">  <p>5 x 4 = 20</p> <p>factor of 20 factor of 20 multiple of 4 multiple of 5</p> </div> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one.</p>	<p>Investigate even and odd numbers.</p> <p>Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is a multiple of 2? a multiple of 3? a multiple of 4? and a multiple of 5? (This is also known as the divisibility test).</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<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>Put learners into convenient groups and provide each group adequate number of bottle tops, an A4 sheet and a 30cm ruler and ask them to generate square numbers by continuing the arrangement shown below up to the 10th number; [i.e. 1, 4, 9, 16, 25, 36 ...)</p> <div style="text-align: center;">  <p>1 4 9 16.....</p> </div> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</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>Investigate the relationship between square numbers and the sum of consecutive odd numbers</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</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>Investigate the relationship between square numbers and the sum of consecutive odd numbers</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)	B4.2.1.2.1		
Content standard (code)	B4.2.1.2.		
Performance Indicator	Learners can observe, identify and give the functions of the parts of a plant		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners, in groups, uproot young plants from the school surroundings for a class activity. Learners observe, identify and give functions of parts of the plants (roots, stem, leaves and flower). Assessment: let learners give functions of parts of the plants	What have we learnt today? Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners draw annotated diagrams of the plants and display them in class. • Learners relate the functions of the parts to their positions on the plant. <p>Assessment: let learners relate the functions of the parts to their positions on the plant.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
----------	--	---	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B4.1.3.1.1.		
Content standard (code)	B4.1.3.1.		
Performance Indicator	Learners can use strategies for identifying data in conversation and newspapers.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	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 use strategies for identifying data in conversation and newspapers	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: Our World Our People

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B4.2.1.1 .1.		
Content standard (code)	B4.2.1.1 .		
Performance Indicator	Learners can explain ways of making the environment safe		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about ways of ensuring safety in the environment e.g. keeping the environment clean, planting trees, good sanitation, good roads, safe drinking water, reduce usage of chemicals, reduce burning of things. Show pictures and video clips on human activities that do not make the environment safe: illegal mining (galamsey), indiscriminate cutting down of trees	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		(deforestation), pollution of the air and water bodies, throwing plastic bags around. Assessment: Let learners explain ways of making the environment safe	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners in groups play games or engage in activities/projects that teach ways of ensuring safety in the community e.g. preventing flooding, preventing drowning, preventing fire outbreaks by putting off electrical gadget after use, make fire extinguisher available in homes, preventing road accidents, keeping the home and classroom or school clean, planting trees, recycling waste paper and plastics Assessment: Let learners explain ways of making the environment safe	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.4		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Strike a self-tossed lightweight ball with a paddle or racket to a partner.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances. Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently tossed ball with a bat, using a side orientation	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : Pictures	
Indicator (code)	B4. 1.2.1.1		
Content standard (code)	B4. 1.2.1.		
Performance Indicator	Learners can discuss the effects of human activities on the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to talk about the human activities in the environment. • Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc. <p>Assessment: let learners identify human activities that destroy the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B4.2.1.1.1		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can describe how one major Kingdom was formed and the reasons behind its expansion		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where was this major Kingdom	Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Savanna Belt States-Mole-Dagbani and Gonja . Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom.	What have we learnt today? Ask learners to summarize the main points in the lesson

	<p>formed? How was it formed? How did it expand?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Where was this major Kingdom formed? How was it formed? How did it expand?</p>	<p>Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Forest Belt States - Bono, Adansi, Asante, Denkyira and Akwamu.</p> <p>Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 2.2.3.1		
Content standard (code)	B4 2.2.3.		
Performance Indicator	Learners can create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the history and culture of the people of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ 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;	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		<p>☑ discuss and share their experiences through jury and peer review</p> <p>Assessment: let learners create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the history and culture of the people of Ghana</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ select ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.;</p> <p>☑ 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;</p> <p>☑ discuss and share their experiences through jury and peer review</p> <p>Assessment: let learners create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the history and culture of the people of Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Narrative Writing	
Indicator (code)	B4.4.1.1.1	B4.4.1.1.2	B4.4.1.1.3
Content standard (code)	B4.4.1.1.	B4.4.1.1.	B4.4.1.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should write sentences using full stops effectively. • Learners should demonstrate the use of commas in narrative writing. • Learners should Recognise and use the question marks appropriately in narrative writing. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the lesson on the use of commas with learners. • Discuss what a narrative writing is with learners. • Group learners and ask them to write a short narrative essay. • Let the groups read their essays to the class for the class to discuss (the discussion should focus on the 	What have we learnt today?

		<p>parts in the essay that learners think a comma had been used or left out).</p> <p>Assessment: let learners write sentences using full stops effectively</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 a number of sentences on a cardboard. • Use full stops at the end of each sentence you write. • Show the cardboard to learners and call them to read the sentences individually. • Help learners recognise that full stop is used at the end of a complete sentence. • Allow learners to construct some sentences in groups. • Let them show their sentences to the class and discuss the sentences with the class. <p>Assessment: let learners use commas in narrative writing.</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"> • Give learners a narrative writing that has question marks used in the right way. • Let learners read aloud the narrative writing in turns. • As they read, let them take note of how question marks have been used. • Let them recognise and use the question marks appropriately in narrative writing. • Allow learners to read with the correct intonation. • Write a four sentence paragraph on the board and allow learners to put the question marks at the appropriate positions. <p>Assessment: let learners use commas in narrative writing</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

TERM ONE
BASIC FOUR
WEEK 7

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Pronouns D. Narrative Writing E. Using Action Words F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.7.1.1	B4.2.6.1.2	B4.3.3.1.1.	B4.4.10.1.1	B4.5.4.1.1.	B4.6.1.1.1
Content standard (code)	B4.1.7.1.	B4.2.6.1.	B4.3.3.1..	B4.4.10.1.	B4.5.4.1.	B4.6.1.1.
Performance Indicator	A. Learners can construct meaning from texts based on knowledge of stress, rhythm and intonation B. Learners can use the following terms: compound word, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions C. Learners can identify and use different types of pronouns: “Personal” – to identify people, activities and objects, “Interrogative” – “who, what” to find out a person’s identity, specific information about a person, time, objects or events 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: i. Describing the setting and developing the plot (events in the story).,					

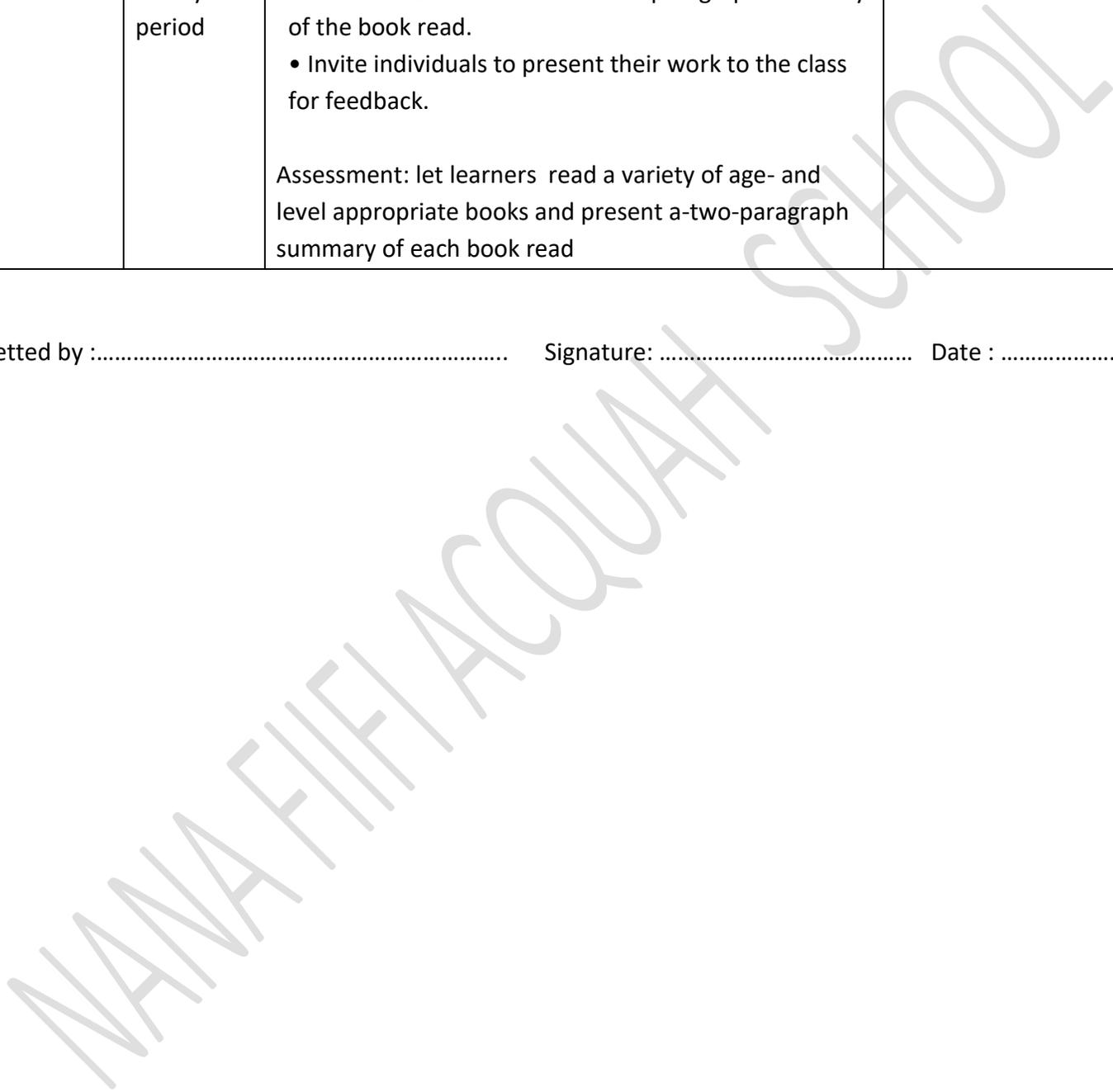
	ii. Describing characters with elaboration., iii. Using first and third persons E. Learners can use the singular and plural subjects and the verb forms that go with them F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE <ul style="list-style-type: none"> • Use various types of sentences/utterances to model stress and intonation as well as rhythm. You may also read out extracts from stories and poems. • 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. • 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>Assessment: let learners construct meaning from texts based on knowledge of stress, rhythm and intonation</p>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite	B.READING <ul style="list-style-type: none"> • Introduce the terms one at a time with several examples. • Elicit examples from learners. 	What have we learnt today?

NANA FIIFI ACQUAH

	familiar rhymes	<ul style="list-style-type: none"> Learners identify examples from different sources, e.g. their readers, story books, newspapers (Junior Graphic) and use them in sentences of their own <p>Assessment: let learners use the following terms: compound word, idiom, simile, synonym, antonym, prefix, suffix, phrasal verb etc. in sentences</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</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>Let learners use personal pronouns in sentences</p> <p>Assessment: let learners use personal 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> <ul style="list-style-type: none"> Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) Let learners use adjectives and adverbs in describing the physical appearance and state of their characters. Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</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> <ul style="list-style-type: none"> Revise the simple present form of verbs and their use to agree with the subject they follow. Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs. Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat. <p>Assessment: let learners use the singular and plural subjects and the verb forms that go with them 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><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <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
--------	---	--	---

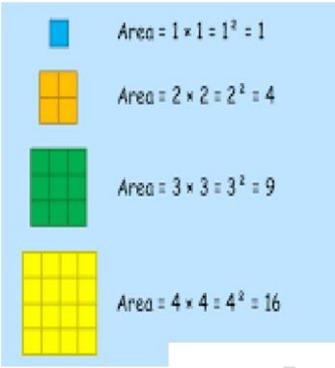
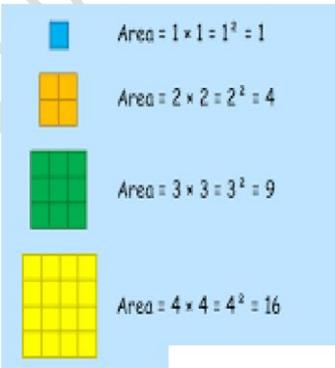
Vetted by : Signature: Date :



SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.3.6	B4.1.1.4.1	
Content standard (code)	B4.1.1.3.	B4.1.1.4.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can represent square numbers using factors • Learners can describe real life situations using positive and negative values 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:		Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>1 Learners draw a square whose side is 1 unit by 1 unit and determine the area; repeat the activity for a 2 unit, 3 unit and 4 unit squares. E.g. 2 Learners work in groups to continue the pattern to include the factors of 144. (Key Concept: when a number has been multiplied by itself we say the answer is a square number hence $1 \times 11 = 11$; $22 \times 22 = 44$; $33 \times 33 = 99$ and we can write three squared as $33 \times 33 = 33^{22}$)</p>  <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>1 Learners draw a square whose side is 1 unit by 1 unit and determine the area; repeat the activity for a 2 unit, 3 unit and 4 unit squares. E.g. 2 Learners work in groups to continue the pattern to include the factors of 144. (Key Concept: when a number has been multiplied by itself we say the answer is a square number hence $1 \times 11 = 11$; $22 \times 22 = 44$; $33 \times 33 = 99$ and we can write three squared as $33 \times 33 = 33^{22}$)</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Brainstorm learners on happenings which may be represented with positive and negative numbers (e.g. having savings with a bank and owing a bank; profit and loss etc.) Movement on the number line to the right and left of zero</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

NANA FIIFI ACQUAH

	1 - One is one alone, alone it shall be.		
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>Brainstorm learners on happenings which may be represented with positive and negative numbers (e.g. having savings with a bank and owing a bank; profit and loss etc.)</p> <p>Movement on the number line to the right and left of zero</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
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>Brainstorm learners on happenings which may be represented with positive and negative numbers (e.g. having savings with a bank and owing a bank; profit and loss etc.)</p> <p>Movement on the number line to the right and left of zero</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: SCIENCE

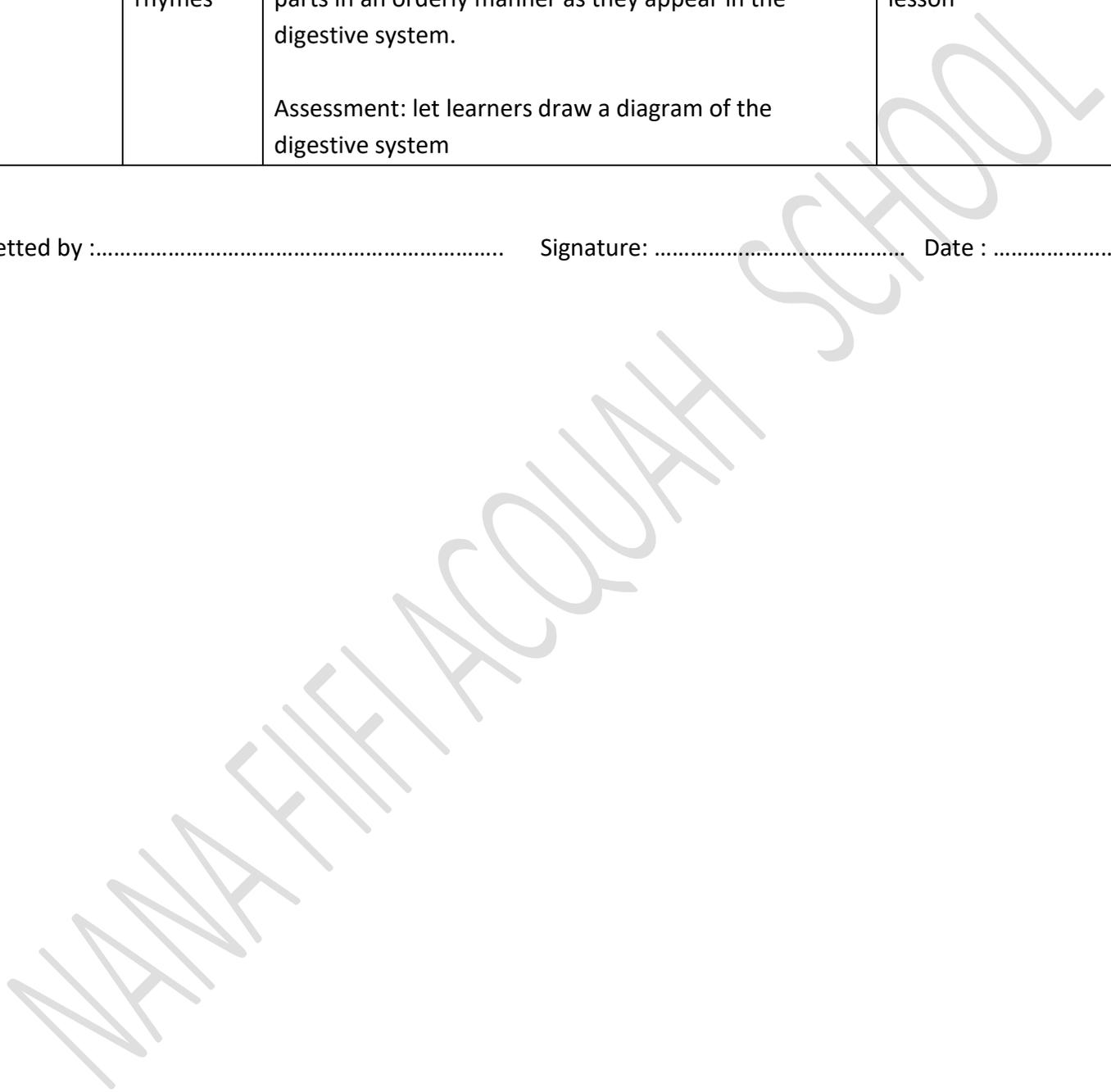
CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE HUMAN BODY SYSTEMS	
Indicator (code)	B4.3.1.1.1		
Content standard (code)	B4.3.1.1.		
Performance Indicator	Learners can know the organs of the digestive system and their functions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show videos, pictures and models of the digestive system. • Learners keenly observe the organs of the digestive system. • Explain to learners the functions of the various organs in the digestive system. <p>Assessment: let learners explain the functions of the various organs in the digestive system</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

NANA FIIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Draw a diagram of the digestive system and cut out the various parts of the system into flash cards. • Learners randomly pick the parts of the digestive system on flashcards. • Learners build the digestive system by arranging the parts in an orderly manner as they appear in the digestive system. <p>Assessment: let learners draw a diagram of the digestive system</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
-----------------	---	---	--

Vetted by : Signature: Date :



SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B4.1.3.1.2.		
Content standard (code)	B4.1.3.1.		
Performance Indicator	Learners can use strategies for classifying data into information (i.e. sorting and classifying)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref: Computing curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	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	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)	B4.2.2.1.1.		
Content standard (code)	B4.2.2.1.		
Performance Indicator	Learners can explore the relationship between living and non-living things in the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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 living and non-living things in the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

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 explain the relationship between living and non-living things in the environment	What have we learnt today? Ask learners to summarize the main points in the lesson
----------	--	---	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.5:		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Throw a flying disc for distance using the backhand movement pattern.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Throw a tennis ball to a partner over a distance using the overhand throw technique. Throw a flying disc (Frisbee disc) for distance, using the backhand movement pattern. Let them perform in turns to acquire the right skill.	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)	B4. 1.2.1.1		
Content standard (code)	B4. 1.2.1.		
Performance Indicator	Learners can discuss the effects of human activities on the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, infrequent rainfall, famine, drought, etc. Assessment: let learners write the effects of human activities on the environment: climate change	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

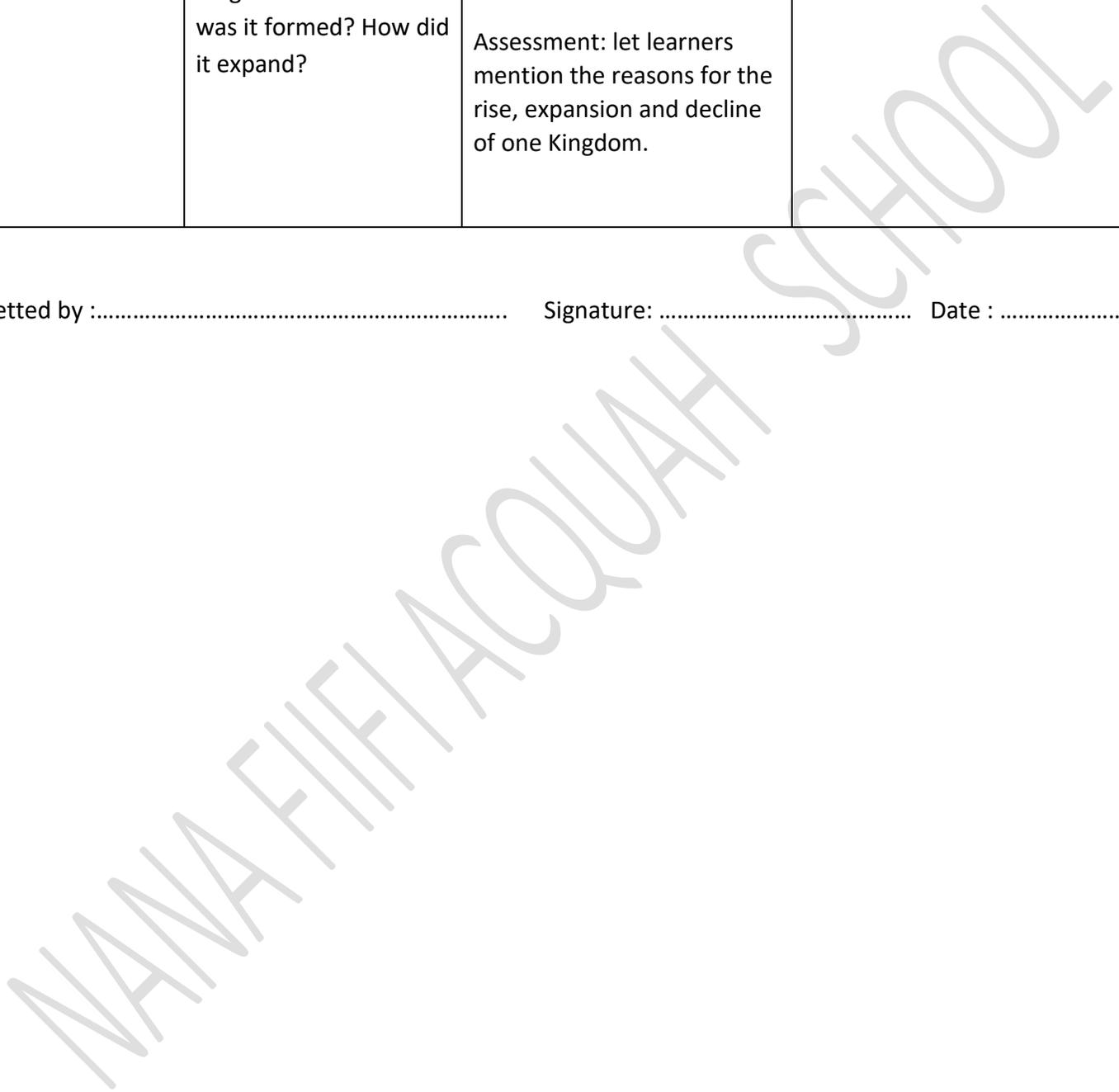
CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B4.2.1.1.1	
Content standard (code)		B4.2.1.1.	
Performance Indicator		Learners can describe how one major Kingdom was formed and the reasons behind its expansion	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where was this major Kingdom formed? How was it formed? How did it expand?	Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Coastal Belt States - The Anlo, The Fante, Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Where was this major Kingdom formed? How was it formed? How did it expand?</p>	<p>Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Coastal Belt States - Ga-Adangme and Effutu</p> <p>Assessment: let learners mention the reasons for the rise, expansion and decline of one Kingdom.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
-----------------	---	--	--

Vetted by : Signature: Date :



SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B4 1.3.4.1		
Content standard (code)	B4 1.3.4.		
Performance Indicator	Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	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 by: <ul style="list-style-type: none"> - fixing a date; 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> - selecting a venue; - inviting an audience; ☑ brainstorm to agree on a theme for the exhibition; ☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience such as parents, PTA/SMC members, stakeholders, colleague learners); ☑ 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 (e.g. hanging, draping, spreading); <p>Assessment: let learners write a plan for an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); ☑ clean and prepare the hall and its environment and make it ready for the exhibition; ☑ plan for post-exhibition activities such as cleaning, appreciation, evaluation, reporting, etc. <p>Assessment: let learners write a plan for an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Creative/ Free Writing Descriptive Writing	
Indicator (code)	B4.4.2.1.1	B4.4.2.1.2	B4.4.3.1.1
Content standard (code)	B4.4.2.1.	B4.4.2.1.	B4.4.3.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should write a one paragraph story describing a past event • Learners should create a scene and write a short story on it. • Learners should describe pictures using controlled composition. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a popular traditional song they know. • Share the class Readers/Reading books to learners and ask them to open to a page where there is a passage made up more than one paragraph. • Lead learners to read the passage. 	What have we learnt today?

		<ul style="list-style-type: none"> • Use the passage to assist learners to recognise a paragraph. • Narrate a past event to learners and put them into groups to write a one paragraph story describing the event narrated to them <p>Assessment: let learners write a one paragraph story describing a past event</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"> • Show learners a short video. • In groups, let learners discuss the scenes they saw in the movie. • Let learners write a short story on the scene they saw and read their story to the class. • Discuss their stories with them. <p>Assessment: let learners create a scene and write a short story on it.</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"> • Let learners mention some landmarks in the locality. • Show learners a number of pictures. • Let learners pick any of the displayed pictures and describe it. • Using the controlled composition approach, let learners describe a picture <p>Assessment: let learners describe pictures using controlled composition</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

TERM ONE
BASIC FOUR
WEEK 8

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Pronouns D. Narrative Writing E. Using Action Words F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.7.1.2.	B4.2.6.2.1.	B4.3.3.1.1.	B4.4.10.1.1.	B4.5.4.1.1.	B4.6.1.1.1
Content standard (code)	B4.1.7.1.	B4.2.6.2. .	B4.3.3.1. .	B4.4.10.1. .	B4.5.4.1. .	B4.6.1.1.
Performance Indicator	A. Learners can make connections with events in narrative texts B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate texts C. Learners can identify and use different types of pronouns: “Personal” – to identify people, activities and objects, “Interrogative” – “who, what” to find out a person’s identity, specific information about a person, time, objects or events G. 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: i. Describing the setting and developing the plot (events in the story)., ii. Describing characters with elaboration., iii. Using first and third persons					

	<p>D. Learners can use the singular and plural subjects and the verb forms that go with them</p> <p>E. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Learners retell the story (e.g. in a chain). • Guide learners to identify the events in the story. • Put learners in small groups to discuss the events of the story and relate them to one another. <p>Assessment: let learners make connections with events in narrative texts</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> <ul style="list-style-type: none"> • Introduce learners to a variety of story books and vocabulary portfolios and stress the need to build and use the new vocabulary in sentences. • Display some of the vocabulary in class, on your word trees and in sentences. Have learners work in pairs, individually and in groups, to do same. • Guide learners to make meaning from the context in which words have been used. <p>Assessment: let learners develop a rich vocabulary stock through extensive reading of age-appropriate 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	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Introduce interrogative pronouns with several examples in context. 	<p>What have we learnt today?</p>

	and recite familiar rhymes	<ul style="list-style-type: none"> • Provide a passage and have learners identify interrogative pronouns. • Let learners use interrogative pronouns in sentences <p>Assessment: let learners use interrogative pronouns in sentences</p>	Ask learners to summarize the main points in the lesson
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 story to read from the third person point of view. • Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another's story. <p>Assessment: let learners write an event they participated in.</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> <ul style="list-style-type: none"> • Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs. • Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat. • Have learners do peer editing to identify and correct errors. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

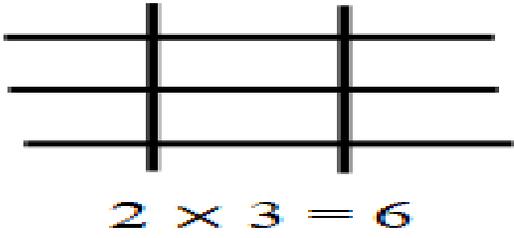
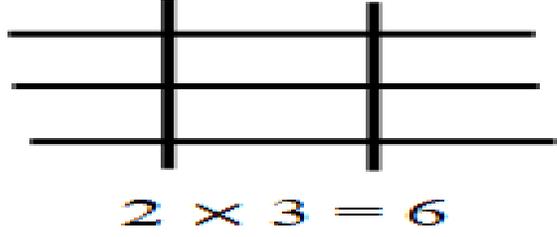
		Assessment: let learners write a letter to your friend telling him/her what you and your siblings do after school	
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <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

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number Operations	
Indicator (code)	B4.1.1.4.2	B4.1.2.1.1	
Content standard (code)	B4.1.1.4.	B4.1.2.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can count forwards and backwards with positive and negative whole numbers through zero Learners can determine basic multiplication facts up to 12×12 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Learners count from a given interval of positive and negative numbers on the number line. For example, count from 10 backward through zero to negative -8.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>To find $2 \times 3 = ?$ Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms). Learners count the number of intersections</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Learners model different multiplication sentences, for example 3×4. Learners mention the number of dots (intersections) for other learners to model fence</p> <p>learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Draw a 6 by 6 multiplication chart for the numbers 5 to 10 and use it as a game board to play the 3-in-a-line game with a pair of dice or 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). The winner is the one who obtains three products in a line.</p>  <table border="1" data-bbox="464 894 1078 1457"> <thead> <tr> <th></th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <th>5</th> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> <td>35</td> </tr> <tr> <th>6</th> <td>12</td> <td>18</td> <td>24</td> <td>30</td> <td>36</td> <td>42</td> </tr> <tr> <th>7</th> <td>14</td> <td>21</td> <td>28</td> <td>35</td> <td>42</td> <td>49</td> </tr> <tr> <th>8</th> <td>16</td> <td>24</td> <td>32</td> <td>40</td> <td>48</td> <td>56</td> </tr> <tr> <th>9</th> <td>18</td> <td>27</td> <td>36</td> <td>45</td> <td>54</td> <td>63</td> </tr> <tr> <th>10</th> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>		5	6	7	8	9	10	5	10	15	20	25	30	35	6	12	18	24	30	36	42	7	14	21	28	35	42	49	8	16	24	32	40	48	56	9	18	27	36	45	54	63	10	20	30	40	50	60	70	<p>Review the lesson with Learners</p>
	5	6	7	8	9	10																																														
5	10	15	20	25	30	35																																														
6	12	18	24	30	36	42																																														
7	14	21	28	35	42	49																																														
8	16	24	32	40	48	56																																														
9	18	27	36	45	54	63																																														
10	20	30	40	50	60	70																																														
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one.</p>	<p>Learners find doubles of given numbers; find squares of given numbers; and skip count in 4, 5, and 8</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																																																	

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE HUMAN BODY SYSTEMS	
Indicator (code)	B4.3.1.1.1		
Content standard (code)	B4.3.1.1.		
Performance Indicator	Learners can know the organs of the digestive system and their functions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of flashcards. Assessment: let learners explain the functions of the various organs in the digestive system	What have we learnt today? Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of flashcards. Assessment: let learners explain the functions of the various organs in the digestive system	What have we learnt today? Ask learners to summarize the important points of the lesson
----------	--	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B4.1.3.1.3.		
Content standard (code)	B4.1.3.1.		
Performance Indicator	Learners can identify primary sources of information (photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	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

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Map Making and Land Marks	
Indicator (code)	B4.2.3.1.1.		
Content standard (code)	B4.2.3.1.		
Performance Indicator	Learners can make a map of the school environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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	Learners draw a sketch map of the school and indicate key features on it	What have we learnt today?

NANA FIIFI ACQUAH

	and recite familiar rhymes	Assessment: Let learners draw a sketch map of the school and indicate key features on it	Ask learners to summarize the main points in the lesson
--	----------------------------	--	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4. 1.2.1.6		
Content standard (code)	B4. 1.2.1.		
Performance Indicator	Learners can Show the difference in throwing to a stationary and a moving partner		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After a general and specific warm up, place a container or basket at a point. Learners with objects to use different techniques to throw the object into to container or object. Learners identify the best technique that gives them accuracy and precision. Organise competition in groups. End lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)	B4.2.1.1.1		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can name the various forms of worship		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Ask learners to mention the various forms of worship in the three main religious groups in Ghana: Christianity, Islam and Traditional. <ul style="list-style-type: none"> • Let learners observe pictures depicting various forms of worship and discuss them. • In groups, let learners write down the activities that go on during worship. Assessment: let learners mention the various forms of worship	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B4.2.1.1.1	
Content standard (code)		B4.2.1.1.	
Performance Indicator		Learners can Describe how one major Kingdom was formed and the reasons behind its expansion	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where was this major Kingdom formed? How was it formed? How did it expand?	Using the map of Ghana, locate where this major Kingdom is found. By animations, play games on location of major Kingdoms. Assessment: let learners locate these major Kingdoms on the map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Where was this major Kingdom formed? How was it formed? How did it expand?</p>	<p>Using the map of Ghana, locate where this major Kingdom is found.</p> <p>By animations, play games on location of major Kingdoms.</p> <p>Assessment: let learners locate these major Kingdoms on the map of Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
-----------------	---	--	--

Vetted by : Signature: Date :

NANA FIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B4 2.3.4.2		
Content standard (code)	B4 2.3.4.		
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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ 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.;	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> ☑ develop a roadmap for the performances by fixing a date, selecting venue and inviting audience ☑ brainstorm to agree on a theme for the performance; ☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners; ☑ select compositions by considering creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance; ☑ decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props); <p>Assessment: let learners write a plan for 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</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to</p> <ul style="list-style-type: none"> ☑ Plan the sequence of events, stage/site plan, identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters, directors, stage managers, audience, health and security personnel; ☑ clean and prepare the venue and its environment and make it ready for the performance; ☑ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc. <p>Assessment: let learners write a plan for 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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Composition Writing		Sub-strand : Descriptive Writing Persuasive Writing	
Indicator (code)	B4.4.3.1.2	B4.4.3.1.3	B4.4.4.1.1
Content standard (code)	B4.4.3.1.	B4.4.3.1.	B4.4.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should give a description of a building or a structure using controlled composition Learners should describe objects within the environment on their own. Learners should write a persuasive essay on cleanliness using controlled composition 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> Let learners mention some traditional occupations they know. Write the points you will use to describe a building or structure on the board and lead learners to read them. 	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> • Describe the building you live in to learners using the points you have written on the board. • Let learners also give a description of buildings or a structure using the points on the board. <p>Assessment: let learners give a description of a building or a structure using controlled composition</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"> • Let learners mention some things in the environment. • Show a couple of objects to learners. • Use some words to describe the objects. • Encourage learners to describe objects within the environment on their own <p>Assessment: let learners describe objects within the environment on their own.</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"> • Let learners mention some actions that destroy the environment. • Discuss cleanliness with learners. • Allow the learners to talk with each other about cleanliness. • Let learners write a persuasive essay on cleanliness using controlled composition <p>Assessment: let learners write a persuasive essay on cleanliness using controlled composition</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

**TERM ONE
BASIC FOUR
WEEK 9**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Asking and Answering Questions B. Comprehension C. Adjectives D. Creative/Free Writing E. Using Qualifying Words – Adjectives F. Building the Love and Culture of Reading			
Indicator (code)	B4.1.8.1.1.	B4.2.7.1.1.	B4.3.4.1.1. 1.	B4.4.11.1.1.	B4.5.5.1.1. B4.6.1.1.1
Content standard (code)	B4.1.8.1. .	B4.2.7.1.	B4.3.4.1.1.	B4.4.11.1. .	B4.5.5.1.. B4.6.1.1.
Performance Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering questions B. Learners can construct meaning from texts read C. Learners can use adjectives to make comparison e. g: fast/slow (Ama is fast but Kofi is slow.), good/bad, fast/faster, slow/slower, D. Learners can write freely about topics of choice in their immediate environment E. Learners can Use adjectives to make comparisons e.g. fast /slow, good/bad, fast/faster, slow/slower. F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Through role-play, learners ask questions such as: What is your name? How are you? Where do you live? • Guide learners to use appropriate pronunciation and intonation in asking and answering questions. e.g. What do you want? Where's your school? <p>A rising intonation for a question and a falling intonation for an answer</p> <p>Assessment: let learners use appropriate pronunciation and intonation in asking and answering questions</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> <ul style="list-style-type: none"> • Select level-appropriate texts for learners. • 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> <ul style="list-style-type: none"> • Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own. • Introduce regular adjective forms: <ul style="list-style-type: none"> - Regular adjectives form their imperative by adding er e.g. small–smaller, big–bigger, etc. 	<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"> • Assist learners with examples to use comparative adjectives appropriately. e.g. i. Ama is taller than Kwesi. ii. This ruler is longer than that one. • Learners form sentences with the comparative forms of adjectiv <p>Assessment: let learners use adjectives to make comparison in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about.</p> <ul style="list-style-type: none"> • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas and write their first draft. • They then peer edit their work. • Have them present their work for class discussion and correction. <p>Assessment: let learners choose a topic from their immediate environment to write about</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> <ul style="list-style-type: none"> • Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. Ama is fast but Kofi is slow. • Have learners identify adjectives in a given passage. <p>Assessment: let learners identify adjectives in a given passage.</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><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. 	<p>Have learners to tell what they read to the whole class</p>

		<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>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number Operations	
Indicator (code)	B4.1.2.2.1	B4.1.2.2.2	
Content standard (code)	B4.1.2.2.	B4.1.2.2.	
Performance Indicator	<ul style="list-style-type: none"> Learners can apply mental mathematics strategies and number properties, such as skip counting from a known fact using doubling or halving using patterns in the 9s facts using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts' Learners can apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Describe the mental mathematics strategies used to determine a given basic fact, such as</p> <p>Describe the mental mathematics strategies used to determine a given basic fact, such as</p> <ul style="list-style-type: none"> ☐ skip count up by one or two groups from a known fact (e.g., if $5 \times 7 = 35$, then 6×7 is equal to $35 + 7$ and 7×7 is equal to $35 + 7 + 7$) ☐ skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$, then 7×8 is equal to $64 - 8$ and 6×8 is equal to $64 - 8 - 8$) <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	<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>Describe the mental mathematics strategies used to determine a given basic fact, such as</p> <ul style="list-style-type: none"> ☐ doubling (e.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$) ☐ patterns when multiplying by 9 (e.g., for 9×6, think $10 \times 6 = 60$, and $60 - 6 = 54$; for 7×9, think $7 \times 10 = 70$, and $70 - 7 = 63$) <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
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>Describe the mental mathematics strategies used to determine a given basic fact, such as</p> <ul style="list-style-type: none"> ☐ repeated doubling (e.g., if 2×6 is equal to 12, then 4×6 is equal to 24 and 8×6 is equal to 48) ☐ repeated halving (e.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$) <p>Recall multiplication facts to 81 and related division facts</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

NANA FIIFI ACQUAH

<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Describe the mental mathematics strategies used to determine a given basic fact, such as ☐ relating division to multiplication (e.g., for $64 \div 8$, think $8 \times \dots = 64$)</p> <p>Determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros (e.g., for 3×200 think of 3×2 and then add two zeros)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Apply halving and doubling when determining a given product (e.g., 32×5 is the same as 16×10)</p> <p>Apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE SOLAR SYSTEM	
Indicator (code)	B4.3.2.1.1		
Content standard (code)	B4.3.2.1.		
Performance Indicator	Learners can explain that the sun is at the centre of the solar system		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Present learners with a chart, model or video showing the solar system. • 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). 	What have we learnt today? Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

		Assessment: let learners explain that the sun is at the centre of the solar system	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Present the chart of the solar system and help learners identify the sun as being at the centre of the solar system. • Learners are guided to identify the benefits of the sun to the solar system <p>Assessment: let learners identify the benefits of the sun to the solar system</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : Data, sources and usage	
Indicator (code)	B4.1.3.1.3.		
Content standard (code)	B4.1.3.1.		
Performance Indicator	Learners can identify primary sources of information (photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	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

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B4.2.4.1.1.		
Content standard (code)	B4.2.4.1.		
Performance Indicator	Learners can describe the nature of settlements in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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 mention 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	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	What have we learnt today?

NANA FIIFI ACQUAH

	and recite familiar rhymes	floods, access to local raw materials, local water supply for drinking and washing and access to roads and transportation. Assessment: Let learners write about features that they will consider in choosing a good settlement	Ask learners to summarize the main points in the lesson
--	----------------------------	---	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.7		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Catch a ball above the head and near the middle of the body while jogging and running.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After general and specific warm up, learners catch balls thrown above from a distance in the air with the hand. Vary the distance and let them do this for fun. Accuracy must be considered	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)	B4.2.1.1.1		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can name the various forms of worship		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise the modes of worship among the three major religious groups. Assessment: let learners write down the activities that go on during worship	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B4.2.1.1.2		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can state the factors that led to decline of the Kingdom you have studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What factors led to the decline of the Kingdom?	Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes) Assessment: let learners give reasons why some of the Kingdoms declined	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Give reasons why some of the Kingdoms declined. E.g.	What have we learnt today?

	recite familiar rhymes What factors led to the decline of the Kingdom?	Internal disputes (rebellions, succession disputes) Assessment: let learners give reasons why some of the Kingdoms declined	Ask learners to summarize the main points in the lesson
--	---	--	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Arts	Performing	Sub-strand : Displaying and Sharing Appraising	Appreciating and
Indicator (code)	B4 1.3.4.1	B4 2.4.6.1	
Content standard (code)	B4 1.3.4.	B4 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana Learners can Develop guidelines for appraising and appreciating own and others' performing artworks that reflect the history and culture of the people of Ghana 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☐ 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;	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> ☑ discuss the need for displaying portfolio of own visual artworks; ☑ develop a roadmap for the exhibition by: <ul style="list-style-type: none"> - fixing a date; - selecting a venue; - inviting an audience; ☑ brainstorm to agree on a theme for the exhibition; ☑ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience such as parents, PTA/SMC members, stakeholders, colleague learners); ☑ 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 (e.g. hanging, draping, spreading); ☑ plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); ☑ clean and prepare the hall and its environment and make it ready for the exhibition; ☑ plan for post-exhibition activities such as cleaning, appreciation, evaluation, reporting, etc. <p>Assessment: let learners write a plan for an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <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 below; ☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Suggested Guidelines:</p> <ul style="list-style-type: none">☑ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music;☑ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics☑ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity, etc. <p>Assessment: let learners write guidelines for appraising and appreciating own and others' performing artworks that reflect the history and culture of the people of Ghana</p>	
--	--	---	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation)	
Indicator (code)	B4.5.1.1.1	B4.5.1.1.2.	B4.5.1.1.3 B4.5.2.1.1
Content standard (code)	B4.5.1.1.	B4.5.1.1. .	B4.5.1.1. B4.5.2.1.
7Performance Indicator	<ul style="list-style-type: none"> • Learners should begin sentences with capital letters • Learners should use capital letters after full stops. • Learners should demonstrate an understanding of the use of capital letters after colons • Learners should demonstrate the use of commas 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Ghanaian Language curriculum			
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> • Let learners write their names on a paper and show it to the class. • Create a game about using a capital letter to begin a sentence. 	What have we learnt today?

NANA FIIFI ACQUAH

TERM ONE
BASIC FOUR
WEEK 10

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Giving and Following Commands B. Comprehension C. Verbs D. Creative/Free Writing E. Using Qualifying Words – Adjectives F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.9.1.1.	B4.2.7.1.2	B4.3.5.1.1	B4.4.11.1.1.	B4.5.5.1.1	B4.6.1.1.1
Content standard (code)	B4.1.9.1.	B4.2.7.1.	B4.3.5.1.	B4.4.11.1.	B4.5.5.1.	B4.6.1.1.
Performance Indicator	A. Learners can give and respond to commands, instructions and directions B. Learners can note and recall main ideas in a sequence C. Learners can use different types of verbs: Main verb, Helping verb (primary auxiliary and modal auxiliary), Main verbs D. Learners can Write freely about topics of choice in their immediate environment E. Learners can Use adjectives to make comparisons e.g. fast /slow, good/bad, fast/faster, slow/slower F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords						

T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE <ul style="list-style-type: none"> • Give general commands and guide learners to respond appropriately to the commands. e. g. Stand up! Sit down! Carry the bowl! etc. • Through role play, group and pair activities, assist learners to give and obey simple commands/instructions. e.g. <ul style="list-style-type: none"> i. Go to your seat. ii. Bring your exercise book to me. iii. Walk from B1 classroom to the Headmaster’s office iv. Turn right, walk twenty steps towards the water tank <p>Assessment: let learners give and respond to commands, instructions and directions</p>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Using the SQ3R strategy, learners recall main ideas. Learners: S – Survey the text– (learners skim, by going through the chapter, noting heading/sub-heading and other understanding features. Q – Question – Generate questions about the content of the text. 3R Read – Read for more information. Recite – Retrieve information from meaning. Review – Go over the main ideas in the text using your own words. Assessment: let learners note and recall main ideas in a sequence	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Have learners revise verbs by reading sentences from the board and identifying the verbs. • Have learners write sentences with given verbs. <p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Let learners read sentences with auxiliary verbs. <p>e.g. i. The boy is going to school. ii. The girls are reading.</p> <p>An auxiliary verb is also known as a helping verb e.g. is, are, am, was, were</p> <ul style="list-style-type: none"> • Have learners use auxiliary verbs in sentences and underline them. <p>Assessment: let 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>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about. • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas and write their first draft. • They then peer edit their work. • Have them present their work for class discussion and correction. • They then write the final draft and display their work for their peers to read. <p>Assessment: let learners choose a topic from their immediate environment to write about</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p> <p>Learners in group to go on a field trip/excursion to e.g. a tourist centre, as the next lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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. • Let learners write sentences using comparative and superlative forms of adjectives. <p>Assessment: let learners write sentences using comparative and superlative forms of adjectives.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Guide learners to choose and read books</p>	<p><u>E.EXTENSIVE READING</u></p>	<p>Have learners to tell what they read to the whole class</p>

NANA FIIFI ACQUAH

	during the library period	<ul style="list-style-type: none">• Guide learners to choose and read independently books of their choice during the library period.• Learners think-pair-share their stories with peers.• Ask each learner to write a-two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
--	---------------------------	---	--

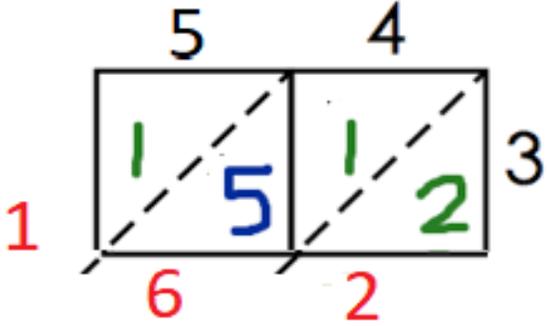
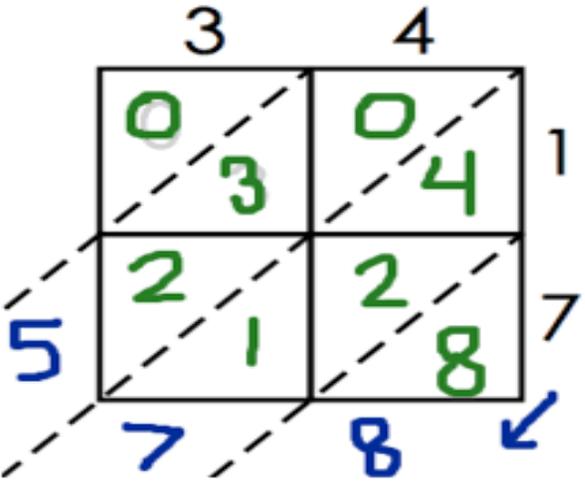
Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number Operations	
Indicator (code)	B4. 1.2.3.1	B4. 1.2.4.1	
Content standard (code)	B4. 1.2.3.	B4. 1.2.4.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can multiply multi-digit numbers efficiently • Learners can determine basic division fact up to 81 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Multiplication of whole numbers using the “expand and box” method (partial decomposition method). Lead	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>learners to multiply a 3-digit number by a 1-digit number as shown below, for example $448 \times 2 = ?$</p> <table border="1" data-bbox="456 212 883 352"> <tr> <td>×</td> <td>400</td> <td>40</td> <td>8</td> </tr> <tr> <td>2</td> <td>800</td> <td>80</td> <td>16</td> </tr> </table> <p>$448 \times 2 = (400 \times 2) + (40 \times 2) + (8 \times 2)$ $= 800 + 80 + 16 = 800 + 80 + (10 + 6)$ $= 800 + 90 + 6 = 896$</p> <p>Assessment: have learners to practice with more examples</p>	×	400	40	8	2	800	80	16	
×	400	40	8								
2	800	80	16								
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Multiplication of whole numbers using the lattice method. Have learners draw a 2 by 1 rectangular box for solving 54×3.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>								
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Have learners draw a 2 by 2 rectangular box for solving 34×17.</p> 	<p>Review the lesson with Learners</p>								

		Assessment: have learners to practice with more examples																																																		
Thursday	Sing songs like: I'm counting one, what is one	Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is divisible by 2, 3, 4 and 5 (This is also known as the divisibility test). Assessment: have learners to practice with more examples	Review the lesson with Learners																																																	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line. numbers in a line. <table border="1" data-bbox="467 934 846 1165"> <tr> <td></td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> <td>35</td> </tr> <tr> <td>6</td> <td>12</td> <td>18</td> <td>24</td> <td>30</td> <td>36</td> <td>42</td> </tr> <tr> <td>7</td> <td>14</td> <td>21</td> <td>28</td> <td>35</td> <td>42</td> <td>49</td> </tr> <tr> <td>8</td> <td>16</td> <td>24</td> <td>32</td> <td>40</td> <td>48</td> <td>56</td> </tr> <tr> <td>9</td> <td>18</td> <td>27</td> <td>36</td> <td>45</td> <td>54</td> <td>63</td> </tr> <tr> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> </tr> </table>   Assessment: have learners to practice with more examples		5	6	7	8	9	10	5	10	15	20	25	30	35	6	12	18	24	30	36	42	7	14	21	28	35	42	49	8	16	24	32	40	48	56	9	18	27	36	45	54	63	10	20	30	40	50	60	70	Review the lesson with Learners
	5	6	7	8	9	10																																														
5	10	15	20	25	30	35																																														
6	12	18	24	30	36	42																																														
7	14	21	28	35	42	49																																														
8	16	24	32	40	48	56																																														
9	18	27	36	45	54	63																																														
10	20	30	40	50	60	70																																														

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : THE SOLAR SYSTEM	
Indicator (code)	B4.3.2.1.1		
Content standard (code)	B4.3.2.1.		
Performance Indicator	Learners can explain that the sun is at the centre of the solar system		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Guide learners to role play the stars, planets and satellites in the solar system (different learners assume and role play the sun, the earth and other planets in the solar system). Assessment: let learners explain that the sun is at the centre of the solar system	What have we learnt today? Ask learners to summarize the important points of the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners mould stars, planets and satellites in the solar system Assessment: let learners explain that the sun is at the centre of the solar system	What have we learnt today? Ask learners to summarize the important points of the lesson
----------	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : TECHNOLOGY IN THE COMMUNITY	
Indicator (code)	B4.1.4.1.1		
Content standard (code)	B4.1.4.1.		
Performance Indicator	Learners can describe how digital systems are used and could be used at home, in school and the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Laptop			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to mention and describe how digital systems (computers, mobile phones, megaphones etc.) are used and could be used at home, in school and the local community. Assessment: Let learners describe how digital systems are used and could be used at home, in school and the local community	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B4.2.4.1.1.		
Content standard (code)	B4.2.4.1.		
Performance Indicator	Learners can describe the nature of settlements in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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 and washing and access to roads and transportation. Assessment: Let learners write about features that they will consider in choosing a good settlement	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners engage in activities that teach them to help keep their settlements safe, peaceful and clean Assessment: Let learners describe how keep their settlements safe, peaceful and clean	What have we learnt today? Ask learners to summarize the main points in the lesson
----------	--	--	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.8		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Kick a ball dropped from the hands.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners control a ball dropped in their pairs. They should kick balls from a 15-metre distance on the ground with the foot. Put learners into groups to control and kick their ball	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand :		Sub-strand :	
Indicator (code)	B4 2.1.1.2		
Content standard (code)	B4 2.1.1.		
Performance Indicator	Learners can state the purpose of worship in the three main religions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Together with learners, discuss why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc Assessment: let learners mention why we worship God:	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B4.2.1.1.2		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can state the factors that led to decline of the Kingdom you have studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What factors led to the decline of the Kingdom?	Give reasons why some of the Kingdoms declined. E.g. British interference, Assessment: let learners give reasons why some of the Kingdoms decline	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	Give reasons why some of the Kingdoms declined. E.g. British interference,	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

	What factors led to the decline of the Kingdom?	Assessment: let learners give reasons why some of the Kingdoms decline	
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B4 1.3.5.1	B4 2.4.7.2	
Content standard (code)	B4 1.3.5.1	B4 2.4.7.	
Performance Indicator	Learners can display own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	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 (e.g. artworks that	What have we learnt today?

	<p>familiar rhymes</p>	<p>best tell the story of the history and culture of the people of Ghana);</p> <ul style="list-style-type: none"> ☑ 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 (e.g. name of artist, title of work, size of work, date of production). ☑ assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors books); <p>NOTE</p> <ul style="list-style-type: none"> ☑ check/monitor visitors from improper practices (e.g. touching, lifting, handling and/or taking away some of the exhibits); ☑ organise opening and closing ceremonies for the exhibition; ☑ prepare template for appreciating, appraising, evaluating and reporting; ☑ clean the hall after the exhibition. <p>Assessment: let learners display own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ display (photographs/video) of selected performances (own or that of others) that reflect the natural and manmade environments of some communities in Ghana; ☑ talk about the performances dispassionately using developed guidelines; ☑ use the outcome of the appreciation/appraisal to modify the product or to produce similar or different composition and performance; 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☑ record/document the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p> <p>Assessment: let learners write a report on appreciating/appraising own or others' compositions and performances and present reports/feedback on works that reflect the natural and manmade environments of some communities in Ghana</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	
Indicator (code)	B4.5.2.1.2	B4.5.2.1.3	B4.5.3.1.1. B4.5.3.1.2
Content standard (code)	B4.5.2.1.	B4.5.2.1.	B4.5.3.1. B4.5.3.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should write sentences using full stops appropriately • Learners should recognise and use the question marks appropriately in writing • Learners should write past tense action words. • Learners should recognise past tense action words in short sentences 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to	<ul style="list-style-type: none"> • Write sentences on cardboards and show it to learners. • Let learners read the sentences as a group. 	What have we learnt today?

	<p>sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Call learners to put the full stop at the right positions in the sentences. • Let learners write sentences using full stops effectively • Write questions on the board using question marks appropriately. • Encourage learners to recognize and use the question marks appropriately in writing. • Write a piece on the board and call learners to put in the correct punctuations <p>Assessment: let learners write sentences using full stops and question marks appropriately</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"> • Revise the lesson on commands with learners. • Write sentences using past action words. • Lead learners to recognise the present tense action words in the sentences. • Let learners write past tense action words on their own. <p>Assessment: let learners write past tense action words</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"> • Use past tense action words to write short sentences on the board. • Call learners to read the sentences. • Help learners to recognise past tense action words in the short sentences. • Allow learners to narrate what they did yesterday. • Let learners recognise the past tense action words in the narration. <p>Assessment: let learners identify the past tense action words in the narration</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

**TERM ONE
BASIC FOUR
WEEK 11**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Comprehension C. Verbs D. Descriptive Writing E. Using Adverbs F. Building the Love and Culture of Reading			
Indicator (code)	(B4.1.10.1.1. B4.1.10.1.1.)	B4.2.7.1.3	B4.4.12.1.1.	B4.5.6.1.1	B4.6.1.1.1
Content standard (code)	(B4.1.10.1. . B4.1.10.1..)	B4.2.7.1.	B4.4.12.1..	B4.5.6.1.	B4.6.1.1.
Performance Indicator	<p>A. Learners can demonstrate awareness of the features of spoken language (contractions, ellipsis e.g. A: How are you? B: Fine). Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures</p> <p>B. Learners can skim for main ideas in texts</p> <p>C. Learners can use appropriate subject-verb agreement Singular/plural</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>				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine.</p> <p>Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures</p> <p>Assessment: let learners identify the features of spoken language.</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 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> <ul style="list-style-type: none"> • Revise nouns and verbs with simple examples. • Through discussion and examples help learners to realise rules that govern sentence formation: <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. • Provide sentences for groups to identify the subjects and verbs. 	<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"> • Have learners write their own sentences to be presented to the class. <p>Assessment: let learners identify the subjects and verbs in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> • Revise adjectives by having learners describe familiar people, objects and places in their environment. • Learners in their groups talk about interesting places they have visited. • Guide them to describe places of their choice using knowledge of adjectives. • Have them do peer editing and share their work with the class. • They repeat the procedure above to describe events, situations and personal experiences. <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 AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Guided with examples, let learners narrate events using adverbs to describe the place and time of occurrence. • Introduce drills to provide oral practice. • Learners in group go on a field trip/excursion to e.g. a tourist centre. <p>Assessment: let learners use adverbs to talk 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><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. 	<p>Have learners to tell what they read to the whole class</p>

NANA FIIFI ACQUAH

		<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>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number Operations	
Indicator (code)	B4.1.2.5.1		
Content standard (code)	B4.1.2.5.		
Performance Indicator	Learners can divide 2-digit numbers by 1-digit number efficiently		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<p>times the divisor is taken from the dividend. For example, $25 \div 5 = ?$ Learners count the number of times 5 was subtracted from 25, which is 5 times. Hence, $2222 \div 5 = 5$</p> $ \begin{array}{r} 25 \\ -5 \quad / \\ \hline 20 \\ -15 \quad / \\ \hline 15 \\ -5 \quad / \\ \hline 10 \\ -5 \quad / \\ \hline 5 \\ -5 \quad / \\ \hline 00 \quad 5 \end{array} $ <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend. For example, $25 \div 5 = ?$ Learners count the number of times 5 was subtracted from 25, which is 5 times. Hence, $2222 \div 5 = 5$</p> $ \begin{array}{r} 25 \\ -5 \quad / \\ \hline 20 \\ -15 \quad / \\ \hline 15 \\ -5 \quad / \\ \hline 10 \\ -5 \quad / \\ \hline 5 \\ -5 \quad / \\ \hline 00 \quad 5 \end{array} $ <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like:</p>	<p>Division using the estimation of multiples of 10, 100 and others of the divisor. For Example to solve $276 \div 3 = ?$</p>	<p>Review the lesson with Learners</p>

	<p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) "About how many groups of 3 can fit into 276?" The estimation used here is 40. So $3 \times 40 = 120$. Subtracting 120 from 276 to get 156. The next estimation used is 50. So $3 \times 50 = 150$. Subtracting 150 from 156 to get 6. The next estimation used is 2. And $2 \times 3 = 6$. Subtracting 6 from 6 to get 0. There is nothing more to share. To find the final answer add the estimations: $40+50+2=92$. Therefore $276 \div 3 = 92$</p> $ \begin{array}{r} 3 \overline{) 276} \quad \left. \begin{array}{l} 40 \\ 50 \\ 2 \end{array} \right\} + \\ \underline{-120} \\ 156 \\ \underline{-150} \\ 6 \\ \underline{-6} \\ 0 \quad \underline{92} \end{array} $ <p>$276 \div 3 = 92$</p> <p>This strategy is nicknamed the "Big 7" because the division box looks like a 7.</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Division using the estimation of multiples of 10, 100 and others of the divisor. For Example to solve $276 \div 3 = ?$</p> <p>Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) "About how many groups of 3 can fit into 276?" The estimation used here is 40. So $3 \times 40 = 120$. Subtracting 120 from 276 to get 156. The next estimation used is 50. So $3 \times 50 = 150$. Subtracting 150 from 156 to get 6. The next estimation used is 2. And $2 \times 3 = 6$. Subtracting 6 from 6 to get 0. There is nothing more to share. To find the final answer add the estimations: $40+50+2=92$. Therefore $276 \div 3 = 92$</p>	<p>Review the lesson with Learners</p>

		$ \begin{array}{r} 3 \overline{) 276} \quad \left. \begin{array}{l} 40 \\ 50 \\ 2 \end{array} \right\} + \\ \underline{-120} \\ 156 \\ \underline{-150} \\ 6 \\ \underline{-6} \\ 0 \quad \underline{92} \end{array} $ <p>$276 \div 3 = 92$</p> <p>This strategy is nicknamed the “Big 7” because the division box looks like a 7.</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Division using the estimation of multiples of 10, 100 and others of the divisor. For Example to solve $276 \div 3 = ?$ Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) “About how many groups of 3 can fit into 276?” The estimation used here is 40. So $3 \times 40 = 120$. Subtracting 120 from 276 to get 156. The next estimation used is 50. So $3 \times 50 = 150$. Subtracting 150 from 156 to get 6. The next estimation used is 2. And $2 \times 3 = 6$. Subtracting 6 from 6 to get 0. There is nothing more to share. To find the final answer add the estimations: $40+50+2=92$. Therefore $276 \div 3=92$</p> $ \begin{array}{r} 3 \overline{) 276} \quad \left. \begin{array}{l} 40 \\ 50 \\ 2 \end{array} \right\} + \\ \underline{-120} \\ 156 \\ \underline{-150} \\ 6 \\ \underline{-6} \\ 0 \quad \underline{92} \end{array} $ <p>$276 \div 3 = 92$</p> <p>This strategy is nicknamed the “Big 7” because the division box looks like a 7.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

SUBJECT: SCIENCE

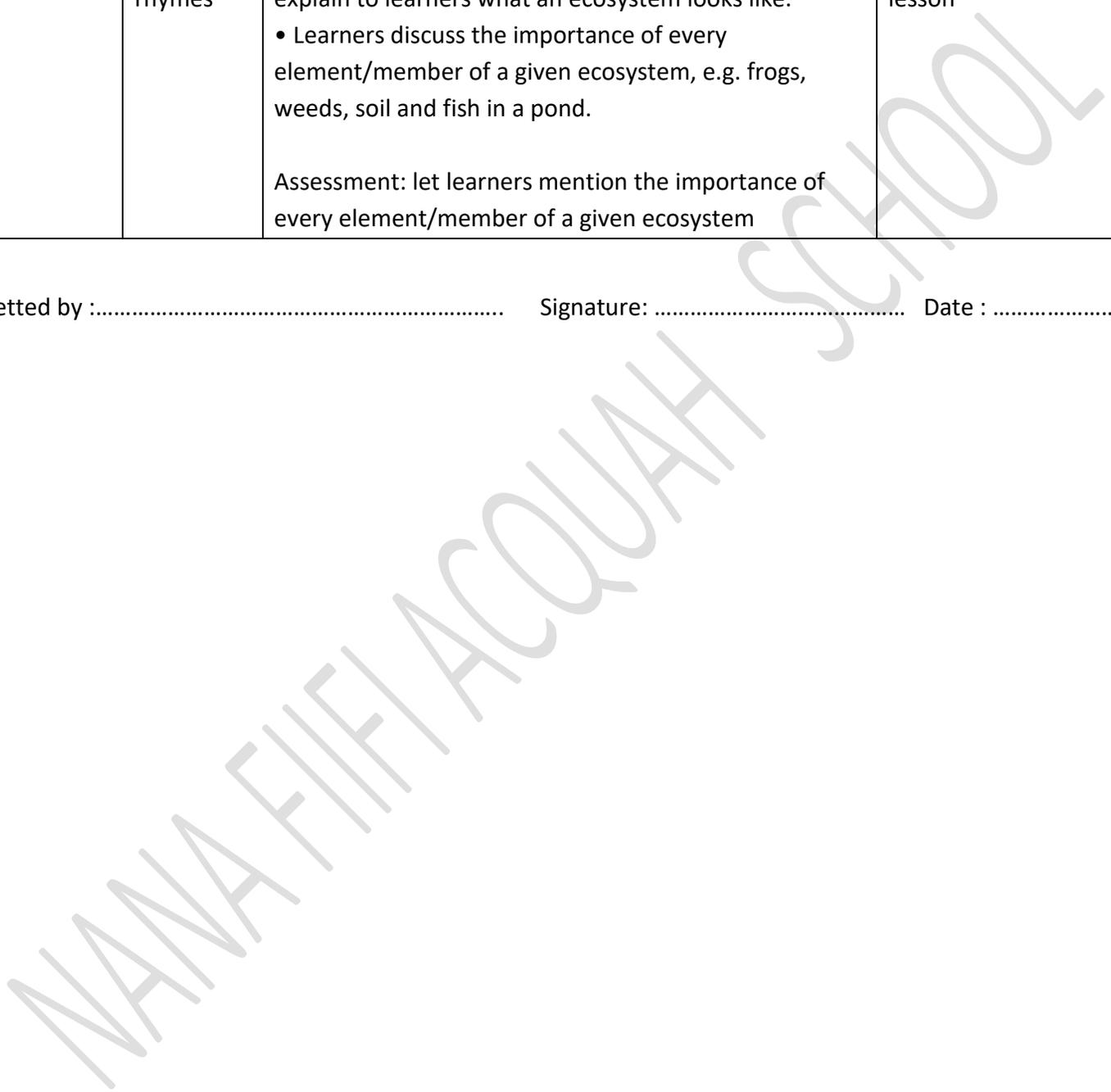
CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : ECOSYSTEM	
Indicator (code)	B4.3.3.1.1		
Content standard (code)	B4.3.3.1.		
Performance Indicator	Learners can explain the concept of ecosystem		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners role play a typical family setup, showing how everyone is interdependent. 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. <p>Assessment: let learners identify the role of each member of their family,</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

NANA FIIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Teacher mentions a habitat and the learners mention which plants, animals, and other organisms live there (use games).</p> <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 mention the importance of every element/member of a given ecosystem</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>
-----------------	---	---	--

Vetted by : Signature: Date :



SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : TECHNOLOGY IN THE COMMUNITY	
Indicator (code)	B4.1.4.1.2.		
Content standard (code)	B4.1.4.1.		
Performance Indicator	Learners can identify and list common examples of energy-efficient gadgets and techniques used in homes, in schools and in the local communities e.g. using the appropriate energy-efficient gadgets - energy saving bulbs ..., choosing the right appliances, cleaning your stove often (soot removal), reducing overall cooking time		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Bring pictures of energy-efficient gadgets or devices to class e.g. energy saving light bulbs, energy-efficient cooking stoves, toilet water saver, solar chargers, energy-saving shower heads etc. to class. Guide learners to discuss in groups of five or less and present to the whole class examples of energy-efficient devices and techniques.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		Assessment: Let learners identify and list common examples of energy-efficient gadgets and techniques used in homes, in schools and in the local communities	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B4.2.4.1.1.		
Content standard (code)	B4.2.4.1.		
Performance Indicator	Learners can describe the nature of settlements in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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 and washing and access to roads and transportation. Assessment: Let learners write about features that they will consider in choosing a good settlement	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners engage in activities that teach them to help keep their settlements safe, peaceful and clean Assessment: Let learners describe how keep their settlements safe, peaceful and clean	What have we learnt today? Ask learners to summarize the main points in the lesson
----------	--	--	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.9		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can keep a hand-dribbled ball away from a defensive partner		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref: PE curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners pairs up after a warm up. They use their hands to dribble balls away from their partners. Learners alternate the hand used in the dribble. Keep ball away from partners by placing their body in between ball and partner.	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)	B4 2.1.1.2		
Content standard (code)	B4 2.1.1.		
Performance Indicator	Learners can state the purpose of worship in the three main religions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, learners should recognise the need to take active part in worship Assessment: let learners explain the need to take active part in worship	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B4.2.1.1.2		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can State the factors that led to decline of the Kingdom you have studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What factors led to the decline of the Kingdom?	Give reasons why some of the Kingdoms declined. E.g., conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874. Assessment: let learners give reasons why some of the Kingdoms decline	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIFI ACQUAH

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>What factors led to the decline of the Kingdom?</p>	<p>Give reasons why some of the Kingdoms declined. E.g., conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874.</p> <p>Assessment: let learners give reasons why some of the Kingdoms decline</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
-----------------	--	--	--

Vetted by : Signature: Date :

NANA FIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Appreciating and Appraising Appreciating and Appraising	
Indicator (code)	B4 1.4.6.2	B4 2.4.6.2	
Content standard (code)	B4 1.4.6.	B4 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> 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 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☑ discuss and accept a guide for appreciating and appraising own and/or others visual artworks; ☑ based on the guidelines suggested below;	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> ☑ identify the correct vocabulary to use for appreciating and appraising artworks; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. <p>Suggested Guidelines:</p> <ul style="list-style-type: none"> ☑ Description of the work: the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work; ☑ Subject matter: meaning, message, topic, mood, feelings, history, religion, environment, global warming; ☑ Appraisal: what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connection to other areas of learning); ☑ Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc. <p>Assessment: let learners write a guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <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 below. ☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. <p>Suggested Guidelines</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☐ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music;</p> <p>☐ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics;</p> <p>☐ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</p> <p>Assessment: let learners write a guidelines for appraising and appreciating own and others' performing artworks that reflect topical issues in Ghana</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIFI ACQUAH

SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading in Learners	
Indicator (code)	B4.6.1.1.1.		
Content standard (code)	B4.6.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should read long stories aloud correctly. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually Assessment: let learners read long stories aloud correctly	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Do a model reading of a long story. • Allow learners to read aloud long stories correctly in groups and then individually <p>Assessment: let learners read long stories aloud correctly</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"> • Do a model reading of a long story. • Allow learners to read aloud long stories correctly in groups and then individually <p>Assessment: let learners read long stories aloud correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

NANA FIIFI ACQUAH

**TERM ONE
BASIC FOUR
WEEK 12**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Presentation B. Comprehension C. Verbs D. Descriptive Writing E. Using Adverbs F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.10.1.3	B4.2.7.1.3	B4.3.5.1.2	B4.4.12.1.1	B4.5.6.1.1	B4.6.1.1.1
Content standard (code)	B4.1.10.1.	B4.2.7.1.	B4.3.5.1.	B4.4.12.1.	B4.5.6.1.	B4.6.1.1.
Performance Indicator	A. Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through stories read aloud B. Learners can skim for main ideas in texts C. Learners can use appropriate subject-verb agreement Singular/plural D. Learners can use descriptive words/expressions to describe places, personal experiences and events E. Learners can use adverbs to talk about when and where the action of a verb took place F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					

T. L .R. (s)			
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation. • Read the same story or text aloud with poor pace, stress and intonation. • Put learners into groups to analyse the types of reading and identify which one conveys meaning and why. • Have learners practise reading the story with good pace, stress and intonation. <p>Assessment: let learners read aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</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>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> <ul style="list-style-type: none"> • Revise nouns and verbs with simple examples. • Through discussion and examples help learners to realise rules that govern sentence formation: <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. • Provide sentences for groups to identify the subjects and verbs. • Have learners write their own sentences to be presented to the class. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners identify the subjects and verbs in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> • Revise adjectives by having learners describe familiar people, objects and places in their environment. • Learners in their groups talk about interesting places they have visited. • Guide them to describe places of their choice using knowledge of adjectives. • Have them do peer editing and share their work with the class. • They repeat the procedure above to describe events, situations and personal experiences. <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 AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • After the field trip/excursion to e.g. a tourist centre. • Let them write and present their stories to demonstrate their knowledge of adverbs of place and time. <p>Assessment: let learners use adverbs to talk 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><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Number Operations	
Indicator (code)	B4.1.2.6.1		
Content standard (code)	B4.1.2.6.		
Performance Indicator	Learners can solve multi-step word problems involving the four basic operations		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	Review the lesson with Learners

NANA FIIFI ACQUAH

	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners role play a given word problem involving addition and multiplication and solve Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners role play a given word problem involving subtraction and division and solve Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : SYSTEMS		Sub-strand : ECOSYSTEM	
Indicator (code)	B4.3.3.1.1		
Content standard (code)	B4.3.3.1.		
Performance Indicator	Learners can explain the concept of ecosystem		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<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>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

NANA FIIFI ACQUAH

		Assessment: let learners mention human activities that causes imbalance in the ecosystem	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners cite examples of ecosystems in their community and suggest ways of preserving them. Assessment: let learners suggest ways of preserving ecosystems in their community	What have we learnt today? Ask learners to summarize the important points of the lesson

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : TECHNOLOGY IN THE COMMUNITY	
Indicator (code)	B4.1.4.1.2.		
Content standard (code)	B4.1.4.1.		
Performance Indicator	Learners can identify and list common examples of energy-efficient gadgets and techniques used in homes, in schools and in the local communities e.g. using the appropriate energy-efficient gadgets - energy saving bulbs ..., choosing the right appliances, cleaning your stove often (soot removal), reducing overall cooking time		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Bring pictures of energy-efficient gadgets or devices to class e.g. energy saving light bulbs, energy-efficient cooking stoves, toilet water saver, solar chargers, energy-saving shower heads etc. to class. Guide learners to discuss in groups of five or less and present to the whole class examples of energy-efficient devices and techniques.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

		Assessment: Let learners identify and list common examples of energy-efficient gadgets and techniques used in homes, in schools and in the local communities	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Population and Settlement	
Indicator (code)	B4.2.4.1.1.		
Content standard (code)	B4.2.4.1.		
Performance Indicator	Learners can describe the nature of settlements in Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	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 and washing and access to roads and transportation. Assessment: Let learners write about features that they will consider in choosing a good settlement	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners engage in activities that teach them to help keep their settlements safe, peaceful and clean Assessment: Let learners describe how keep their settlements safe, peaceful and clean	What have we learnt today? Ask learners to summarize the main points in the lesson
----------	--	--	---

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.1		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can keep a foot-dribbled ball away from a defensive partner		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	In pairs, foot-dribble a ball away from partner. Alternate the foot used in the dribble. Learners keep balls away from partner by placing their body in between ball and partner.	What have we learnt today? Use answers to summarise the lesson.

NANA FIIFI ACQUAH

	performan ce and to prevent injuries		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship, Prayer and other Religious Practices	
Indicator (code)	B4 2.1.1.2		
Content standard (code)	B4 2.1.1.		
Performance Indicator	Learners can state the purpose of worship in the three main religions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners 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

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B4.2.1.1.2		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can state the factors that led to decline of the Kingdom you have studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What factors led to the decline of the Kingdom?	Give reasons why some of the Kingdoms declined. E.g., conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874. Assessment: let learners give reasons why some of the Kingdoms decline	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	Give reasons why some of the Kingdoms declined. E.g., conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta	What have we learnt today?

NANA FIFI ACQUAH

	What factors led to the decline of the Kingdom?	in 1733, Denkyira's decline in 1701, Asante's decline in 1874. Assessment: let learners give reasons why some of the Kingdoms decline	Ask learners to summarize the main points in the lesson
--	---	--	---

Vetted by :..... Signature: Date :

NANA FIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts Performing Arts		Sub-strand : Appreciating and Appraising Appreciating and Appraising	
Indicator (code)	B4 1.4.6.2	B4 2.4.6.2	
Content standard (code)	B4 1.4.6.	B4 2.4.6.	
Performance Indicator	<ul style="list-style-type: none"> 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 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks; ☐ based on the guidelines suggested below;	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> ☑ identify the correct vocabulary to use for appreciating and appraising artworks; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. <p>Suggested Guidelines:</p> <ul style="list-style-type: none"> ☑ Description of the work: the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work; ☑ Subject matter: meaning, message, topic, mood, feelings, history, religion, environment, global warming; ☑ Appraisal: what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connection to other areas of learning); ☑ Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc. <p>Assessment: let learners write a guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <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 below. ☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☑ agree on what to use the appraisal report for and how to share it; ☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury. <p>Suggested Guidelines</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>☐ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music;</p> <p>☐ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics;</p> <p>☐ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</p> <p>Assessment: let learners write a guidelines for appraising and appreciating own and others' performing artworks that reflect topical issues in Ghana</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud with Children	
Indicator (code)	B.4.6.2.1.1		
Content standard (code)	B.4.6.2.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should read long passages correctly 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Revise letters of the alphabet, using the alphabet song. Do a model reading of a long passage. Help learners to read long passages correctly. Assessment: let learners read long passages correctly	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise letters of the alphabet, using the alphabet song. • Do a model reading of a long passage. • Help learners to read long passages correctly. <p>Assessment: let learners read long passages correctly</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"> • Revise letters of the alphabet, using the alphabet song. • Do a model reading of a long passage. • Help learners to read long passages correctly. <p>Assessment: let learners read long passages correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH