

**TERM TWO
BASIC FOUR
WEEK ELEVEN**

WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC FOUR

Name of School.....

Week Ending	
Class	Four
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	B4.1.8.2.1. B4.2.7.2.1. B4.4.12.1.1 B4.5.7.1.1 B4.5.8.1.1
Performance Indicator	A. Use positive tags, negative tags and auxiliaries in speech B. Respond to a text with reasons C. Support opinions with simple sentences D. Use prepositions to convey a variety of meanings: E. Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Discuss and explain what question tags are and give examples. <ul style="list-style-type: none"> Learners in pairs ask and answer questions. Demonstrate the usage of positive and negative tags. Guide learners in oral practice to use positive and negative tags. e.g. Question: "You have a 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>pen, don't you?"</p> <p>Answer: Yes, I do.</p> <p>Answer: No, I don't.</p> <ul style="list-style-type: none"> • Use the internet to identify the appropriate intonation in asking and answering questions. • Through role play, learners demonstrate asking and answering questions. 	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Identify and present points of view in a text.</p> <ul style="list-style-type: none"> • Guide learners with questions to discuss the text and answer a variety of questions. They should state reasons for their points/ point of view. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Present a motion to learners. e. g. A doctor is more important than a farmer.</p> <ul style="list-style-type: none"> • Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion. • Put learners into two groups: for the motion 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>and against the motion and write down what they think about it.</p> <ul style="list-style-type: none"> • Groups read out their opinions to the class for discussions 	
Friday		<p>E.WRITING CONVENTION</p> <p>Have learners describe the positions of classroom objects using such sentences.</p> <p>Write sentences that are missing propositions on the board e.g.</p> <p>i. The boy is walking the road.</p> <p>Have learners tell what is wrong with the sentences.</p> <p>Write examples of the target prepositions on the board: up, for, to, of, than.</p> <p>Put learners into groups and have them re-write the sentences correctly, using the given prepositions.</p> <p>Groups write their answers on the board and underline the words</p>	
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently</p>	Have learners to tell what they read to the whole class

		<p>books of their choice during the library period.</p> <ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a-two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback	
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Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.2.2.1.2 B4.2.2.2.3	B4.2.2.2.1 B4.2.2.2.4	B4.2.2.2.2
Performance Indicator	<p>Express a given pictorial or concrete representation of an equation in symbolic form.</p> <p>Solve a given one-step equation using manipulatives.</p> <p>Describe orally, the meaning of a given one-step equation with one unknown.</p> <p>3 Solve a given equation when the unknown is on the left or right side of the equation.</p> <p>Solve a given one-step equation using “guess and check” E.</p>		
Strand	Algebra		
Sub strand	Patterns and Relationships		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Sing songs like:</p> <p>I’m counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>. Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation. Students need not solve their equations.</p> <p>(i) The perimeter of a triangle is 12 cm. One side is 3 cm and another side is 4 cm. What is the length of the third side?</p> <p>(ii) Mansa has three types of stickers. She has 25 stickers, 3 are Cocoa stickers and 18 are Cashew</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	. Ask students to explain what the \square represents in the number sentences shown. Ask them to place numbers in the symbols to make the number sentence true. $\square - 7 = 6$ $9 + \square = 17$	Review the lesson with Learners Assessment: have learners to practice with more examples
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Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B4.4.2.1.2		
Performance Indicator	Describe ways of conserving electricity		
Strand	FORCES AND ENERGY		
Sub strand	ELECTRICITY AND ELECTRONICS		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners explain why their parents put off the lights, television and other electrical appliances when leaving the house in the morning. <ul style="list-style-type: none"> • Discuss with learners what happens when electrical gadgets such as heaters and pressing irons are left on when leaving the house. • Learners work in groups to discuss activities that contribute to wastage of electricity. • Based on their responses, facilitate a discussion on ways of conserving electricity. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners work in groups to discuss activities that contribute to wastage of electricity.</p> <ul style="list-style-type: none">• Based on their responses, facilitate a discussion on ways of conserving electricity.• Learners present their ideas to class for discussion <p>Project: Monitoring electricity consumption in the home and at school. Learners record the amount of electricity consumed in their homes or at school over a period of three (3) months and report on their findings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4.4.1.1.1		
Performance Indicator	Explain the need to be committed to God		
Strand	The Family and Community		
Sub strand	Roles and Relationships		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups or in pairs, let learners mention the benefits of being committed to God: <ul style="list-style-type: none"> - blessings from God, - drawing closer to God, - health, - long life, - prosperity, - eternal life, etc. • In groups, let learners discuss why they have to be committed to God. • Let learners in pairs, write the benefits of responding to God’s call and present their works for class discussion. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.4.2.1.2		
Performance Indicator	Examine the Bond of 1844.		
Strand	Colonisation and Developments under Colonial Rule in Ghana		
Sub strand	Establishing British Rule in Ghana		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	With the use of the internet/pictures show the Palaver Hall where the Bond was signed	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Brainstorm the significance of the Bond of 1844.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class	four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B4 1.3.5.2 B4 2.3.5.2		
Performance Indicator	<p>Display own artworks to share creative experiences based on own ideas, knowledge and understanding of the natural and manmade environments of some communities in Ghana.</p> <p>Perform own compositions to share creative experiences based on own ideas, knowledge and understanding of the natural and manmade environments of some communities in Ghana</p>		
Strand	Visual Arts Performing Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ decide on the types and number of artworks to exhibit and mount them based on the space available to suit the theme for the exhibition. ☐ display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; ☐ label the works using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>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>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ decide on the types and number of compositions to be performed during the event to reflect the natural and manmade environments of some communities in Ghana based on the selected theme, time available and the expected audience; ☑ assign individual and group tasks and responsibilities and ensure they are carried out successfully arrange the sequence of performances to best tell the story of the event from the beginning to the end ☑ follow the programme of the day: opening, performances and closing 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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Week Ending	
Class	four
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B4.1.3.2.2.
Performance Indicator	Describe various tools or techniques of data collection
Strand	WORD PROCESSING
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE
Teaching/ Learning Resources	Laptop

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the tools for collecting data and aid them to make practical examples of the various tools.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Four	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B4 3.4.1.1.	
Performance Indicator		Describe leadership as a valuable skill	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss stories about religious personalities and other community leaders who show examples of good leadership.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners discuss stories about religious personalities and other community leaders who show examples of good leadership.	What have we learnt today? Ask learners to summarize the main points in the lesson

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