



ASSESSMENT

Educational Testing & Assessment Firm

SECOND TERM- SCHEME OF LEARNING

2023/2024 ACADEMIC YEAR

PRIMARY DEPARTMENT

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www.gbassessment.com

THE CHARGES FOR THE END OF TERM ASSESSMENT AND MOCK EXAMINATIONS ARE AS FOLLOW

CLASS	BROWN PAPERS	WHITE PAPERS
Pre-School	-	6.00
Lower Primary	9.00	12.00
Upper Primary	10.00	13.00
J.H.S 1 & 2	11.00	14.00
J.H.S 3	16.00	20.00
MOCK	16.00	20.00
MOCK ASSESSMENT	35.00	

NOTE:

- ❖ **THE FIRST TERM PROVISIONAL TIMETABLE IS FROM MONDAY 15TH TO FRIDAY 19TH, APRIL 2024. ALL QUESTIONS WILL BE DELIVERED TO SCHOOLS BY FRIDAY 12TH APRIL, 2024.**
- ❖ **DEADLINE FOR REGISTRATION IS FRIDAY 15TH MARCH, 2024.**
- ❖ **AT LEAST 60% OF THE TOTAL FEE FOR THE EXAMINATION MUST BE PAID AT THE TIME OF REGISTRATION.**
- ❖ **IT IS MANDATORY THAT EVERY SCHOOL DEPOSITS A COMPULSORY SUM OF GHC 100.00 AS DOWN PAYMENT FOR THE TERMINAL EXAMINATIONS WHEN TAKING THE SCHEME OF WORK.**
- ❖ **FREE DELIVERY TO SCHOOLS WITHIN ACCRA ONLY.**

TERMLY SCHEME OF LEARNING (TSOL)

TERM: TWO

SUBJECT: NUMERACY

CLASS: B1

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	NUMBER CONT'D	Number Operations (Addition, Subtraction, Multiplication and Division) Cont'd	B1.1.2.2 - Demonstrate an understanding of the concept of equality.	B1.1.2.2.2 - Use relationship between addition and subtraction to demonstrate understanding of equality for numbers within 20.
2				B1.1.2.2.3 - Generate and solve word problem situations when given a number sentence involving addition and subtraction of numbers within 20.
3			B1.1.2.3 - Demonstrate fluency with addition and subtraction relationships.	B1.1.2.3.1 - Use strategies for solving basic addition facts (and related subtraction fact) to 10.
4				B1.1.2.3.1 - Use strategies for solving basic addition facts (and related subtraction fact) to 10.
5			B1.1.2.4 - Apply strategies for adding and subtracting to 20.	B1.1.2.4.1 - Use counting on, counting down and missing addend strategies for adding and subtracting within 20.
6				B1.1.2.4.1 - Use counting on, counting down and missing addend strategies for adding and subtracting within 20.
7				B1.1.2.4.2 - Solve one-step word problems involving addition and subtraction within 20 using a variety of strategies.

8		Fractions	B1.1.3.1 - Develop an understanding of halves using concrete and pictorial representations [Exclude notation here].	B1.1.3.1.1 - Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts.
9				B1.1.3.1.2 - Count in halves using concrete and pictorial representations of halves.
10				B1.1.3.1.2 - Count in halves using concrete and pictorial representations of halves.
11		Money	B1.1.4.1 - Identify coins, their values and the relationships among them in order to recognize the need for monetary transactions.	B1.1.4.1.1 - Recognise Ghanaian coins by name, including one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewas and one cedi by value and describe the relationship among them.
12	REVISION	REVISION	REVISION	REVISION
13	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION
14	VACATION	VACATION	VACATION	VACATION

ASSESSMENT

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	GOD, HIS CREATION AND ATTRIBUTES CONT'D	Religious Worship in The Three Major Religions in Ghana Cont'd	B1.2.1.1 - Demonstrate the understanding of religious worship.	B1 2.1.1.1 - Name the three main types of worship in Ghana.
2				B1 2.1.1.1 - Name the three main types of worship in Ghana.
3				B1 2.1.1.1 - Name the three main types of worship in Ghana.
4				B1 2.1.1.2 - Recite religious passages and sing religious songs.
5				B1 2.1.1.2 - Recite religious passages and sing religious songs.
6		Religious Festivals in The Three Major Religions in Ghana.	B1.2.2.1 - Describe religious festivals CONT'D	B1.2.2.1.1 - Describe religious festivals in Ghana.
7				B1.2.2.1.1 - Describe religious festivals in Ghana.
8				B1.2.2.1.1 - Describe religious festivals in Ghana.
9				B1.2.2.1.1 - Describe religious festivals in Ghana.
10	RELIGIOUS LEADERS	Birth Of the Leaders of the Three Major Religions in Ghana	B1. 3.1.1 - Narrate the birth stories of the leaders of the three main religions.	B1. 3.1.1.1 - Narrate the stories of the birth of religious leaders.
11				B1. 3.1.1.1 - Narrate the stories of the birth of religious leaders.
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

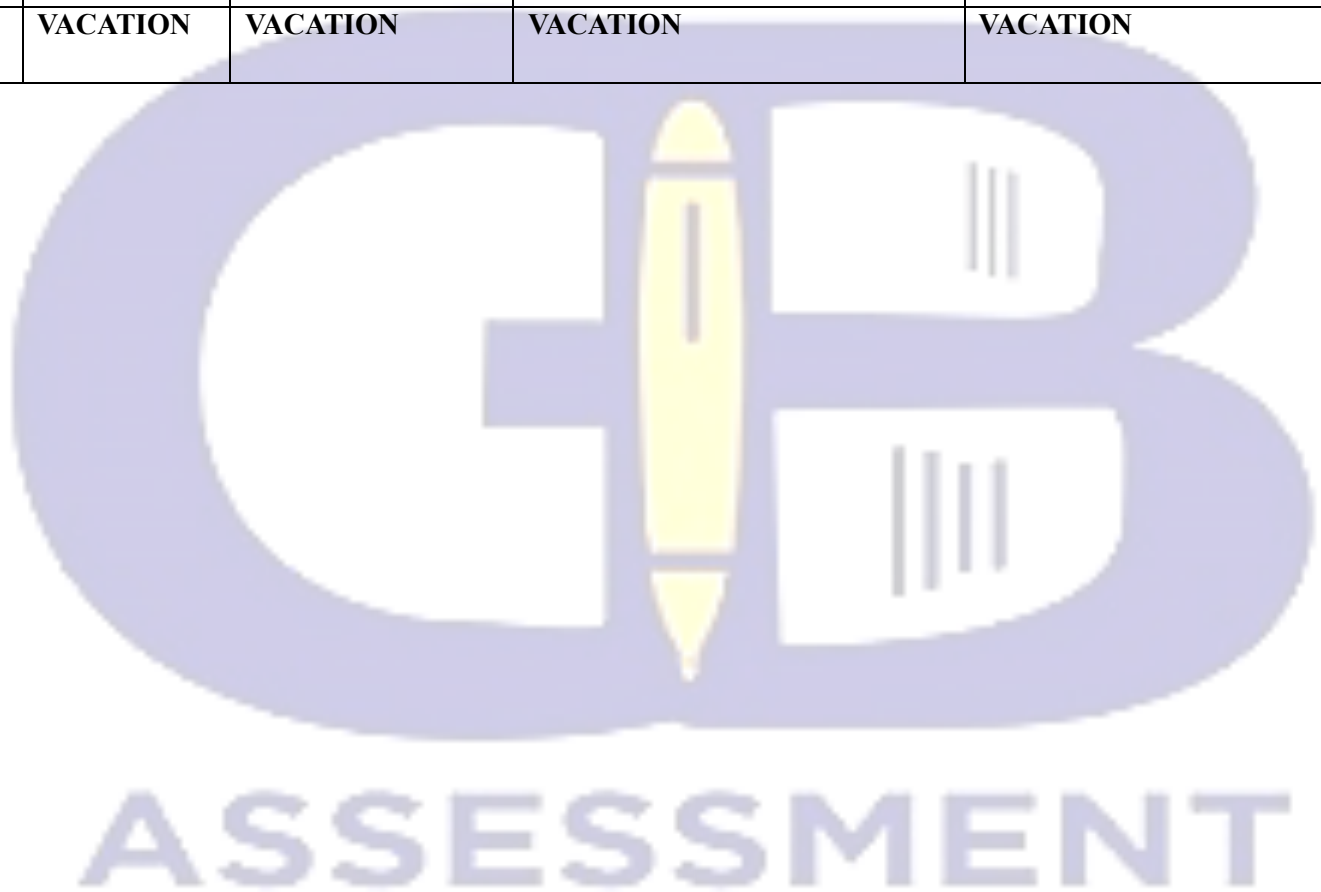
WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	CYCLES	Earth Science	B1.2.1.4 - Recognise water and air as important natural resources.	B1.2.1.4.1 - Identify sources and uses of water in the home and at school.
2				B1.2.1.4.2 - Demonstrate the existence of air in the environment.
3		Life Cycles of Organisms	B1.2.2.1 - Demonstrate understanding of the life cycle of plants.	B1.2. 2.1.1 - Examine the structure of plants.
4				B1.2. 2.1.2 - Observe different kinds of seeds.
5	SYSTEMS	The Human Body Systems	B1.3.1.1 - Recognise that different parts of the human body work interdependently to perform a specific function.	B1.3.1.1.1 - Identify the external human body parts by their appropriate names (e.g. eyes, ears, mouth, nose, legs, hands, shoulders, knees, fingers, toes and chest).
6		Ecosystem	B1.3.2.1 - Show an understanding and appreciation of the interactions and interdependencies of organisms in an ecosystem.	B1.3.2.1.1 - Know the places where living things live (land, air, and water).
7				B1.3.2.1.1 - Know the places where living things live (land, air, and water).
8	FORCES AND ENERGY	Sources And Forms of Energy	B1.4.1.1 - Demonstrate an understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved.	B1.4.1.1.1 - Understand energy and give examples of its uses.
9				
10		Electricity And Electronics	B1.4.2.1 - Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms of energy.	B1.4.2.1.1 - Know the importance of electricity and identify common household appliances that require electricity to work.

11			B1.4.2.2 - Know the functions and assemblage of basic electronic components.	B1.4.2.2.1 - Know examples of common electronic devices and their uses
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	HISTORY AS A SUBJECT CONT'D	Community History Cont'd	B1.1.4.2 - Recount history about their communities.	B1.1.4.2.1 - State the similarities and differences between the communities where learners live.
2				B1.1.4.2.1 - State the similarities and differences between the communities where learners live.
3				B1.1.4.2.1 - State the similarities and differences between the communities where learners live.
4	MY COUNTRY GHANA	How Ghana Got Its Name	B1.2.3.1 - Demonstrate understanding of why Ghana used to be called the Gold Coast'.	B1.2.3.1.1 - Explain why, in the past, Ghana was known as the Gold Coast.
5				B1.2.3.1.1 - Explain why, in the past, Ghana was known as the Gold Coast.
6				B1.2.3.1.1 - Explain why, in the past, Ghana was known as the Gold Coast.
7		How Ghana Got Its Name	B1.2.3.1 - Demonstrate understanding of why Ghana used to be called the 'Gold Coast'. Cont'd	B1.2.3.1.2 - Recall when the name Ghana came into formal use.
8				B1.2.3.1.2 - Recall when the name Ghana came into formal use.
9		Some Selected Individuals	B1.2.5.1 - Show understanding of significant roles played by Ghanaians from different walks of life.	B1.2.5.1.1 - Identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh – National flag. Amon Kotei – Coat of Arms. Baba Yara – Football for Ghana. Ephraim Amu – Music, Kofi Antubam – Art and craft, Kow Ansah – Film etc.
10				B1.2.5.1.1 - Identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh – National flag, Amon Kotei – Coat of Arms, Baba Yara – Football for Ghana, Ephraim Amu – Music, Kofi Antubam – Art and craft, Kow Ansah – Film, etc.

11				B1.2.5.1.1 - Identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh – National flag, Amon Kotei – Coat of Arms, Baba Yara – Football for Ghana, Ephraim Amu – Music, Kofi Antubam – Art and craft, Kow Ansah – Film, etc
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	ALL AROUND US CONT'D	Map Making and Land Marks	B1.2.3.1 - Demonstrate understanding of the cardinal points.	B1.2.3.1.1 - Identify the cardinal points.
2		Population and Settlement	B1.2.4.1 - Demonstrate basic understanding of population structure (age and sex structure).	B1.2.4.1.1 - Describe the population structure of their class and the need to respect one another.
3				B1.2.4.1.1 - Describe the population structure of their class and the need to respect one another.
4	OUR BELIEFS AND VALUES	Worship	B1.3.1.1 - Appreciate the importance of religious worship.	B1.3.1.1.1 - Explore the main types of worship in Ghana.
5				B1.3.1.1.1 - Explore the main types of worship in Ghana.
6		Festivals	B1.3.2.1 - Demonstrate knowledge of festivals in Ghana	B1.3.2.1.1 - Describe religious festivals in Ghana.
7				B1.3.2.1.1 - Describe religious festivals in Ghana.
8		Basic Human Rights	B1.3.3.1 - Demonstrate understanding of human rights as a citizen.	B1.3.3.1.1 - Explain basic human needs and rights of self and others.
9				B1.3.3.1.1 - Explain basic human needs and rights of self and others
10		Being A Leader	B1.3.4.1 - Demonstrate knowledge of the birth stories of religious leaders.	B1.3.4.1.1 - Narrate the stories of the birth of religious leaders.
11	OUR NATION GHANA	Being A Citizen	B1.4.1.1 - Demonstrate Understanding of the characteristics of a responsible citizen.	B1.4.1.1.1 - Mention the characteristics of a responsible citizen.
12		Authority and Power	B1.4.2.1 - Demonstrate understanding of obeying power and authority as a responsible citizen.	B1.4.2.1.1 - Explore sources of power and authority.
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	VISUAL ARTS	Planning, Making and Composing	B1 1.2.3 - Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues.	B1 1.2.3.1 - Create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people B1 1.2.3.2 - Create own artworks from imagination to express own ideas of the visual artworks produced or found in the local community that reflect the natural and manmade environments.
2				B1 1.2.3.3 - Create own visual artworks to express own views, knowledge and understanding of topical issues in the local community.
3	PERFORMING ART	Planning, Making and Composing	B1 2.2.3 - Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues.	B1 2.2.3.1 - Create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people.
4				B1 2.2.3.2 - Create own artworks to express own ideas of performing artworks produced or found in the local community that reflect the natural and manmade environments. B1 2.2.3.3 - Create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community.
5	VISUAL ARTS	Displaying and Sharing	B1 1.3.4 - Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	B1 1.3.4.1 - Plan a display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people. B1 1.3.4.2 - Plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local community.
				B1 1.3.4.3 - Plan a display of own visual artworks to share own creative

6				experiences based on ideas that reflect topical issues in the local community.
7	PERFORMING ARTS	Displaying and Sharing	B1 2.3.4 - Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	B1 2.3.4.1 - Plan a display of own artworks to share own creative experiences based on performing artworks that reflect the history and culture or way of life of the people.
8				B1 2.3.4.2 - Plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community.
9				B1 2.3.4.3 - Plan a display of own performing artworks to share own creative experiences based on ideas that reflect topical issues in the local community.
10	VISUAL ARTS	Displaying and Sharing	B1 1.3.5 - Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	B1 1.3.5.1 - Exhibit own artworks to share own creative experiences of visual artworks that reflect the history and culture or way of life of people in the local community.
11				B1 1.3.5.2 - Exhibit own artworks to share own creative experiences of visual artworks that reflect the natural and manmade environments of the local community
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	ORAL LANGUAGE	Conversation	B1.1. 6.1 - Use culturally acceptable language for communication.	B1.1.6.1.3 - Talk about their school and places in the school.
	READING	Phonics CONT'D	B1.2.2.1 - Connect sounds to letters and blend letters/syllables in order to read and write CONT'D.	B1.2.2.1.6 - Use alphabetic knowledge to decode known words.
	WRITING	Writing Letters – Small and Capital CONT'D	B1.4.3.1 - Use general skills strategies and knowledge of letter sounds to write legibly and boldly.	B1.4.3.1.3 - Write words using both capital and small letters.
	USING WRITING CONVENTION/ GRAMMAR USAGE	Using Action Words	B1.5.4.1 - Apply knowledge of action words in communication.	B1.5.4.1.2 - Use the present tense of verbs to express the present state of things or situations.
	EXTENSIVE READING	Building The Love and Culture of Reading	B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.
2	ORAL LANGUAGE	Conversation	B1.1. 6.1 - Use culturally acceptable language for communication.	B1.1.6.1.3 - Talk about their school and places in the school.
	READING	Word Families, Rhyming Endings and Common Digraphs Vocabulary	B1.2.3.1 - Employ knowledge of rhyming endings to enhance reading comprehension. B1.2.6.1 - Understand word meanings and usages.	B1.2.3.1.1 - Use common rhyming endings to decode simple words. B1.2.6.1.1 - Read level-appropriate sight words and use many of them in meaningful sentences.
	WRITING	Writing Letters – Small and Capital	B1.4.3.1 - Use general skills strategies and knowledge of letter sounds to write legibly and boldly.	B1.4.3.1.3 - Write words using both capital and small letters.
	USING WRITING CONVENTION/ GRAMMAR USAGE	Using Action Words	B1.5.4.1 - Apply knowledge of action words in communication.	B1.5.4.1.2 - Use the present tense of verbs to express the present state of things or situations.
	EXTENSIVE READING	Building The Love and Culture of Reading	B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.
	ORAL LANGUAGE	Conversation	B1.1.6.1 - Use culturally acceptable language for communication CONT'D.	B1.1.6.1.4 - Use a wide variety of words to describe different situations and events.

3	<p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTION/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Vocabulary</p> <p>Writing Letters – Small and Capital</p> <p>Using Action Words</p> <p>Building The Love and Culture of Reading</p>	<p>B1.2.6.1 - Understand word meanings and usages.</p> <p>B1.4.3.1 - Use general skills strategies and knowledge of letter sounds to write legibly and boldly.</p> <p>B1.5.4.1 - Apply knowledge of action words in communication.</p> <p>B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.</p>	<p>B1.2.6.1.1 - Read level-appropriate sight words and use many of them in meaningful sentences.</p> <p>B1.4.3.1.3 - Write words using both capital and small letters.</p> <p>B1.5.4.1.2 - Use the present tense of verbs to express the present state of things or situations.</p> <p>B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.</p>
4	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTION/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Conversation</p> <p>Vocabulary</p> <p>Labelling Items</p> <p>Using Action Words</p> <p>Building The Love and Culture of Reading</p>	<p>B1.1.6.1 - Use culturally acceptable language for communication CONT'D.</p> <p>B1.2.6.1 - Understand word meanings and usages.</p> <p>B1.4.4.1 - Draw and label simple objects.</p> <p>B1.5.4.1 - Apply knowledge of action words in communication.</p> <p>B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.</p>	<p>B1.1.6.1.4 - Use a wide variety of words to describe different situations and events.</p> <p>B1.2.6.1.2 - Ask questions to find out the meaning of new words.</p> <p>B1.4.4.1.1 - Draw simple pictures of peers or various objects and use invented spelling to write about oneself.</p> <p>B1.5.4.1.3 - Use the present tense continuous form of verbs.</p> <p>B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.</p>
5	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING</p>	<p>Conversation</p> <p>Vocabulary</p> <p>Labelling Items</p> <p>Using Action Words</p>	<p>B1.1.6.1 - Use culturally acceptable language for communication CONT'D.</p> <p>B1.2.6.1 - Understand word meanings and usages.</p> <p>B1.4.4.1 - Draw and label simple objects.</p> <p>B1.5.4.1 - Apply knowledge of action words in communication.</p>	<p>B1.1.6.2.1 - Engage in collaborative conversation.</p> <p>B1.2.6.1.3 - Use words acquired through talk and reading in conversation.</p> <p>B1.4.4.1.1 - Draw simple pictures of peers or various objects and use invented spelling to write about oneself.</p> <p>B1.5.4.1.3 - Use the present tense continuous form of verbs.</p>

	CONVENTION/ GRAMMAR USAGE EXTENSIVE READING	Building The Love and Culture of Reading	B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.
6	ORAL LANGUAGE READING WRITING USING WRITING CONVENTION/ GRAMMAR USAGE EXTENSIVE READING	Conversation Comprehension Writing Simple Words and Sentences Using Action Words Building The Love and Culture of Reading	B1.1.6.1 - Use culturally acceptable language for communication CONT'D. B1.2. 7.1 - Understand texts read. B1.4.5.1 - Write words and sentences. B1.5.4.1 - Apply knowledge of action words in communication. B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B1.1.6.2.2 - Talk about likes and dislikes: food, animals, toys, etc. B1.2. 7.1.1 - Use illustrations, text clues (title, headings) and context to make inferences and predictions. B1.4.5.1.1 - Make a list of objects in the school. B1.5.4.1.3 - Use the present tense continuous form of verbs. B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.
7	ORAL LANGUAGE READING WRITING USING WRITING CONVENTION/ GRAMMAR USAGE EXTENSIVE READING	Listening Comprehension Comprehension Writing Simple Words And Sentences Using Action Words Building The Love and Culture of Reading	B1.1.7.1 - Use appropriate skills and strategies to process meaning from texts. B1.2.7.1 - Understand texts read. B1.4.5.1 - Write words and sentences. B1.5.4.1 - Apply knowledge of action words in communication. B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B1.1.7.1.1 - Listen to and reproduce narrative texts. B1.2. 7.1.2 - Ask and answer factual and inferential and applicative questions about level-appropriate texts. B1.4.5.1.1 - Make a list of objects in the school. B1.5.4.1.3 - Use the present tense continuous form of verbs. B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.
	ORAL LANGUAGE READING	Listening Comprehension Comprehension	B1.1.7.1 - Use appropriate skills and strategies to process meaning from texts. B1.2.7.1 - Understand texts read.	B1.1.7.1.1 Listen to and reproduce narrative texts. B1.1.7.1.2 - Recognise and relate the sequence of events in a narrative text. B1.2.7.1.3 - Retell level-appropriate texts in own words.

8	<p>WRITING</p> <p>USING WRITING CONVENTION/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Writing Simple Words and Sentences</p> <p>Using Action Words</p> <p>Building The Love and Culture of Reading</p>	<p>B1.4.5.1 - Write words and sentences.</p> <p>B1.5. 5.1 - Apply knowledge of adjectives in communication.</p> <p>B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.</p>	<p>B1.4.5.1.1 - Make a list of objects in the school.</p> <p>B1.4.5.1.2 - Write simple familiar words.</p> <p>B1.5.5.1.1 - Identify adjectives and use them to describe oneself and other people.</p> <p>B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.</p>
9	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTION/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Listening Comprehension</p> <p>Comprehension</p> <p>Writing Simple Words and Sentences</p> <p>Using Action Words</p> <p>Building The Love and Culture of Reading</p>	<p>B1.1.7.1 - Use appropriate skills and strategies to process meaning from texts.</p> <p>B1.2.7.2 - Use knowledge skills and techniques of reading to understand.</p> <p>B1.4.5.1 - Write words and sentences.</p> <p>B1.5. 5.1 - Apply knowledge of adjectives in communication.</p> <p>B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.</p>	<p>B1.1.7.1.3 - Recognise and discuss characters in a story.</p> <p>B1.2.7.2.1 - Demonstrate understanding of the purpose and features of narrative texts.</p> <p>B1.4.5.1.2 - Write simple familiar words.</p> <p>B1.5.5.1.1 - Identify adjectives and use them to describe oneself and other people.</p> <p>B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.</p>
10	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTION/ GRAMMAR USAGE</p> <p>EXTENSIVE</p>	<p>Listening Comprehension</p> <p>Comprehension</p> <p>Writing Simple Words and Sentences</p> <p>Using Action Words</p> <p>Building The Love and Culture of Reading</p>	<p>B1.1.7.1 - Use appropriate skills and strategies to process meaning from texts.</p> <p>B1.2.7.2 - Use knowledge skills and techniques of reading to understand.</p> <p>B1.4.5.1 - Write words and sentences.</p> <p>B1.5. 5.1 - Apply knowledge of adjectives in communication.</p> <p>B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning</p>	<p>B1.1.7.1.3 - Recognise and discuss characters in a story.</p> <p>B1.2.7.2.1 - Demonstrate understanding of the purpose and features of narrative texts.</p> <p>B1.4.5.1.2 - Write simple familiar words.</p> <p>B1.5.5.1.1 - Identify adjectives and use them to describe oneself and other people.</p> <p>B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.</p>

	READING		in the literary area.	
11	ORAL LANGUAGE	Listening Comprehension	B1.1.7.1 - Use appropriate skills and strategies to process meaning from texts. B1.1.8.1 - Demonstrate understanding in asking and answering questions.	B1.1.7.1.4 - Listen to and produce descriptions of pictures and objects (e.g. vehicles, animals). B1.1.8.1.1 - Use appropriate pronunciation and intonation in asking and answering Yes/No questions.
	READING	Comprehension	B1.2.7.2 - Use knowledge skills and techniques of reading to understand.	B1.2.7.2.1 - Demonstrate understanding of the purpose and features of narrative texts. B1.2.7.2.2 - Describe characters and their actions in a story.
	WRITING	Writing Simple Words and Sentences	B1.4.5.1 - Write words and sentences.	B1.4.5.1.3 - Use basic descriptive words in writing simple sentence.
	USING WRITING CONVENTION/ GRAMMAR USAGE	Using Qualifying Words - Adjectives	B1.5. 5.1 - Apply knowledge of adjectives in communication.	B1.5.5.1.1 - Identify adjectives and use them to describe oneself and other people.
	EXTENSIVE READING	Building The Love and Culture of Reading	B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.
12	ORAL LANGUAGE	Listening Comprehension	B1.1.7.1 - Use appropriate skills and strategies to process meaning from texts. B1.1.8.1 - Demonstrate understanding in asking and answering questions.	B1.1.7.1.4 - Listen to and produce descriptions of pictures and objects (e.g. vehicles, animals). B1.1.8.1.1 - Use appropriate pronunciation and intonation in asking and answering Yes/No questions.
	READING	Comprehension	B1.2.7.2 - Use knowledge skills and techniques of reading to understand.	B1.2.7.2.1 - Demonstrate understanding of the purpose and features of narrative texts. B1.2.7.2.2 - Describe characters and their actions in a story.
	WRITING	Writing Simple Words and Sentences	B1.4.5.1 - Write words and sentences.	B1.4.5.1.3 - Use basic descriptive words in writing simple sentence.
	USING WRITING CONVENTION/ GRAMMAR USAGE	Using Qualifying Words - Adjectives	B1.5. 5.1 - Apply knowledge of adjectives in communication.	B1.5.5.1.1 - Identify adjectives and use them to describe oneself and other people.
	EXTENSIVE	Building The Love and Culture of Reading	B1.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning	B1.6.1.1.1 - Read a variety of age – appropriate books and texts from print.

	READING		in the literary area.	
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ORAL LANGUAGE	Dramatization and Role Play	B1.1.5.1 - Demonstrate knowledge of oral skills through dramatization of a story.	B1.1.5.1.1 - Role play a character in a story.	
	READING	Phonics: Letter and Sound Knowledge.	B1.2.4.2 - Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.	B1.2.4.2.1 - Listen and say and read words with identical sounds from list of words.	
	WRITING	Writing Letters- Small and Capital.	B1.3.2.1 - Show an understanding of combining strokes to form shapes of some letters of the alphabet, write lower and uppercase letters; copy from writing cards and writing board. Trace drawings from cards.	B1.3.2.1.2 - Write lower and upper-case letters.	
	WRITING CONVENTIONS/ USAGE	Integrating Grammar in Written Language (Use of Action Words)	B1.5.3.1 - Show an understanding of writing action words.	B1.5.3.1.3 - Write a sentence with an action word correctly.	
	EXTENSIVE READING	Building the Love and Culture of Reading	B1.6.1.1 - Demonstrate knowledge by reading short and simple sentences made up of three to four words.	B1.6.1.1.1 - Read simple sentences of about three to four words.	
2	ORAL LANGUAGE	Conversation	B1.1.6.1 - Demonstrate knowledge and understanding of greetings using the appropriate address terms to greet people.	B1.1.6.1.1 - Recognise the various categories of people to greet.	
	READING	Phonics: Letter and Sound Knowledge	B1.2.4.2 - Demonstrate knowledge of listening and pronouncing sounds correctly.	B1.2.4.2.2 - Listen, say and recognise rhyming words in poems.	
	WRITING	Writing Letters- Small and Capital.	B1.3.2.1 - Show an understanding of combining strokes to form shapes of some	B1.3.2.1.3 - Copy and trace letters and words from given letter cards on the board.	

	<p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>Integrating Grammar in Written Language (Use of Action Words)</p> <p>Building the Love and Culture of Reading</p>	<p>letters of the alphabet, write lower and uppercase letters; copy from writing cards and writing board. Trace drawings from cards.</p> <p>B1.5.3.1 - Show an understanding of writing action words.</p> <p>B1.6.1.1 - Demonstrate knowledge by reading short and simple sentences made up of three to four words.</p>	<p>B1.5.3.1.3 - Write a sentence with an action word correctly</p> <p>B1.6.1.1.1 - Read simple sentences of about three to four words.</p>
3	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>Conversation</p> <p>Phonics: Letter and Sound Knowledge.</p> <p>Writing Letters- Small and Capital.</p> <p>Integrating Grammar in Written Language (Use of Qualifying Words)</p> <p>Building the Love and Culture of Reading</p>	<p>B1.1.6.1 - Demonstrate knowledge and understanding of greetings using the appropriate address terms to greet people.</p> <p>B1.2.4.2 - Demonstrate knowledge of listening and pronouncing sounds correctly.</p> <p>B1.3.2.1 - Show an understanding of combining strokes to form shapes of some letters of the alphabet, write lower and uppercase letters; copy from writing cards and writing board. Trace drawings from cards.</p> <p>B1.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives).</p> <p>B1.6.1.1 - Demonstrate knowledge by reading short and simple sentences made up of</p>	<p>B1.1.6.1.1 - Recognise the various categories of people to greet.</p> <p>B1.2.4.2.3 - Listen and say diagraphs correctly.</p> <p>B1.3.2.1.3 - Copy and trace letters and words from given letter cards on the board.</p> <p>B1.5.4.1.1 - Recognise adjectives in sentences.</p> <p>B1.6.1.1.1 - Read simple sentences of about three to four words.</p>

			three to four words.		
4	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>Conversation</p> <p>Phonics: Letter and Sound Knowledge.</p> <p>Writing Letters- Small and Capital.</p> <p>Integrating Grammar in Written Language (Use of Qualifying Words)</p> <p>Building the Love and Culture of Reading</p>	<p>B1.1.6.1 - Demonstrate knowledge and understanding of greetings using the appropriate address terms to greet people.</p> <p>B1.2.4.2 - Demonstrate knowledge of listening and pronouncing sounds correctly CONT'D.</p> <p>B1.3.2.1 - Show an understanding of combining strokes to form shapes of some letters of the alphabet, write lower and uppercase letters; copy from writing cards and writing board. Trace drawings from cards.</p> <p>B1.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives).</p> <p>B1.6.1.1 - Demonstrate knowledge by reading short and simple sentences made up of three to four words.</p>	<p>B1.1.6.1.2 - Discuss the correct terms for the various categories of people.</p> <p>B1.2.4.2.4 - Read two-syllable words.</p> <p>B1.3.2.1.4 - Trace from a given templates.</p> <p>B1.5.4.1.1 - Recognise adjectives in sentences.</p> <p>B1.6.1.1.1 - Read simple sentences of about three to four words.</p>	
5	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p>	<p>Conversation</p> <p>Phonics: Letter and Sound Knowledge.</p> <p>Writing Letters- Small and Capital.</p>	<p>B1.1.6.1 - Demonstrate knowledge and understanding of greetings using the appropriate address terms to greet people.</p> <p>B1.2.4.2 - Demonstrate knowledge of listening and pronouncing sounds correctly CONT'D.</p> <p>B1.3.2.1 - Show an understanding of</p>	<p>B1.1.6.1.2 - Discuss the correct terms for the various categories of people.</p> <p>B1.2.4.2.5 - Recognise and say consonants in a language.</p> <p>B1.3.2.1.4 - Trace from a given templates.</p>	

	WRITING CONVENTIONS/ USAGE	Integrating Grammar in Written Language (Use of Qualifying Words)	combining strokes to form shapes of some letters of the alphabet, write lower and uppercase letters; copy from writing cards and writing board. Trace drawings from cards. B1.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives).	B1.5.4.1.2 - Recognise comparative words/adjectives in short sentences.
	EXTENSIVE READING	Read Aloud with Children	B1.6.1.1 - Demonstrate knowledge by reading short and simple sentences made up of three to four words.	B1.6.1.1.1 - Read simple sentences of about three to four words.
6	ORAL LANGUAGE	Talking about Oneself, Family, People and Places	B1.1.7.1 - Talk about themselves, their family and friends.	B1.1.7.1.1 - Describe themselves.
	READING	Vocabulary (Sight and Content Vocabulary).	B1.2.5.1 - Show an understanding of recognising and reading about things in their environment.	B1.2.5.1.1 - Match pictures or objects with words.
	WRITING	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.	B1.3.3.1 - Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places.	B1.3.3.1.1 - Combine strokes to form shapes of the letters of the alphabets correctly.
	WRITING CONVENTIONS/ USAGE	Integrating Grammar in Written Language (Use of Qualifying Words)	B1.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives).	B1.5.4.1.2 - Recognise comparative words/adjectives in short sentences
	EXTENSIVE READING	Read Aloud with Children	B1.6.2.1 - Demonstrate knowledge by reading short simple sentences made of words they have learnt.	B1.6.2.1.1 - Read simple sentences of about three to four words.

7	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>Talking about Oneself, Family, People and Places</p> <p>Vocabulary (Sight and Content Vocabulary).</p> <p>Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.</p> <p>Integrating Grammar in Written Language (Use of Qualifying Words)</p> <p>Read Aloud with Children</p>	<p>B1.1.7.1 - Talk about themselves, their family and friends.</p> <p>B1.2.5.1 - Show an understanding of recognising and reading about things in their environment.</p> <p>B1.3.3.1 - Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places.</p> <p>B1.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives)</p> <p>B1.6.2.1 - Demonstrate knowledge by reading short simple sentences made of words they have learnt.</p>	<p>B1.1.7.1.1 - Describe themselves.</p> <p>B1.2.5.1.2 - Read labelled objects and pictures.</p> <p>B1.3.3.1.2 - Combine strokes to form shapes of the lower-case letters.</p> <p>B1.5.4.1.3 - Use comparative words/adjectives in sentences.</p> <p>B1.6.2.1.1 - Read simple sentences of about three to four words.</p>	
8	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p>	<p>Talking about Oneself, Family, People and Places</p> <p>Vocabulary (Sight and Content Vocabulary).</p> <p>Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.</p> <p>Integrating Grammar in Written Language (Use of Qualifying</p>	<p>B1.1.7.1 - Talk about themselves, their family and friends.</p> <p>B1.2.5.1 - Show an understanding of recognising and reading about things in their environment.</p> <p>B1.3.3.1 - Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places.</p> <p>B1.5.4.1 - Demonstrate knowledge on recognition of</p>	<p>B1.1.7.1.2 - Describe their family.</p> <p>B1.2.5.1.3 - Recognise and read simple words on cards.</p> <p>B1.3.3.1.2 - Combine strokes to form shapes of the lower-case letters.</p> <p>B1.5.4.1.3 - Use comparative words/adjectives in</p>	

	EXTENSIVE READING	Words) Read Aloud with Children	qualifying words (adjectives). B1.6.2.1 - Demonstrate knowledge by reading short simple sentences made of words they have learnt.	sentences. B1.6.2.1.1 - Read simple sentences of about three to four words.	
9	ORAL LANGUAGE READING WRITING WRITING CONVENTIONS/ USAGE EXTENSIVE READING	Talking about Oneself, Family, People and Places Vocabulary (Sight and Content Vocabulary) Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom. Integrating Grammar in Written Language (Use of Postpositions) Read Aloud with Children	B1.1.7.1 - Talk about themselves, their family and friends. B1.2.5.1 - Show an understanding of recognising and reading about things in their environment. B1.3.3.1 - Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places. B1.5.5.1 - Exhibit knowledge of usage of postpositions. B1.6.2.1 - Demonstrate knowledge by reading short simple sentences made of words they have learnt.	B1.1.7.1.2 - Describe their family. B1.2.5.1.4 - Group cards bearing the same words together. B1.3.3.1.3 - Combine strokes to form shapes of the upper-case letters. B1.5.5.1.1 - Use postposition such as in, on, into in context. B1.6.2.1.1 - Read simple sentences of about three to four words.	
10	ORAL LANGUAGE READING WRITING	Talking about Oneself, Family, People and Places Vocabulary (Sight and Content Vocabulary) Writing Simple Words/Names of	B1.1.7.1 - Talk about themselves, their family and friends. B1.2.5.1 - Show an understanding of recognising and reading about things in their environment. B1.3.3.1 - Show an understanding of	B1.1.7.1.2 - Describe their family. B1.2.5.1.4 - Group cards bearing the same words together. B1.3.3.1.3 - Combine strokes to form shapes	

	<p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.</p> <p>Integrating Grammar in Written Language (Use of Postpositions)</p> <p>Read Aloud with Children</p>	<p>combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places.</p> <p>B1.5.5.1 - Exhibit knowledge of usage of postpositions.</p> <p>B1.6.2.1 - Demonstrate knowledge by reading short simple sentences made of words they have learnt.</p>	<p>of the upper-case letters.</p> <p>B1.5.5.1.1 - Use postposition such as in, on, into in context.</p> <p>B1.6.2.1.1 - Read simple sentences of about three to four words.</p>	
11	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>Talking about Oneself, Family, People and Places.</p> <p>Vocabulary (Sight and Content Vocabulary).</p> <p>Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.</p> <p>Integrating Grammar in Written Language (Use of Postpositions)</p> <p>Read Aloud with Children</p>	<p>B1.1.7.1 - Talk about themselves, their family and friends.</p> <p>B1.2.5.1 - Show an understanding of recognising and reading about things in their environment.</p> <p>B1.3.3.1 - Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places.</p> <p>B1.5.5.1 - Exhibit knowledge of usage of postpositions.</p> <p>B1.6.2.1 - Demonstrate knowledge by reading short simple sentences made of words they have learnt.</p>	<p>B1.1.7.1.3 - Describe their classmates.</p> <p>B1.2.5.1.4 - Group cards bearing the same words together.</p> <p>B1.3.3.1.4 - Copy and trace letters and words from a given letter cards on the board.</p> <p>B1.5.5.1.1 - Use postposition such as in, on, into in context.</p> <p>B1.6.2.1.1 - Read simple sentences of about three to four words.</p>	
12	<p>ORAL LANGUAGE</p> <p>READING</p>	<p>Talking about Oneself, Family, People and Places.</p> <p>Vocabulary (Sight</p>	<p>B1.1.7.1 - Talk about themselves, their family and friends.</p> <p>B1.2.5.1 - Show an</p>	<p>B1.1.7.1.3 - Describe their classmates.</p> <p>B1.2.5.1.4 - Group cards</p>	

	WRITING	and Content Vocabulary).	understanding of recognising and reading about things in their environment.	bearing the same words together.	
	WRITING CONVENTIONS/ USAGE	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.	B1.3.3.1 - Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places. B1.5.5.1 - Exhibit knowledge of usage of postpositions.	B1.3.3.1.4 - Copy and trace letters and words from a given letter cards on the board. B1.5.5.1.1 - Use postposition such as in, on, into in context.	
	EXTENSIVE READING	Integrating Grammar in Written Language (Use of Postpositions)	B1.6.2.1 - Demonstrate knowledge by reading short simple sentences made of words they have learnt.	B1.6.2.1.1 - Read simple sentences of about three to four words.	
13	EXAM	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION	VACATION

ASSESSMENT

TERMLY SCHEME OF LEARNING (TSOL)

TERM: TWO

SUBJECT: NUMERACY

CLASS: B2

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	NUMBER	Money	B2.1.4.1 - Determine the value of coins and notes in order to solve monetary transactions.	B2.1.4.1.1 - Recognise Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis.
2				B2.1.4.1.1 - Recognise Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis
3				B2.1.4.1.1 - Recognise Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis.
4	ALGEBRA	Patterns and Relationships	B2.2.1.1 - Recognize, create, extend, describe, and use patterns and rules to solve mathematical tasks.	B2.2.1.1.1 - Demonstrate an understanding of increasing and decreasing number patterns.
5				B2.2.1.1.1 - Demonstrate an understanding of increasing and decreasing number patterns
6				B2.2.1.1.2 - Identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.
7	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1 - Describe and analyse 2D shapes and 3D objects.	B2.3.1.1.1 - Identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.
8				B2.3.1.1.1 - Identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.
9				B2.3.1.1.2 - Identify the common features or attributes of a collection of 2D shapes (squares, triangles, rectangles, circles, pentagons, hexagons) of different dimensions or orientations.
10				B2.3.1.1.2 - Identify the common features or attributes of a collection of 2D shapes (squares, triangles, rectangles, circles, pentagons, hexagons) of different dimensions or orientations
11				B2.3.1.1.3 - Create two-dimensional shapes based on given attributes, including number of sides and vertices.
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT	INDICATORS
1	Religious Practices and their moral implications	Festivals in the Three Major religions	B2.2.2.1 Explain the importance of religious festivals	B2.2.2.1.1 Demonstrate activities which take place during the celebration of festivals.
2				B2.2.2.1.1 Demonstrate activities which take place during the celebration of festivals.
3				B2.2.2.1.1 Demonstrate activities which take place during the celebration of festivals.
4	Religious Leaders	Early Life of the Leaders of the three Major Religions.	B2.3.1.1 Narrate the early life stories of the leaders of the three main religions	B2. 3.1.1.1 Narrate the story of the early life of the religious leaders in the three religions in Ghana
5				B2. 3.1.1.1 Narrate the story of the early life of the religious leaders in the three religions in Ghana
6				B2. 3.1.1.1 Narrate the story of the early life of the religious leaders in the three religions in Ghana
7				B2. 3.1.1.2 Outline the moral lessons in the early lives of the religious leaders
8				B2. 3.1.1.2 Outline the moral lessons in the early lives of the religious leaders
9	The Family and the community	Roles and Relationships	B2. 4.1.1 Describe the roles of the family and community in their daily lives	B2. 4.1.1.1 Identify things that families do to show their commitment to God.
10				Identify things that families do to show their commitment to God.
11				Identify things that families do to show their commitment to God
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT	INDICATORS
1	SYSTEMS	THE HUMAN BODY SYSTEMS	B2.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	B2.3.1.1.1 Know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hand
2				B2.3.1.1.1 Know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hand
3		SOLAR SYSTEM	B2.3.2.1 Show an understanding of the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun in the solar system	B2.3.2.1.1 Identify the sun as the main source of light and warmth on earth
4				B2.3.2.1.1 Identify the sun as the main source of light and warmth on earth
5	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B2.4.1.1 Demonstrate understanding of the concept of energy, its various forms, sources and the ways in which it can be transformed and conserved	B2.4.1.1.1 Identify everyday applications of energy
6			B2.4.1.2 Show understanding of the concept of heat in terms of its importance, effects, sources and transfer from one medium to another	B2.4.1.2.1 Understand that objects become hot or cold through the loss or gain of heat
7				B2.4.1.2.1 - Understand that objects become hot or cold through the loss or gain of heat
8		ELECTRICITY AND ELECTRONICS	B2.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms of energy	B2.4.2.1.1 Recognise the importance of safety when using electricity
9			B2.4.2.2 Know the functions and assemblage of basic electronic components	B2.4.2.2.2 Investigate the function of batteries in electronic devices
10		FORCES AND MOVEMENT	B2.4.3.1 Know that movement is caused by applied forces due to the release of stored energy	B2.4.3.1.1 Discover the effects of forces on objects
11			B2.4.3.2 Recognise some simple machines and their uses in making work easier	B2.4.3.2.1 Identify simple machines used for specific work
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT	INDICATORS
1	My Country Ghana	Major Historical Locations	B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.
2				B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.
3				B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.
4				B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.
5				B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.
6				B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.
7		Some Selected Individuals	B2.2.5.1.1 Exhibit understanding of Ghanaian women who have contributed significantly to Ghana's development	B2.2.5.1.1 Identify Ghanaian women who have made significant contributions to national development.
8				B2.2.5.1.1 Identify Ghanaian women who have made significant contributions to national development.
9				B2.2.5.1.1 Identify Ghanaian women who have made significant contributions to national development.
10				B2.2.5.1.1 Identify Ghanaian women who have made significant contributions to national development.
11				B2.2.5.1.1 Identify Ghanaian women who have made significant contributions to national development.
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	OUR BELIEFS AND VALUES	Worship	B2.3.1.1. Demonstrate understanding of the importance of religious worship	B2.3.1.1.1 Explain the importance of worship
2				B2.3.1.1.1 Explain the importance of worship
3		Festivals	B2.3.2.1. Show understanding of festivals celebrated in Ghana	B2.3.2.1. 1 Describe activities which take place during the celebration of festivals
4			B2.3.2.2. Investigate the roles of the family and community in their daily lives	B2.3.2.2. 1 Identify things that families do to show their commitment to God
5		Basic Human Rights	B2.3.3.1. Demonstrate understanding of human rights as a citizen	B2.3.3.1. 1 Explain the importance of respecting the rights of others
6		Being a Leader	B2.3.4.1. Narrate the early life stories of the leaders of the three main religions in Ghana	B2.3.4.1. 1 Narrate the story of the early life of the religious leaders in the three religions in Ghana
7	OUR NATION GHANA	Being a Citizen	B2.4.1.1. Recognise individual values and responsibilities in the community	B2.4.1.1.1 Explain values cherished by individuals in society
8		Power and Authority	B2.4.2.1. Demonstrate understanding of national symbols	B2.4.2.1.1 Explain ways to appreciate national symbols, as a responsible citizen
9		Responsible use of Resources	B2.4.3.1. Exhibit knowledge of conserving energy	B2.4.3.1. 1 Describe ways of conserving energy in the home, school and community
10		Farming in Ghana	B2.4.4.1 Demonstrate knowledge of the importance of farming in Ghana	B2.4.4.1.1 Explain the importance of farming in Ghana
11			B2.4.4.2. Recognise types of simple agricultural tools	B2.4.4.2.1 Identify the types of simple agricultural tools and their uses
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT	INDICATORS
1	VISUAL ARTS	Planning, Making and Composing	B2 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues	B2 1.2.3.1 Create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana Create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and culture or way of life of people in other communities in Ghana
2				B2 1.2.3.2 Create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana B2 1.2.3.3 Create own visual artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities
3	PERFORMING ARTS	Planning, Making and Composing	B2 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues	B2 2.2.3.1 Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana
4				B2 2.2.3.2 Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the natural and manmade environments in other Ghanaian communities
5				B2 2.2.3.3 Create performing artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities
6	VISUAL ARTS	Displaying and Sharing	B2 1.3.4 Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/ performance.	B2 1.3.4.1 Plan for a display of own artworks to share creative experiences based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities B2 1.3.4.2 Plan for a display of own visual artworks to share creative experiences

				based on ideas that reflect the natural and manmade environments in other Ghanaian communities
7				B2 1.3.4.3 Plan a display of own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities
8	PERFORMING ARTS	Displaying and Sharing	B2 2.3.4 Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/ performance.	B2 2.3.4.1 Plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities B2 2.3.4.2 Plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities
9				B2 2.3.4.3 Plan a display of own performing artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities
10	VISUAL ARTS	Displaying and Sharing	B2 1.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	B2 1.3.5.1 Display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities. B2 1.3.5.2 Display own visual artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities
11				B2 1.3.5.3 Display own visual artworks to share creative experiences that reflect topical issues in other Ghanaian communities
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	Oral Language	Conversation and Talking about Oneself, Family, People, Places, Customs, Events, Social/ Cultural Values and Manners and other Themes CONT'D	B2.1.6.1 Explore using certain culturally acceptable language for communication.	B2.1.6.1.3 . Talk about things and places in their homes
	Reading	Vocabulary CONT'D	B2.2.6.1 Understand word meanings and usages	B2.2.6.1.2. Talk about events at home
	Writing	Writing Simple Words and Sentences	B2.4.5.1 Use knowledge of grammar and vocabulary to write words and sentences correctly. CONT'D	B2.4.5.1.1 Write simple sentences to express feelings
	Using Writing Convention/ Grammar Usage	Using Action Words CONT'D	B2.5.4.1 Apply knowledge of action words in communication	B2.5.4.1.1 Use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions)
	Extensive Reading	Building The Love and Culture of Reading CONT'D	B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
2	Oral Language			B2.1.6.1.4 Use a wide variety of words to talk about manners
	Reading			B2.2.6.1.3 Show awareness that homonyms have different meanings in different contexts
	Writing			B2.4.5.1.1 Write simple sentences to express feelings
	Using Writing Convention/ Grammar Usage	Using Adjectives	B2.5.5.1 Apply knowledge of adjectives in communication	B2.5.5.1.1 Identify and use simple sentences to describe the weather and show quantity and position or order of people and things
	Extensive			B2.6.1.1.1 Read a variety of age and level-

	Reading			appropriate books and texts from print and non-print
3	Oral Language Reading Writing Using Writing Convention/ Grammar Usage Extensive Reading		B2.1.6.2 Apply knowledge of language and communicative skills to participate in conversation	B2.1.6.2.1 Demonstrate turn-taking in conversations B2.2.6.1.3 Show awareness that homonyms have different meanings in different contexts B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment. B2.5.5.1.1 Identify and use simple sentences to describe the weather and show quantity and position or order of people and things B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
4	Oral Language Reading Writing Using Writing Convention/ Grammar Usage Extensive Reading			B2.1.6.2.1 Demonstrate turn-taking in conversations B2.2.6.1.4 Use dictionaries and glossaries to clarify meaning of words B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment B2.5.5.1.1 Identify and use simple sentences to describe the weather and show quantity and position or order of people and things B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
5	Oral Language		B2.1.6.2 Apply knowledge of language and	B2.1.6.2.2 Ask and answer questions for clarifications about what other

	<p>Reading</p> <p>Writing</p> <p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>	Comprehension	<p>communicative skills to participate in conversation</p> <p>B2.2.7.1 Understand and analyse texts read</p>	<p>people say</p> <p>B2.2.7.1.1 Use illustrations, text clues and context to make predictions during reading</p> <p>B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment</p> <p>B2.5.5.1.1 Identify and use simple sentences to describe the weather and show quantity and position or order of people and things</p> <p>B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print</p>
6	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>	<p>Listening Comprehension</p> <p>Using Simple Preposition</p>	<p>B2.1.7.1 Use appropriate skills and strategies to process meaning from texts</p> <p>B2.5.7.1 Understand and identify the use of prepositions</p>	<p>B2.1.7.1.1. Listen to and interact actively with drama</p> <p>B2.2.7.1.1 Use illustrations, text clues and context to make predictions during reading</p> <p>B2.4.5.1.3. Draw a picture and write at least a sentence to share an opinion</p> <p>B2.5.7.1.1 Identify prepositions in sentences to indicate days, dates and places</p> <p>B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print</p>
7	<p>Oral Language</p> <p>Reading</p>			<p>B2.1.7.1.1. Listen to and interact actively with drama</p> <p>B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate text</p>

	<p>Writing</p> <p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>			<p>B2.4.5.1.3 Draw a picture and write at least a sentence to share an opinion</p> <p>B2.5.7.1.1 Identify prepositions in sentences to indicate days, dates and places</p> <p>B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print</p>
8	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>	Controlled Writing	B2.4.7.1 Write simple compositions	<p>B2.1.7.1.2 Recognise and relate the sequence of events (beginning, middle and end) in drama</p> <p>B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate text</p> <p>B2.2.7.1.3 Retell level-appropriate texts in own words</p> <p>B2.4.7.1.1 Write or copy correct sentences from substitution tables.</p> <p>B2.5.7.1.1 Identify prepositions in sentences to indicate days, dates and places</p> <p>B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print</p>
9	<p>Oral Language</p> <p>Reading</p> <p>Writing</p>			<p>B2.1.7.1.3. Recognise and discuss events in a story (characters, settings, moral, etc.)</p> <p>B2.2.7.1.3 Retell level-appropriate texts in own words</p> <p>B2.4.7.1.1</p>

	<p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>			<p>Write or copy correct sentences from substitution tables</p> <p>B2.5.7.1.2 Use prepositions to form simple sentences to indicate position and time</p> <p>B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print</p>
10	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>			<p>B2.1.7.1.3 Recognise and discuss events in a story (characters, settings, moral, etc.)</p> <p>B2.1.7.1.4 Share facts from texts heard with a partner, groups or the teacher</p> <p>B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts</p> <p>B2.2.7.2.2 Describe events in a story</p> <p>B2.4.7.1.2 Match parts of sentences to compose meaningful texts</p> <p>B2.5.7.1.2 Use prepositions to form simple sentences to indicate position and time</p> <p>B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print</p>
11	<p>Oral Language</p> <p>Reading</p> <p>Writing</p>			<p>B2.1.7.1.3 Recognise and discuss events in a story (characters, settings, moral, etc.)</p> <p>B2.1.7.1.4 Share facts from texts heard with a partner, groups or the teacher</p> <p>B2.2.7.2.1 Demonstrate understanding of the</p>

	<p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>			<p>purpose and features of information texts B2.2.7.2.2 Describe events in a story</p> <p>B2.4.7.1.2 Match parts of sentences to compose meaningful texts</p> <p>B2.5.7.1.2 Use prepositions to form simple sentences to indicate position and time</p> <p>B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print</p>
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

ASSESSMENT

WEEK	STRAND	SUB-STRAND	CONTENT	INDICATORS
1	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Writing conventions/usage</p> <p>Extensive Reading</p>	<p>Talking about Oneself, Family, People and Places.</p> <p>Phonics (Blend and Connect Sounds)</p> <p>Penmanship/Handwriting</p> <p>Integrating Grammar in Written Language (Use of Action Words)</p> <p>Building the Love and Culture of Reading</p>	<p>B2.1.7.1. Narrate personal experiences at events.</p> <p>B2.2.4.2. Recognise and read words with identical sounds</p> <p>B2.3.1.1. Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.</p> <p>B2.5.3.1. Show an understanding of writing action words.</p> <p>B2.6.1.1. Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.</p>	<p>B2.1.7.1.1 Narrate an experience at the market. B2.1.7.1.2 Narrate an experience at the hospital.</p> <p>B2.2.4.2.4 Read three-syllable words</p> <p>B2.3.1.1.4 Practise saying letters or words that present difficulty to them.</p> <p>B2.5.3.1.1 Write two-letter present tense action words. B2.5.3.1.2 Write three-letter present tense action words.</p> <p>B2.6.1.1.1 Read short passages of simple sentences of about four to five words.</p>
2	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Writing conventions/usage</p> <p>Extensive Reading</p>	<p>Talking about Oneself, Family, People and Places.</p> <p>Phonics (Blend and Connect Sounds)</p> <p>Penmanship/Handwriting</p> <p>Integrating Grammar in Written Language (Use of Action Words)</p> <p>Building the Love and Culture of Reading.</p>	<p>B2.1.7.1. Narrate personal experiences at events.</p> <p>B2.2.5.1. Show an understanding of recognising and reading about things in their environment.</p> <p>B2.3.1.1. Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.</p> <p>B2.5.3.1. Show an understanding of writing action words.</p> <p>B2.6.1.1. Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.</p>	<p>B2.1.7.1.3 Narrate experiences at school.</p> <p>B2.2.5.1.1 Recognise sounds that make up words.</p> <p>B2.3.1.1.4 Practise saying letters or words that present difficulty to them.</p> <p>B2.5.3.1.2 Write three-letter present tense action words.</p> <p>B2.6.1.1.1 Read short passages of simple sentences of about four to five words.</p>

3	Oral Language Reading Writing Writing conventions/usage Extensive Reading	Talking about Oneself, Family, People and Places Vocabulary Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom. Integrating Grammar in Written Language (Use of Action Words) Building the Love and Culture of Reading	B2.1.7.1. Narrate personal experiences at events. B2.2.5.1. Show an understanding of recognising and reading about things in their environment. B2.3.3.1. Practise saying words which they have difficulty in pronouncing. B2.5.3.1. Show an understanding of writing action words. B2.6.1.1. Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.	B2.1.7.1.4 Narrate experiences at the church/mosque, palace etc. B2.2.5.1.1 Recognise sounds that make up words. B2.3.3.1.1 Write and practise saying letters they have difficulty with. B2.5.3.1.2 Write three-letter present tense action words. B2.6.1.1.1 Read short passages of simple sentences of about four to five words.
4	Oral Language Reading Writing Writing conventions/usage Extensive Reading	Listening Comprehension Vocabulary Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom. Integrating Grammar in Written Language (Use of Action Words) Building the Love and Culture of Reading	B2.1.8.1. B2.2.5.1. Show an understanding of recognising and reading about things in their environment. B2.3.3.1. Practise saying words which they have difficulty in pronouncing B2.5.3.1. Show an understanding of writing action words. B2.6.1.1. Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.	B2.1.8.1.1 Recount what a story is about and answer simple questions on the story B2.2.5.1.2 Make picture dictionaries B2.3.3.1.1 Write and practise saying letters they have difficulty with. B2.5.3.1.3 Use present tense action words in a simple sentence correctly B2.6.1.1.1 Read short passages of simple sentences of about four to five words.
5	Oral Language Reading Writing	Listening Comprehension Vocabulary Writing Simple Words/Names of People	B2.1.8.1. B2.2.5.1. Show an understanding of recognising and reading about things in their environment. B2.3.3.1. Practise saying words which	B2.1.8.1.2 Explain the meaning of some key words in the story B2.2.5.1.2 Make picture dictionaries. B2.3.3.1.1 Write and practise saying

	<p>Writing conventions/usage</p> <p>Extensive Reading</p>	<p>and Places (Proper Nouns) Labelling Items in the Environment/Classroom. Integrating Grammar in Written Language (Use of Action Words) Read Aloud With Children</p>	<p>they have difficulty in pronouncing.</p> <p>B2.5.3.1. Show an understanding of writing action words.</p> <p>B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt</p>	<p>letters they have difficulty with.</p> <p>B2.5.3.1.3 Use present tense action words in a simple sentence correctly.</p> <p>B2.6.2.1.1 Read short passages of simple sentences of about five to six words.</p>
6	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Writing conventions/usage</p> <p>Extensive Reading</p>	<p>Asking and Answering Questions</p> <p>Vocabulary Writing Simple Words/Names of People and Places (Proper Nouns)</p> <p>Labelling Items in the Environment/Classroom.</p> <p>Integrating Grammar in Written Language (Use of Action Words)</p> <p>Read Aloud With Children</p>	<p>B2.1.9.1. Demonstrate knowledge on understanding and answering of questions correctly using question words. (CONT'D)</p> <p>B2.2.5.1. Show an understanding of recognising and reading about things in their environment.</p> <p>B2.3.3.1. Practise saying words which they have difficulty in pronouncing.</p> <p>B2.5.3.1. Show an understanding of writing action words.</p> <p>B2.5.4.1 Demonstrate knowledge on recognition and use of qualifying words (adjectives).</p> <p>B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt</p>	<p>B2.1.9.1.1 Recognise and use the question words, "what", "who", "where", "when."</p> <p>B2.2.5.1.3 Match action words with corresponding pictures</p> <p>B2.3.3.1.1 Write and practise saying letters they have difficulty with. B2.3.3.1.2 Write and practice saying words they have difficulty with</p> <p>B2.5.3.1.3 Use present tense action words in a simple sentence correctly B2.5.4.1.1 Recognise comparative words/adjectives in sentences.</p> <p>B2.6.2.1.1 Read short passages of simple sentences of about five to six words.</p>
7	<p>Oral Language</p>	<p>Asking and Answering Questions</p>	<p>B2.1.9.1. Demonstrate knowledge on understanding and answering of questions correctly using question words. (CONT'D)</p>	<p>B2.1.9.1.2 Recognise when to use the question word, "how."</p>

	Reading	Comprehension	B2.2.6.1. Exhibit knowledge of answering questions based on texts presented.	B2.2.6.1.1 Interpret meaning of pictures
	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.	B2.3.3.1. Practise saying words which they have difficulty in pronouncing.	B2.3.3.1.2 Write and practice saying words they have difficulty with.
	Writing conventions/usage	Integrating Grammar in Written Language (Use of	B2.5.4.1. Demonstrate knowledge on recognition and use of qualifying words (adjectives).	B2.5.4.1.1 Recognise comparative words/adjectives in sentences.
	Extensive Reading	Qualifying Words) Read Aloud With Children	B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt	B2.6.2.1.1 Read short passages of simple sentences of about five to six words.
8	Oral Language	Asking and Answering Questions	B2.1.9.1. Demonstrate knowledge on understanding and answering of questions correctly using question words. (CONT'D)	B2.1.9.1.3 Recognise and use the question word, "why."
	Reading	Comprehension	B2.2.6.1. Exhibit knowledge of answering questions based on texts presented.	B2.2.6.1.1 Interpret meaning of pictures
	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.	B2.3.3.1. Practise saying words which they have difficulty in pronouncing.	B2.3.3.1.2 Write and practice saying words they have difficulty with.
	Writing conventions/usage	Integrating Grammar in Written Language (Use of	B2.5.4.1. Demonstrate knowledge on recognition and use of qualifying words (adjectives)	B2.5.4.1.2 Use comparative words/adjectives to form short sentence
	Extensive Reading	Qualifying Words) Read Aloud With Children	B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt	B2.6.2.1.1 Read short passages of simple sentences of about five to six words.
9	Oral Language	Asking and Answering Questions	B2.1.9.1. Demonstrate knowledge on understanding and answering of questions correctly using question words	B2.1.9.1.4 Answer questions on, 'who', 'what', 'where' and 'when.'
	Reading	Comprehension	B2.2.6.1. Exhibit knowledge of answering questions based on texts presented.	B2.2.6.1.2 Make predictions of what will happen next.
	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.	B2.3.3.1. Practise saying words which they have difficulty in pronouncing.	B2.3.3.1.2 Write and practice saying words they have difficulty with

	writing conventions/ usage Extensive Reading	Integrating Grammar in Written Language (Use of Qualifying Words) Read Aloud With Children	B2.5.4.1. Demonstrate knowledge on recognition and use of qualifying words (adjectives). B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt	B2.5.4.1. Recognise comparative words/adjectives in sentences. B2.6.2.1.1 Read short passages of simple sentences of about five to six words.
10	Oral Language Reading Writing writing conventions/ usage Extensive Reading	Asking and Answering Questions Comprehension Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom. Integrating Grammar in Written Language (Use of Qualifying Words) Read Aloud With Children	B2.1.10.1. Exhibit knowledge of understanding and carrying out simple instructions and commands B2.2.6.1. Exhibit knowledge of answering questions based on texts presented. B2.3.3.2.1 Show understanding of items in the environment/ classroom B2.5.5.1.1 Exhibit knowledge of understanding, recognising and using postpositions. B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt	B2.1.10.1.1 Say what a command is. B2.2.6.1.2 Make predictions of what will happen next. B2.2.6.1.3 Recognise the titles and authors of books B2.3.3.2.1 Label and mention items in the classroom and in the school. B2.5.5.1.1 Write and use some postpositions in sentences. B2.6.2.1.1 Read short passages of simple sentences of about five to six words.
11	Oral Language Reading Writing	Asking and Answering Questions Comprehension Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.	B2.1.10.1. Exhibit knowledge of understanding and carrying out simple instructions and commands B2.2.6.1. Exhibit knowledge of answering questions based on texts presented. B2.3.3.2.1 Show understanding of items in the environment/ classroom	B2.1.10.1.1 Say what a command is. B2.2.6.1.2 Make predictions of what will happen next. B2.2.6.1.3 Recognise the titles and authors of books B2.3.3.2.1 Label and mention items in the classroom and in the school.

	writing conventions/ usage Extensive Reading	Integrating Grammar in Written Language (Use of Qualifying Words) Read Aloud With Children	B2.5.5.1.1 Exhibit knowledge of understanding, recognising and using postpositions. B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt	B2.5.5.1.1 Write and use some postpositions in sentences. B2.6.2.1.1 Read short passages of simple sentences of about five to six words.
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



TERMLY SCHEME OF LEARNING (TSOL)

TERM: TWO

SUBJECT: NUMERACY

CLASS: B3

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	NUMBER	Number Operations (Addition, Subtraction, Multiplication and Division)	B3.1.2.5 Demonstrate an understanding of multiplication up to 5 x 5.	B3.1.2.5.2 Represent and explain multiplication using rectangular arrays.
2			B3.1.2.6 Demonstrate an understanding of division.	B3.1.2.6.1 Use concrete and pictorial representations to explain division as equal sharing or partitioning equally into given groups and finding how many are in each group B3.1.2.6.2 Use concrete and pictorial representations to explain division as repeated subtraction or determining the number of times given equal groups can be obtained in (i.e. goes into or can be subtracted from) a given number
3				B3.1.2.6.3 Use concrete and pictorial representation to explain division as inverse of Multiplication.
4		Fractions	B3.1.3.1 Develop an understanding of fractions using concrete and pictorial representations and write fractions in words and symbols	B3.1.3.1.1 Understand a unit fraction by explaining the fraction $\frac{1}{f}$ as the quantity obtained by taking 1 part when a whole is partitioned into f equal parts and that a fraction $\frac{1}{f}$ <i>ff</i> is the quantity obtained by taking parts of the $\frac{1}{f}$ Size.
5				B3.1.3.1.2 Understand, explain and demonstrate that fractions can be used to represent parts of a group of objects, point on a line, or distances on a number line [Read and write fractions using words and symbols. (E.g. one-half, two halves, thirds, fifths etc.)]. B3.1.3.1.3 - Compare and order unit fractions and fractions with like denominators by using concrete models, pictorial representations and number line.
6			B3.1.4.1. Determine the value of coins and notes in order to solve monetary transactions	B3.1.4.1.1 Use different denominations of money (1,2, 5, 10, 20, 50 cedis notes an pesewas coins) to buy and give change

7		Money	B3.1.4.1. Determine the value of coins and note in order to solve monetary transactions	B3.1.4.1.1 Use different denominations of money (1,2, 5, 10, 20, 50 cedis notes an pesewas coins) to buy and give change
8	ALGEBRA	Patterns and Relationship	B3.2.1.1 Recognise, create, extend, describe, and use patterns and rules to solve mathematical tasks.	B3.2.1.1.1 Demonstrate an understanding of increasing and decreasing patterns by extending the next two or three terms and identifying errors or missing elements.
9	GEOMETRY AND MEASUREMENT	2D & 3D Shape	B3.3.1.1 - Analyse the relationships among and between 2-D shapes and 3-D objects according to a variety of attributes, including measurement.	B3.3.1.1.1 - Describe 3D objects according to the shape of the faces, the number of edges and vertices. Sort regular and irregular polygons including triangles, quadrilaterals, pentagons, heptagons according to the number of sides. B3.3.1.1.2 - Draw and identify angles.
10				B3.3.1.1.3 Use cut-out paper as a square corner to determine angles which are right angles and angles which are not right angles
11				B3.3.1.1.4 - Use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

ASSESSMENT

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	Religious Practices and their Moral Implications	Festivals in the Three Major Religion	B3.2.2.1. Explain the importance of religious festival	B3.2.2.1.1 Describe how various festivals are celebrated.
2				B3.2.2.1.1 Describe how various festivals are celebrated.
3				B3.2.2.1.1 Describe how various festivals are celebrated. B3 2.2.1.2 Demonstrate the importance of religious festivals.
4				B3 2.2.1.2 Demonstrate the importance of religious festivals.
5	Religious Leaders	Early Life of the Leaders of the three Major Religions	B3.3.1.1 Narrate the youthful life stories of the leaders of the	B3.3.1.1.1 Describe the youthful lives of the leaders of the three major religions in Ghana.
6				B3.3.1.1.1 Describe the youthful lives of the leaders of the three major religions in Ghana.
7				Describe the youthful lives of the leaders of the three major religions in Ghana.
8				B3.3.1.1.2 Identify and explain the moral lessons of the youthful life of the religious leaders.
9				B3.3.1.1.2 Identify and explain the moral lessons of the youthful life of the religious leaders.
	The Family and the Community	Roles and Relationships	B3.4.1.1 Appreciate the role of the family and the community in their relationship with God	B3.4.1.1.1 Discuss God's promises to humankind
11				B3 4.1.1.2 Identify the benefits of responding to God's call
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	SYSTEMS	THE HUMAN BODY SYSTEMS	B3.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	B3.3.1.1.1 Explain that the external parts of the human body work interdependently to perform a function
2				B3.3.1.1.1 Explain that the external parts of the human body work interdependently to perform a function
3		THE SOLAR SYSTEM	B3.3.2.1 Show understanding of the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun in the existence of the solar system.	B3.3.2.1.1 Know the sun, earth and moon as parts of the solar system
4				B3.3.2.1.1 Know the sun, earth and moon as parts of the solar system
5		ECOSYSTEM	B3.3.3.1 Show an understanding and appreciation of the interactions and interdependencies of organisms in an ecosystem	B3.3.3.1.1 Identify organisms in a habitat and describe why they live in a particular place
6				B3.3.3.1.1 Identify organisms in a habitat and describe why they live in a particular place
7	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B3.4.1.1 Demonstrate understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserve	B3.4.1.1.1 Know that light is a form of energy
8			B3.4.1.2 Show an understanding of the concept of heat in terms of its sources, effects, importance, and transfer from one medium to another	B3.4.1.2.1 Know heat as a form of energy and identify some sources of heat
9				B3.4.1.2.2 Know the everyday uses of heat
10				B3.4.1.2.2 Know the everyday uses of heat
11			B3.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms of energy	B3.4.2.1.1 Identify different sources of electrical energy
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	My Country Ghana	Major Historical Locations	B3.2.4.1 Demonstrate knowledge of the forts and castle built in Ghana.	B3.2.4.1.1 Identify the forts and castles built along the coast of Ghana
2				B3.2.4.1.1 Identify the forts and castles built along the coast of Ghana
3				B3.2.4.1.1 Identify the forts and castles built along the coast of Ghana
4				B3.2.4.1.1 Identify the forts and castles built along the coast of Ghana
5				B3.2.4.1.1 Identify the forts and castles built along the coast of Ghana
6		Some Selected Individuals	B3.2.5.1 Describe the contributions of some outstanding Ghanaian entrepreneurs.	B3.2.5.1.1 Describe Ghanaian entrepreneurs who have made significant contributions including George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J.K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage), etc
7				B3.2.5.1.1 Describe Ghanaian entrepreneurs who have made significant contributions including George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J.K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage), etc
8				B3.2.5.1.1 Describe Ghanaian entrepreneurs who have made significant contributions including George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J.K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage), etc

9				<p>B3.2.5.1.1 Describe Ghanaian entrepreneurs who have made significant contributions including George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J.K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage), etc</p>
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11				<p>B3.2.5.1.1 Describe Ghanaian entrepreneurs who have made significant contributions including George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J.K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage), etc</p>
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	ALL AROUND US	Plants and Animals	B3.2.2.1 - Demonstrate understanding of the importance of gardening	B3.2.2.1.1 - Explain how to make and maintain a garden
2				B3.2.2.1.1 - Explain how to make and maintain a garden
3		Map Making and Land Marks	B3.2.3.1 - Demonstrate understanding of skills in map making	B3.2.3.1.1 - Sketch the shape of the classroom and indicate the position of the teacher's desk
4				B3.2.3.1.2 - Mention reasons why records should be taken regularly, as a responsible citizen
5			B3.2.3.2 - Demonstrate understanding of landmarks on the school compound	B3.2.3.2.1 Make a sketch of the school compound and show locations of some landmarks
6		Population and Settlement	B3.2.4.1 - Demonstrate knowledge of Settlements	B3.2.4.1.1 Recognise the need to be proud of their communities
7	OUR BELIEFS AND VALUES	Worship	B3.3.1.1 Demonstrate understanding of the importance of religious worship	B3.3.1.1.1 Explain the reasons for studying the sacred scriptures of the three major religions among their followers
8		Festivals	B3.3.2.1. Demonstrate understanding of the importance of religious festivals	B3.3.2.1. 1 Describe how various festivals are celebrated
9		Basic Human Rights	B3.3.3.1 Demonstrate understanding of the importance of human rights	B3.3.3.1. 1. Describe ways of claiming one's rights
10				B3.3.3.1. 1. Describe ways of claiming one's rights
11		Being a Leader	B3.3.4.1 Demonstrate knowledge of the life stories of leaders of the major religions in Ghana	B3.3.4.1. 2- Identify moral lessons of the lives of the religious leaders.
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	VISUAL ARTS	Planning, Making and Composing	B3 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues	B3 1.2.3.1 Create own functional visual artworks by skillfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities
2				B3 1.2.3.2 - Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities B3 1.2.3.3 - Create own functional visual artworks using available materials, tools and methods to express own views that reflect topical issues in Africa
3	PERFORMING ARTS	Planning, Making and Composing	B3 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues	B3 2.2.3.1 - Create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas
4				B3 2.2.3.2 - Create own artworks using available instruments, resources and techniques to express own views about performing artworks that reflect the natural and manmade environments in other African communities
5				B3 2.2.3.3 - Create own music, dance and drama performances using available instruments, resources and methods to express own views that reflect topical issues in other Africa communities
6	VISUAL ARTS	Displaying and Sharing	B3 1.3.4 Demonstrate understanding	B3 1.3.4.1 Plan a display of own visual

			of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities
7				<p>B3 1.3.4.2 - Plan for a display of own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities</p> <p>B3 1.3.4.3 Plan for a display of own artworks to share creative experiences based on ideas that reflect topical issues in other African communities</p>
8	PERFORMING ARTS	Displaying and Sharing	<p>B3 2.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance</p>	<p>B3 2.3.4.1 Plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</p>
9				<p>B3 2.3.4.2 Plan a display of own music, dance and drama to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities</p> <p>B3 2.3.4.3 - Plan a display of own music, dance and drama to share creative experiences based on ideas that reflect topical issues in other African communities</p>
10	VISUAL ARTS	Displaying and Sharing	<p>B3 1.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital</p>	<p>B3 1.3.5.1 Display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</p> <p>B3 1.3.5.2 - Display own visual</p>

			applications where necessary, to record for reporting on the events.	artworks to share creative experiences based on ideas that reflect the natural and manmade environments of other African communities
11				B3 1.3.5.3 - Display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	ORAL LANGUAGE	Conversation	B3.1.6.1 - Explore using certain culturally acceptable language for communication.	B3.1.6.1.3 - Talk about important places in their communities. B3.1.6.1.4 - Use a wider variety of words to talk about different customs and cultural values.
	READING	Vocabulary	B3.2.6.1 - Understand word meanings and usage.	B3.2.6.1.1 - Read level-appropriate sight words, understand and use them in meaningful complex sentences.
	WRITING	Guided Composition	B3.4.8.1 - Compose short paragraphs through answering questions.	B3.4.8.1.1 - Develop two coherent paragraphs on one idea or concept using leading questions.
	USING WRITING CONVENTION/ GRAMMAR USAGE	Using Action Words	B3.5.4.1 – Apply knowledge of action words in communication	B3.5.4.1.1 - Identify the present continuous form of action words in spoken and written communication
	EXTENSIVE READING	Building the Love and Culture of Reading	B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.
2	ORAL LANGUAGE	Conversation	B3.1.6.1 - Explore using certain culturally acceptable language for communication.	B3.1.6.1.4 - Use a wider variety of words to talk about different customs and cultural values.
	READING	Vocabulary	B3.2.6.1 - Understand word meanings and usage.	B3.2.6.1.2 - Use knowledge of prefixes and suffixes to interpret unfamiliar words.
	WRITING	Writing as a Process	B3.4.9.1 - Apply the skills and strategies for idea generation, selection, development, organization and revision in writing.	B3.4.9.1.1 - Select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Using Action Words	B3.5.4.1 – Apply knowledge of action words in communication.	B3.5.4.1.1 - Identify the present continuous form of action words in spoken and written communication.
	EXTENSIVE READING	Building the Love and Culture of Reading	B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.

3	ORAL LANGUAGE	Conversation	B3.1.6.2 – Apply knowledge of language and communicative skills to participate in conversation.	B3.1.6.2.1 - Demonstrate turn-taking in conversation in different topics.
	READING	Vocabulary	B3.2.6.1 - Understand word meanings and usage.	B3.2.6.1.3 - Understand and use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words (prepositions, articles).
	WRITING	Writing as a Process	B3.4.9.1 - Apply the skills and strategies for idea generation, selection, development, organization and revision in writing. B3.4.9.2 - Develop and express ideas coherently and cohesively in writing.	B3.4.9.1.1 - Select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing. B3.4.9.2.1 - Write ideas on a topic in simple sentences. Writing stage
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Using Action Words	B3.5.4.1 - Apply knowledge of action words in communication.	B3.5.4.1.2 - Use the present continuous form of verbs to describe actions taking place at the time of speaking.
	EXTENSIVE READING	Building the Love and Culture of Reading	B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.
4	ORAL LANGUAGE	Conversation	B3.1.6.2 - Apply knowledge of language and communicative skills to participate in conversation.	B3.1.6.2.2 - Ask and answer questions for clarification about what other people say.
	READING	Vocabulary	B3.2.6.1 - Understand word meanings and usage.	B3.2.6.1.4 - Use dictionaries, glossaries and internet to clarify word meanings.
	WRITING	Writing as a Process	B3.4.9.2 - Develop and express ideas coherently and cohesively in writing.	B3.4.9.2.1 - Write ideas on a topic in simple sentences. Writing stage.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Using Action Words	B3.5.4.1 – Apply knowledge of action words in communication.	B3.5.4.1.3 - Use simple past and the past continuous forms of verbs to express past actions.
			B3.6.1.1 - Read widely for	B3.6.1.1.1 - Read a

	EXTENSIVE READING	Building the Love and Culture of Reading	pleasure and demonstrate independent reading and learning in the literary area.	variety of age and level-appropriate books and summarise them.
5	ORAL LANGUAGE	Conversation	B3.1.6.2 – Apply knowledge of language and communicative skills to participate in conversation.	B3.1.6.2.2 - Ask and answer questions for clarification about what other people say.
	READING	Vocabulary	B3.2.6.1 - Understand word meanings and usage.	B3.2.6.1.4 - Use dictionaries, glossaries and internet to clarify word meanings.
	WRITING	Writing as a Process	B3.4.9.3 – Apply strategies for improving drafts for publishing.	B3.4.9.3.1 - Review and revise the draft, adding to or taking out ideas.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Using Action Words	B3.5.4.1 – Apply knowledge of action words in communication.	B3.5.4.1.3 - Use simple past and the past continuous forms of verbs to express past actions.
	EXTENSIVE READING	Building the Love and Culture of Reading	B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.
6	ORAL LANGUAGE	Conversation	B3.1.6.2 – Apply knowledge of language and communicative skills to participate in conversation.	B3.1.6.2.3 - Participate in communication, using more varied and more accurate language.
	READING	Comprehension	B3.2.7.1 - Understand and analyse texts read.	B3.2.7.1.1 - Use self-correction strategies to make meaning when reading texts.
	WRITING	Writing as a Process	B3.4.9.3 – Apply strategies for improving drafts for publishing.	B3.4.9.3.1 - Review and revise the draft, adding to or taking out ideas.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Using Action Words	B3.5.4.1 – Apply knowledge of action words in communication.	B3.5.4.1.3 - Use simple past and the past continuous forms of verbs to express past actions.
	EXTENSIVE READING	Building the Love and Culture of Reading	B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.
	ORAL LANGUAGE	Conversation	B3.1.6.2 – Apply knowledge of language and communicative skills to participate in conversation.	B3.1.6.2.4 - Express a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing).

7	<p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Comprehension</p> <p>Writing as a Process</p> <p>Using Qualifying Words – Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>B3.2.7.1 - Understand and analyse texts read.</p> <p>B3.4.9.3 - Apply strategies for improving drafts for publishing.</p> <p>B3.5.5.1 - Apply knowledge of adjectives in communication.</p> <p>B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.</p>	<p>B3.2.7.1.1 - Use self-correction strategies to make meaning when reading texts.</p> <p>B3.4.9.3.2 - Proofread draft to correct punctuation and spelling errors.</p> <p>B3.5.5.1.1 - Identify and use adjectives in short sentences to describe height, length, etc.</p> <p>B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.</p>
8	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Conversation</p> <p>Comprehension</p> <p>Writing as a Process</p> <p>Using Qualifying Words – Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>B3.1.6.2 - Apply knowledge of language and communicative skills to participate in conversation.</p> <p>B3.2.7.1 - Understand and analyse texts read.</p> <p>B3.4.9.3 - Apply strategies for improving drafts for publishing.</p> <p>B3.5.5.1 – Apply knowledge of adjectives in communication.</p> <p>B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.</p>	<p>B3.1.6.2.4 - Express a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing).</p> <p>B3.2.7.1.2 - Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.</p> <p>B3.4.9.3.2 - Proofread draft to correct punctuation and spelling errors.</p> <p>B3.5.5.1.1 - Identify and use adjectives in short sentences to describe height, length, etc.</p> <p>B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.</p>
	<p>ORAL LANGUAGE</p> <p>READING</p>	<p>Listening Comprehension</p> <p>Comprehension</p>	<p>B3.1.7.1 - Use appropriate skills and strategies to process meaning from texts.</p> <p>B3.2.7.1 - Understand and analyse texts read.</p>	<p>B3.1.7.1.1 - Listen to and interact actively within information texts.</p> <p>B3.2.7.1.2 - Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.</p>

9	<p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Writing as a Process</p> <p>Using Qualifying Words – Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>B3.4.9.3 - Apply strategies for improving drafts for publishing.</p> <p>B3.5.5.1 - Apply knowledge of adjectives in communication.</p> <p>B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.</p>	<p>B3.4.9.3.3 - Read aloud own writing to a group or whole class.</p> <p>B3.5.5.1.1 - Identify and use adjectives in short sentences to describe height, length, etc.</p> <p>B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.</p>
10	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Listening Comprehension</p> <p>Comprehension</p> <p>Writing as a Process</p> <p>Using Qualifying Words – Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>B3.1.7.1 - Use appropriate skills and strategies to process meaning from texts.</p> <p>B3.2.7.1 - Understand and analyse texts read.</p> <p>B3.4.9.3 - Apply strategies for improving drafts for publishing.</p> <p>B3.5.5.1 - Apply knowledge of adjectives in communication.</p> <p>B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.</p>	<p>B3.1.7.1.1 - Listen to and interact actively within information texts.</p> <p>B3.2.7.1.2 - Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.</p> <p>B3.4.9.3.3 - Read aloud own writing to a group or whole class.</p> <p>B3.5.5.1.1 - Identify and use adjectives in short sentences to describe height, length, etc.</p> <p>B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.</p>
11	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p>	<p>Listening Comprehension</p> <p>Comprehension</p> <p>Writing as a Process</p> <p>Using Qualifying Words – Adverbs</p>	<p>B3.1.7.1 - Use appropriate skills and strategies to process meaning from texts.</p> <p>B3.2.7.1 - Understand and analyse texts read,</p> <p>B3.4.9.3 - Apply strategies for improving drafts for publishing, B3.4.10.1 - Narrate situations, express feelings and convey point of view about the world/fictional world.</p> <p>B3.5.6.1 - Show understanding of adverbs in communication.</p>	<p>B3.1.7.1.2 - Recognise and relate the sequence of events in stories.</p> <p>B3.2.7.1.3 - Retell level-appropriate text in own, explain and illustrate, B3.4.9.3.3 - Read aloud own writing to a group or whole class. B3.4.10.1.1 - Add more details of a story structure to narrative stories, for example setting, characters, problem and resolution of the problem.</p> <p>B3.5.6.1.1 - Identify qualifying words.</p>

	EXTENSIVE READING	Building the Love and Culture of Reading	B3.6.1.1 - Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B3.6.1.1.1 - Read a variety of age and level-appropriate books and summarise them.
12	REVISION	REVISION	REVISION	REVISION
13	EXAMS	EXAMS	EXAMS	EXAMS
14	VACATION	VACATION	VACATION	VACATION



WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	ORAL LANGUAGE	Dramatization and Role Play	B3.1.5.1 - Perform a sketch of a story heard, told or read.	B3.1.5.1.2 - State opinion and feelings on events and characters in Stories.
	READING	Phonics	B3.2.4.2 - Recognize and read words with identical sounds.	B3.2.4.2.1 - Listen and say words with identical sounds from.
	WRITING	Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)	B3.3.3.1 - Write simple words/names of people and places (proper nouns).	B3.3.3.1.1 - Write simple words/names of people and places.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Integrating Grammar in Written Language (Use of Action Words)	B3.5.3.1 - Demonstrate knowledge on recognition of action words.	B3.5.3.1.2 - Write present continuous action words correctly.
	EXTENSIVE READING	Reading Short Texts/Poems/Narratives/ Short Stories and Respond to Them	B3.6.3.1 - Exhibit knowledge of reading passages with understanding.	B3.6.3.1.1 - Read stories with correct intonation.
2	ORAL LANGUAGE	Conversation	B3.1.6.1 - Exhibit an understanding of appropriate non-formal forms of greeting and communication.	B3.1.6.1.1 - Discuss and demonstrate non-verbal form.
	READING	Phonics	B3.2.4.2 - Recognize and read words with identical sounds.	B3.2.4.2.2 - Read poems and recognise rhyming words.
	WRITING	Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)	B3.3.3.1 - Write simple words/names of people and places (proper nouns).	B3.3.3.1.1 - Write simple words/names of people and places.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Integrating Grammar in Written Language (Use of Action Words)	B3.5.3.1- Demonstrate knowledge on recognition of action words.	B3.5.3.1.2 - Write present continuous action words correctly.
	EXTENSIVE READING	Reading Short Texts/Poems/Narratives/ Short Stories and Respond to Them	B3.6.3.1 - Exhibit knowledge of reading passages with understanding.	B3.6.3.1.1 - Read stories with correct intonation.
3	ORAL LANGUAGE	Conversation	B3.1.6.1 - Exhibit an understanding of appropriate non-formal forms of greeting and communication	B3.1.6.1.1 - Discuss and demonstrate non-verbal form. B3.1.6.1.3 - Say why we have non-verbal greetings.
	READING	Phonics	B3.2.4.2 - Recognise and read words with identical sounds.	B3.2.4.2.2 - Read poems and recognise rhyming words. B3.2.4.2.3 -Read two-

	<p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)</p> <p>Integrating Grammar in Written Language (Use of Action Words)</p> <p>Reading Short Texts/Poems/Narratives/ Short Stories and Respond to Them</p>	<p>B3.3.3.1 - Write simple words/names of people and places (proper nouns).</p> <p>B3.5.3.1 - Demonstrate knowledge on recognition of action words.</p> <p>B3.6.3.1 – Exhibit knowledge of reading passages with understanding.</p>	<p>syllable words.</p> <p>B3.3.3.1.1 - Write simple words/names of people and places</p> <p>B3.5.3.1.3 - Use present continuous action words in simple sentences.</p> <p>B3.6.3.1.1 - Read stories with correct intonation.</p>
4	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Talking about Oneself, Family, People & Places</p> <p>Phonics</p> <p>Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)</p> <p>Integrating Grammar in Written Language (Use of Qualifying Words)</p> <p>Reading Short Texts/Poems/Narratives/ Short Stories and Respond to Them</p>	<p>B3.1.7.1 - Apply the use of pronouns appropriately in simple sentences.</p> <p>B3.2.4.2 - Recognise and read words with identical sounds.</p> <p>B3.3.3.1 - Write simple words/names of people and places (proper nouns).</p> <p>B3.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives and adverbs).</p> <p>B3.6.3.1 - Exhibit knowledge of reading passages with understanding.</p>	<p>B3.1.7.1.1 - Describe one’s self using personal pronouns.</p> <p>B3.2.4.2.3 - Read two-syllable words.</p> <p>B3.3.3.1.1 - Write simple words/names of people and places.</p> <p>B3.5.4.1.1 - Know and use comparative words/adjectives in sentences.</p> <p>B3.6.3.1.1 - Read stories with correct intonation.</p>
5	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRA</p>	<p>Talking about Oneself, Family, People & Places</p> <p>Phonics</p> <p>Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)</p> <p>Integrating Grammar in Written Language (Use of</p>	<p>B3.1.7.1 - Apply the use of pronouns appropriately in simple sentences.</p> <p>B3.2.4.2 - Recognise and read words with identical sounds.</p> <p>B3.3.3.2 - Show understanding of items in the environment/classroom.</p> <p>B3.5.4.1 - Demonstrate knowledge on recognition of</p>	<p>B3.1.7.1.1 - Describe one’s self using personal pronouns.</p> <p>B3.1.7.1.2 - Describe the family using the appropriate pronouns.</p> <p>B3.2.4.2.4 - Read three-syllable words and segment them into syllables.</p> <p>B3.3.3.2.1 - Say and label items in the classroom and in the environment.</p> <p>B3.5.4.1.1 - Know and use comparative</p>

	MMAR USAGE	Qualifying Words)	qualifying words (adjectives and adverbs)	words/adjectives in sentences. B3.5.4.1.2 - Demonstrate knowledge of the use of adverbs
	EXTENSIVE READING	Reading Short Texts/Poems/Narratives/ Short Stories and Respond to Them	B3.6.3.1 - Exhibit knowledge of reading passages with understanding.	B3.6.3.1.2 - Say the title and author of the book read.
6	ORAL LANGUAGE	Talking about Oneself, Family, People & Places	B3.1.7.1 - Apply the use of pronouns appropriately in simple sentences.	B3.1.7.1.2 - Describe the family using the appropriate pronouns.
	READING	Phonics	B3.2.4.2 - Recognise and read words with identical sounds.	B3.2.4.2.5 - Read one-syllable words with consonant clusters.
	WRITING	Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)	B3.3.3.2 - Show understanding of items in the environment/classroom.	B3.3.3.2.1 - Say and label items in the classroom and in the environment.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Integrating Grammar in Written Language (Use of Qualifying Words)	B3.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives and adverbs).	B3.5.4.1.2 - Demonstrate knowledge of the use of adverbs.
	EXTENSIVE READING	Reading Short Texts/Poems/Narratives/ Short Stories and Respond to Them	B3.6.3.1 - Exhibit knowledge of reading passages with understanding.	B3.6.3.1.2 - Say the title and author of the book read.
7	ORAL LANGUAGE	Listening Comprehension	B3.1.8.1 - Show an understanding of answering questions from a passage.	B3.1.8.1.1 - Recount what the story is about and answer simple questions on the story.
	READING	Phonics	B3.2.4.2 - Recognise and read words with identical sounds.	B3.2.4.2.5 - Read one-syllable words with consonant clusters.
	WRITING	Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)	B3.3.3.2 - Show understanding of items in the environment/classroom.	B3.3.3.2.1 - Say and label items in the classroom and in the environment.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Integrating Grammar in Written Language (Use of Qualifying Words)	B3.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives and adverbs).	B3.5.4.1.3 - Recognise adverbs from a group of words.
	EXTENSIVE READING	Reading Short Texts/Poems/Narratives/ Short Stories and	B3.6.3.1 - Exhibit knowledge of reading passages with understanding.	B3.6.3.1.2 - Say the title and author of the book read.

		Respond to Them		
8	ORAL LANGUAGE	Listening Comprehension	B3.1.8.1 - Show an understanding of answering questions from a passage.	B3.1.8.1.1 - Recount what the story is about and answer simple questions on the story.
	READING	Vocabulary	B3.2.5.1 - Show an understanding of recognising and reading about things in their environment.	B3.2.5.1.1 - Read texts aloud with correct pronunciation and tone.
	WRITING	Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)	B3.3.3.2 - Show understanding of items in the environment/classroom.	B3.3.3.2.1 - Say and label items in the classroom and in the environment
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Integrating Grammar in Written Language (Use of Qualifying Words)	B3.5.4.1 - Demonstrate knowledge on recognition of qualifying words (adjectives and adverbs)	B3.5.4.1.3 - Recognise adverbs from a group of words.
	EXTENSIVE READING	Reading Short Texts/Poems/Narratives/Short Stories and Respond to Them	B3.6.3.1 - Exhibit knowledge of reading passages with understanding.	B3.6.3.1.2 - Say the title and author of the book read.
9	ORAL LANGUAGE	Listening Comprehension	B3.1.8.1 - Show an understanding of answering questions from a passage.	B3.1.8.1.2 - Explain the meaning of key words and give simple summary of a short text.
	READING	Vocabulary	B3.2.5.1 - Show an understanding of recognising and reading about things in their environment.	B3.2.5.1.1 - Read texts aloud with correct pronunciation and tone.
	WRITING	Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)	B3.3.3.2 - Show understanding of items in the environment/classroom.	B3.3.3.2.1 - Say and label items in the classroom and in the Environment.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Integrating Grammar in Written Language (Use of Postpositions)	B3.5.5.1 - Exhibit knowledge of understanding recognising and using postpositions.	B3.5.5.1.1 - Recognise postpositions in sentences.
	EXTENSIVE READING	Reading Short Texts/Poems/Narratives/Short Stories and Respond to Them	B3.6.3.1 - Exhibit knowledge of reading passages with understanding.	B3.6.3.1.2 - Say the title and author of the book read.
10	ORAL LANGUAGE	Listening Comprehension	B3.1.8.1 - Show an understanding of answering questions from a passage.	B3.1.8.1.2 - Explain the meaning of key words and give simple summary of a short text.
	READING	Vocabulary	B3.2.5.1 - Show an understanding of recognising and reading about things in their environment.	B3.2.5.1.1 - Read texts aloud with correct pronunciation and tone.

	<p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Writing Simple Words (Proper Nouns) Labelling (Environment/Classroom)</p> <p>Integrating Grammar in Written Language (Use of Postpositions)</p> <p>Reading Short Texts/Poems/Narratives/ Short Stories and Respond to Them</p>	<p>B3.3.3.2 - Show understanding of items in the environment/classroom.</p> <p>B3.5.5.1 - Exhibit knowledge of understanding recognising and using postpositions.</p> <p>B3.6.3.1 - Exhibit knowledge of reading passages with understanding.</p>	<p>B3.3.3.2.1 - Say and label items in the classroom and in the Environment.</p> <p>B3.5.5.1.1 - Recognise postpositions in sentences.</p> <p>B3.6.3.1.2 - Say the title and author of the book read.</p>
11	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>Listening Comprehension</p> <p>Vocabulary</p> <p>Copying/Writing Simple Sentences with Correct Spacing</p> <p>Integrating Grammar in Written Language (Use of Postpositions)</p> <p>Reading Short Texts/Poems/Narratives/ Short Stories and Respond to Them</p>	<p>B3.1.8.1 - Show an understanding of answering questions from a passage.</p> <p>B3.1.9.1 - Demonstrate knowledge on understanding and answering of questions correctly by the use of question words.</p> <p>B3.2.5.1 - Show an understanding of recognising and reading about things in their environment.</p> <p>B3.3.4.1 - Exhibit knowledge of writing simple sentences with correct word spacing.</p> <p>B3.5.5.1 - Exhibit knowledge of understanding recognising and using postpositions.</p> <p>B3.6.3.1 - Exhibit knowledge of reading passages with understanding.</p>	<p>B3.1.8.1.2 - Explain the meaning of key words and give simple summary of a short text.</p> <p>B3.1.9.1.1 - Answer questions on, ‘who’, ‘what’, ‘where’ and ‘when’.</p> <p>B3.2.5.1.2 - Play a variety of words and sentence games.</p> <p>B3.3.4.1.1 - Write correct sentences with correct spacing from substitution table.</p> <p>B3.5.5.1.1 - Recognise postpositions in sentences.</p> <p>B3.6.3.1.3 - Discuss and explain the meaning of some words and pictures in the passage.</p>
12	REVISION	REVISION	REVISION	REVISION
13	EXAMS	EXAMS	EXAMS	EXAMS
14	VACATION	VACATION	VACATION	VACATION

TERMLY SCHEME OF LEARNING (TSOL)

SECOND TERM

NUMERACY

BASIC FOUR

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1		Fractions	B4.1.3.1 : Develop an understanding of equivalent and improper fractions 1111 × 1111	<p>B4.1.3.1.1 : Generate unit fractions and locate a unit fraction, e.g. one-eighth, on a number line by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts and that each part has size 11 88</p> <p>B4.1.3.1.2 : Recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD)</p> <p>B4.1.3.1.3 : Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)</p> <p>B4.1.3.1.4 : Recognise fractions that are greater than one (i.e. improper fractions), draw and label such fractions with their symbols</p>
2			B4.1.3.2 : Demonstrate an understanding of strategies for comparing, adding and subtracting fractions (same denominator, or one being a multiple of the others)	<p>B4.1.3.2.1 : Compare and order fractions with like denominators by using pictorial representations and finding equivalent fractions using the Lowest Common Denominator (LCD)</p> <p>B4.1.3.2.3 : Provide examples of where fractions are used</p>
3			B4.1.4.1 : Develop an understanding of decimals (tenths and hundredths) using concrete and pictorial representations and write decimal fractions as base ten numbers with place value	<p>B4.1.4.1.1 : Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically</p> <p>B4.1.4.1.2 : Round decimals to the nearest tenth</p> <p>B4.1.4.1.3 : Use models to explain the result of addition and subtraction of decimals (up to hundredths)</p>
4			B4.1.5.1 : Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically)	<p>B4.1.5.1.1 : Model or recognise percent (as a fraction related to hundredths) using concrete models, pictorial representations and number line</p> <p>B4.1.5.1.2 : Compare and order a mixture of common, decimal and percent fractions (up to hundredths)</p>
5			B4.2.1.1 : Demonstrate an understanding of how	B4.2.1.1.1 : Describe the pattern found in a given table or chart

	Algebra	Patterns and Relationships	to identify and describe patterns found in tables and charts, including a multiplication chart	<p>B4.2.1.1.2 : Determine the missing element(s) in a given table or chart</p> <p>B4.2.1.1.3 : Identify the error(s) in a given table or chart</p>
6			B4.2.1.2. : Translate among different representations of a pattern, such as a table, a chart or concrete material	<p>B4.2.1.2.1 : Create a concrete representation of a given pattern displayed in a table or chart</p> <p>B4.2.1.2.2 : Create a table or chart from a given concrete representation of a pattern</p>
7			B4.2.1.3 : Represent, describe and extend patterns and relationships, using charts and tables, to solve problems	<p>B4.2.1.3.1 : Translate the information in a given problem into a table or chart</p> <p>B4.2.1.3.2 : Identify and extend the patterns in a table or chart to solve a given problem</p>
8		Unknowns, Expressions and Equations.	<p>B4.2.2.1 : Express a given problem as an equation in which a symbol is used to represent an unknown number</p> <p>B4.2.2.2 : Solve one-step equations involving a symbol to represent an unknown number</p>	<p>B4.2.2.1.1 : Write a given problem as an equation in which a symbol is used to represent an unknown number</p> <p>B4.2.2.2.1 : Solve a given one-step equation using manipulatives</p>
9				<p>B4.2.2.2.2 : Describe orally, the meaning of a given one-step equation with one unknown</p> <p>B4.2.2.2.3 : Solve a given equation when the unknown is on the left or right side of the equation</p> <p>B4.2.2.2.4 : Solve a given one-step equation using “guess and check</p>
10				B4.2.2.2.5 : Identify the unknown in a problem, represent the problem with an equation, and solve the problem concretely, pictorially or symbolically
11				B4.2.2.2.6 : Represent and solve a given addition or subtraction problem involving a “part-part-whole” or comparison context, using a symbol to represent the unknown
12				B4.2.2.2.7 : Create a problem for a given equation with one unknown
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	Religious Practices and their Moral Implications	Religious Worship, Prayer and other religious practices.	B4.2.1.1 : Appreciate the importance of prayer, worship and other acts of worship	B4.2.1.1.1 : Name the various forms of worship
2				B4.2.1.1.1 : Name the various forms of worship
3				B4 2.1.1.2 : State the purpose of worship in the three main religions
4				B4 2.1.1.3 : Differentiate between religious and non-religious songs
5		Festivals in the three major religions	B4.2.2.1 : Explore the significance of religious festivals	B4.2.2.1.1 : Discuss festivals in their neighbourhood
6				B4.2.2.1.1 : Discuss festivals in their neighbourhood
7				B4.2.2.1.1 : Discuss festivals in their neighbourhood
8				B4.2.2.1.1 : Discuss festivals in their neighbourhood
9	Religious leaders	The call of the leaders of the three major religions	B4.3.1.1 : Explain the significance of the call of the main religious leaders	B4.3.1.1.1 : Describe the call of the religious leaders
10				B4.3.1.1.1 : Describe the call of the religious leaders
11				B4.3.1.1.1 : Describe the call of the religious leaders
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	SYSTEMS	THE HUMAN BODY SYSTEMS	B4.3.1.1 : Recognise that different parts of the human body work interdependently to perform a specific function	B4.3.1.1.1 : Know the organs of the digestive system and their functions
2		THE SOLAR SYSTEM	B4.3.2.1 : Show an understanding of the orderliness of the sun, planets and satellites in the solar system, as well as the important role of the sun in the existence of the solar system	B4.3.2.1.1 : Explain that the sun is at the centre of the solar system
3				B4.3.2.1.1 : Explain that the sun is at the centre of the solar system
4		ECOSYSTEM	B4.3.3.1 : Show understanding and appreciation of the interactions and interdependencies of organisms in an ecosystem	B4.3.3.1.1 : Explain the concept of ecosystem
5				B4.3.3.1.1 : Explain the concept of ecosystem
6	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B4.4.1.1 : Demonstrate understanding of the concept of energy, its various forms, sources and how to transform and conserve it	B4.4.1.1.1 : Identify the effect of heat on the change of state of substances
7				B4.4.1.1.1 : Identify the effect of heat on the change of state of substances
8		ELECTRICITY AND ELECTRONICS	B4.4.2.1 : Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms	B4.4.2.1.2 : Describe ways of conserving electricity
9			B4.4.2.2 : Know the functions and assemblage of basic electronics components	B4.4.2.2.1 : Identify the basic components of electronic circuits
10				B4.4.2.2.1 : Identify the basic components of electronic circuits
11		FORCES AND MOVEMENT	B4.4.3.1 : Know that movement is caused by applied forces due to the release of stored energy	B4.4.3.1.1 : Demonstrate understanding of elastic and compressional forces and their everyday applications
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	B4.3.1.3	B4.3.1.3.1
2				B4.3.2.3.1
3				B4.3.3.3.1
4				B4.3.4.3.2
5				B4.3.5.3.3
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS.	B4.4.1.4	B4.4.1.4.1
7				B4.4.1.4.2
8				B4.4.2.4.1
9				B4.4.3.4.1
10				B4.4.4.4.1
11				B4.5.5.4.1
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	WORD PROCESSING			B4.1.3.1.1 : Use strategies for identifying data in conversation and newspapers
2				B4.1.3.1.2 : Use strategies for classifying data into information (i.e. sorting and classifying)
3				B4.1.3.1.3 : 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.)
4				B4.1.3.1.4 : Demonstrate Sending and sharing information to and from other gadgets. e.g., radio, fax, telephones calls, SMS etc
5				B4.1.3.1.5 : Demonstrate basic calculations on sample data e.g. sum, percentage, average etc
6				B4.1.3.2.1 : Identify the steps and issues involved in data collection
7				B4.1.3.2.2 : Describe various tools or techniques of data collection e.g. interview, observation, checklist etc. B4.1.3.2.3 : Draw or sketch maps of the area to be surveyed.
8		TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1 : Demonstrate the use of technology in the community	B4.1.4.1.1 : Describe how digital systems are used and could be used at home, in school and the local community. B4.1.4.1.2 : . 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 etc.
9				B4.1.4.1.3 : . Describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes in the community
10				B4.1.4.1.3 : . Describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes in the community
11				B4.1.4.1.4 : Identify technological changes in the community (e.g. Using automated irrigation for farming, eco-friendly pesticides and manure, etc.)
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

ASSESSMENT

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	OUR BELIEFS AND VALUES	Worship	B4.3.1.1 : Recognise the importance of prayer, worship and other acts of worship	B4.3.1.1.1 : Show obedience and respect to a supreme being. through prayer and worship
2				B4.3.1.1.1 : Show obedience and respect to a supreme being. through prayer and worship
3		Festivals	B4.3.2.1 : Explore the Significance of cultural practices, traditions and celebrations in Ghana	B4.3.2.1.1 : Identify celebrations, positive cultural practices and traditions of different cultures in Ghana
4				B4.3.2.1.1 : Identify celebrations, positive cultural practices and traditions of different cultures in Ghana
5		Basic human rights	B4.3.3.1 : Demonstrate understanding of human rights a citizen	B4.3.3.1.1 : Explain fundamental human rights of a child
6				B4.3.3.1.1 : Explain fundamental human rights of a child
7		Being a leader	B4 3.4.1 : Recognise leadership as an important value and civic duty	B4 3.4.1.1 : Describe leadership as a valuable skill
8	OUR NATION GHANA	Being a Citizen	B4.4.1.1 : Demonstrate good manners at appropriate places	B4.4.1.1.1 : Show good manners in the home, school and community
9			B4.4.1.2. : Demonstrate understanding of who a citizen is	B4.4.1.2.1 : Identify the characteristics of a responsible citizen
10				B4.4.1.2.1 : Identify the characteristics of a responsible citizen
11			B4.4.1.3 : Demonstrate understanding of commitment as a civic value and responsibility	B4.4.1.3.1 : Become committed to duties and responsibilities
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1		Major Historical Locations	B4.1.4.1 : Demonstrate knowledge of the history of some historical locations in Ghana	B4.1.4.1.1 : Describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town Light House, Gbewa Palace, Larabanga Mosque etc
2				B4.1.4.1.1 : Describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town Light House, Gbewa Palace, Larabanga Mosque etc
3				B4.1.4.1.1 : Describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town Light House, Gbewa Palace, Larabanga Mosque etc
4		Some selected individuals	B4.2.5.1 : Demonstrate an understanding of the role of significant traditional rulers in Ghana's history	B4.2.5.1.1 : Identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I., Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc
5				B4.2.5.1.1 : Identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I., Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc
6				B4.2.5.1.1 : Identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga,

				Togbe Sri I., Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc
7	EUROPEANS IN GHANA	Missionary Activities	B4.3.3.1 : Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana	B4.3.3.1.1 : Describe European missionary activities in Ghana
8				B4.3.3.1.1 : Describe European missionary activities in Ghana
9	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	Establishing British Rule in Ghana	B4.4.1.1 : Demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise Ghana	B4.4.1.1.1 : Examine the Bond of 1844
10				B4.4.1.1.1 : Examine the Bond of 1844
11				B4.4.1.1.1 : Examine the Bond of 1844
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

ASSESSMENT

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	Performing Arts	Planning, Making and composing	B4 2.2.3 : Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues	<p>B4 2.2.3.1 : 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>B4 2.2.3.2 : Create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities</p>
2				B4 2.2.3.3 : Create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana
3	Visual Arts	Displaying and Sharing	B4 1.3.4 : Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance	<p>B4 1.3.4.1 : 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</p> <p>B4 1.3.4.2 : Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of visual artworks that reflect the natural and manmade environments of some Ghanaian communities</p> <p>B4 1.3.4.3 : Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana</p>
4	Performing Arts	Displaying and Sharing	B4 2.3.4 : Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance	<p>B4 2.3.4.1 : Plan a performance of compositions to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana</p> <p>B4 2.3.4.2 : Plan a performance of compositions to share creative experiences based on own ideas,</p>

				<p>knowledge and understanding of performing artworks that reflect the natural and manmade environments of some communities in Ghana</p> <p>B4 2.3.4.3 : Plan a performance of own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana</p>
5	Visual Arts	Displaying and Sharing	<p>B4 1.3.5 : Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events</p>	<p>B4 1.3.5.1 : 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>B4 1.3.5.2 : 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>
6				<p>B4 1.3.5.3 : Display own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana</p>
7	Performing Arts	Displaying and Sharing	<p>B4 2.3.5 : Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/ manual/digital applications where necessary, to record for reporting on the events</p>	<p>B4 2.3.5.1 : Perform own compositions to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana</p> <p>B4 2.3.5.2 : 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> <p>B4 2.3.5.3 : Perform own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana</p>
8	Visual Arts	Appreciating and Appraising	<p>B4 1.4.6 : Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media,</p>	<p>B4 1.4.6.1 : Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the history and culture of the people of Ghana</p> <p>B4 1.4.6.2 : Develop guidelines for</p>

			techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	appraising and appreciating own and others' visual artworks that reflect the natural and manmade environments of some communities in Ghana
9				B4 1.4.6.3 : Develop guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana
10	Performing Arts	Appreciating and Appraising	B4 2.4.6 : Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	B4 2.4.6.1 : Develop guidelines for appraising and appreciating own and others' performing artworks that reflect the history and culture of the people of Ghana
11				B4 2.4.6.2 : Develop guidelines for appraising and appreciating own and others' performing artworks that reflect the natural and manmade environments of some communities in Ghana
12				B4 2.4.6.3 : Develop guidelines for appraising and appreciating own and others' performing artworks that reflect topical issues in Ghana
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

ASSESSMENT

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1		Parler de son école	B4.2.2.1	<p>B4.2.2.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les objets de la classe et</p> <p>B4.2.2.1.2 : Écouter/Regarder et comprendre un document audio-visuel sur les personnes de l'école. Ressources sur YouTube, dans la collection 'Chantez plus fort', etc</p> <p>B4.2.2.2.1 : Poser et répondre à des questions sur ce que l'on fait avec les objets de la classe</p>
2				<p>B4.2.2.2.2 : Poser et répondre à des questions simples sur des endroits de l'école</p> <p>B4.2.2.2.3 : Réciter des poèmes, chanter des chansons sur les objets de la classe - Apprendre et chanter des chansons sur YouTube sur l'école. - Dans mon cartable, il y a ...</p> <p>B4.2.2.3.1 : Lire et comprendre des textes simples accompagnés d'images sur les objets de l'école - Créer/chercher des textes sur les objets de l'école</p> <p>B4.2.2.4.1 : A l'aide d'images compléter les noms des objets de l'école par les lettres manquantes</p>
3	Exprimer ses goûts et ses préférences	Dire ce que l'on n'aime	B4.3.1.1	<p>B4.3.1.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un sur les fruits, les animaux, les couleurs et répondre à des questions</p> <p>B4.3.1.2.1 : Poser et répondre à des questions sur les goûts</p> <p>B4.3.1.2.2 : Dire ce que l'on aime</p>
4				<p>B4.3.1.3.1 : Lire et comprendre un texte simple sur les goûts et des préférences des personnes</p> <p>B4.3.1.4.1 : Faire une liste d'objets que l'on aime</p>
5		Dire ce que l'on n'aime pas	B4.3.2.1	<p>B4.3.2.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un sur les fruits, les animaux, les couleurs</p> <p>B4.3.2.2.1 : Poser et répondre à des questions sur les goûts</p> <p>B4.3.2.2.2 : Dire ce que l'on n'aime pas</p>
6				<p>B4.3.2.3.3 : Enumérer ce qu'on aime et ce que l'on n'aime pas</p>

				<p>B4.3.2.3.1 : Lire et comprendre un texte simple sur les goûts et préférences des personnes</p> <p>B4.3.1.4.1 : Faire une liste d'objets que l'on aime et que l'on n'aime pas</p>
7	Les activités	Compter et faire des calculs simples	B4.4.1.1	<p>B4.4.1.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les nombres</p> <p>B4.4.1.2.1 : Compter à haute voix des objets, des personnes, de son environnement Jeux de compter : Décrire le jeu ici...</p> <p>B4.4.1.2.2 : Réciter un poème portant sur les nombres</p> <p>B4.4.1.3.1 : Lire à haute voix de 1 à 20</p> <p>B4.4.1.4.1 : Faire des calculs simples à l'écrit avec des chiffres en lettres 3, 14, 4, 15, 5, 2, 0, 17, etc.</p>
8		Demander et donner l'heure	B4.4.2.1	<p>B4.4.2.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les horaires et répondre à des questions</p> <p>B4.4.2.2.1 : Poser et répondre à des questions sur l'heure qu'il est</p> <p>B4.4.2.2.2 : Parler de l'emploi du temps de la journée - Ce que l'on fait à certains moments de la journée (matin, midi, après-midi, soir)</p>
9				<p>B4.4.2.3.1 : Lire et comprendre l'heure qu'il est</p> <p>B4.4.2.3.2 : - Indiquer l'heure qu'il est en changeant les aiguilles d'une horloge</p> <p>B4.4.2.4.1 : Écrire son emploi du temps de la journée</p>
10		Parler des jours de la semaine	B4.4.3.1	<p>B4.4.3.1.1 : Écouter/Regarder et comprendre un document audio/audio-visuel sur les jours de la semaine et répondre à des questions</p> <p>B4.4.3.2.1 : Poser et répondre à des questions sur les jours de la semaine</p>
11				B4.4.3.2.2 : Dire ce que l'on fait chaque jour de la semaine
12				B4.4.3.2.3 : Réciter des poèmes ou chanter des chansons sur les jours de la semaine
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	Oral Language	Listening Comprehension	B4.1.7.1 - Use appropriate skills and strategies to process meaning from texts	B4.1.7.1.1 - Construct meaning from texts based on knowledge of stress, rhythm and intonation
	Reading	Vocabulary	B4.2.6.3 - Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills	B4.2.6.3.2 - Deduce meaning of words from how they relate to one another (synonyms, antonyms)
	Writing	Writing as a process	B4.4.9.3 - Apply strategies for improving drafts for publishing.	B4.4.9.3.3 - Display writing piece for other peers to read
	Grammar usage at word and conventions / extensive	Pronouns	B4.3.3.1 - Apply knowledge of different types of pronouns in communication	B4.3.3.1.1 - Identify and use different types of pronouns
		Using Action Words	B4.5.4.1 - Demonstrate understanding of verbs in everyday language	B4.5.4.1.2 - Demonstrate the use of the simple past form in speech and in writing to express past conditions
	Reading	Building the Love and Culture of Reading	B4.6.1.1 -Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
2	Oral Language	Listening Comprehension	B4.7.1.1: Use appropriate skills and strategies to process meaning from texts	B4.1.7.1.2 - Make connections with events in narrative texts
	Reading	Vocabulary	B4.2.6.3: Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills	B4.2.6.3.2 - Deduce meaning of words from how they relate to one another (synonyms, antonyms)
	Writing	Narrative Writing Pronouns	B4.4.10.1 – Show knowledge of spoken grammar and register	B4.4.10.1.1 - Demonstrate awareness of the features of spoken language (contractions, ellipsis e.g. A: How are you? B: Fine)
	Grammar usage at word and conventions / extensive	Using Action Words	B4.3.3.1: Apply knowledge of different types of pronouns in communication	B4.3.3.1.1 - 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,

	Reading	Building the Love and Culture of Reading	<p>B4.5.4.1: Demonstrate understanding of verbs in everyday language</p> <p>B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas</p>	<p>objects or event</p> <p>B4.5.4.1.2. - Demonstrate the use of the simple past form in speech and in writing to express past conditions</p> <p>B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two- paragraph summary of each book read</p>
3	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Grammar usage at word and conventions</p> <p>Grammar usage at word and extensive</p> <p>Reading</p>	<p>Listening Comprehension</p> <p>Vocabulary</p> <p>Narrative Writing</p> <p>Adjectives</p> <p>Using Action Words</p> <p>Building the Love and Culture of Reading</p>	<p>B4.7.1.1: Use appropriate skills and strategies to process meaning from texts</p> <p>B4.2.6.4: Use words appropriately for purpose, audience, context and culture</p> <p>B4.4.10.1: Show knowledge of spoken grammar and register</p> <p>B4.3.4.1 - Apply the knowledge of adjectives in communication</p> <p>B4.5.4.1: Demonstrate understanding of verbs in everyday language</p> <p>B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas</p>	<p>B4.1.7.1.3 - Recognise and discuss moral lessons in a story</p> <p>B4.2.6.4.1. - Expand vocabulary stock through affixation</p> <p>B4.4.10.1.1 - Demonstrate awareness of the features of spoken language (contractions, ellipsis e.g. A: How are you? B: Fine)</p> <p>B4.3.4.1.1. 1 - Use adjectives to make comparison e. g: – fast/slow (Ama is fast but Kofi is slow.) – good/bad – fast/faster – slow/slower</p> <p>B4.5.4.1.3. - Use the present perfect form of verbs to relate past events to the present</p> <p>B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>
4	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Grammar</p>	<p>Listening Comprehension</p> <p>Vocabulary</p> <p>Creative/Free Writing</p> <p>Adjectives</p>	<p>B4.1.7.1: Use appropriate skills and strategies to process meaning from texts</p> <p>B4.2.6.4: Use words appropriately for purpose, audience, context and culture</p> <p>B4.4.11.1: Create texts</p> <p>B4.3.4.1 - Apply the knowledge</p>	<p>B4.1.7.1.4 - Use background knowledge to aid in understanding and building new knowledge while listening to narrative texts</p> <p>B4.2.6.4.2 - Recognise the playful use of words in spoken and written language (jokes, riddles</p> <p>B4.4.11.1.1. - Write freely about topics of choice in their immediate environment</p>

	<p>usage at word and Phrase Levels</p> <p>Using Writing</p> <p>Conventions Extensive Reading</p>	<p>Using Action Words</p> <p>Building the Love and Culture of Reading</p>	<p>of adjectives in communication</p> <p>B4.5.4.1: Demonstrate understanding of verbs in everyday language</p> <p>B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas</p>	<p>B4.3.4.1.1. 1 - Use adjectives to make comparison e. g: – fast/slow (Ama is fast but Kofi is slow.) – good/bad – fast/faster – slow/slower</p> <p>B4.5.4.1.3. - Use the present perfect form of verbs to relate past events to the present</p> <p>B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>
5	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Grammar usage at word and Phrase Levels</p> <p>Using Writing</p> <p>Conventions Extensive Reading</p>	<p>Listening Comprehension</p> <p>Comprehension</p> <p>Creative/Free Writing</p> <p>Verbs</p> <p>Using Qualifying Words – Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>B4.7.1.1 - Use appropriate skills and strategies to process meaning from texts</p> <p>B4.1.7.1. – CONT'D</p> <p>B4.2.7.1: Process and comprehend level appropriate text</p> <p>B4.4.11.1 - Create texts</p> <p>B4.3.5.1- Apply the knowledge of verbs in communication</p> <p>B4.5.5.1- Demonstrate understanding of adjectives in speech and in writing</p> <p>B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas</p>	<p>B4.1.7.1.5 - Identify the main idea/gist and details of texts</p> <p>B4.1.7.1.7 - Compare and contrast information (two or more ideas) from texts</p> <p>B4.2.7.1.1. - Construct meaning from texts read</p> <p>B4.2.7.1.2 - Note and recall main ideas in a sequence</p> <p>B4.4.11.1.2. - Write poems and imaginative, narrative stories and illustrate them</p> <p>B4.3.5.1.1 - Use different types of verbs: – Main verb – Helping verb (primary auxiliary and modal auxiliary) Main verbs.</p> <p>B4.5.5.1.1. - Use adjectives to make comparisons e.g. – fast /slow – good/bad – fast/faster – slow/slower</p> <p>B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>
6	<p>Oral Language</p>	<p>Asking and Answering Questions</p>	<p>B4.1.8.1 - Demonstrate understanding in asking and answering questions correctly</p> <p>B4.2.7.1- Process and</p>	<p>B4.1.8.1.1. - Use appropriate pronunciation and intonation in asking and answering questions</p> <p>B4.2.7.1.2 - Note and recall main ideas</p>

	<p>Reading</p> <p>Writing</p> <p>Grammar usage at word and Phrase Levels</p> <p>Using Writing</p> <p>Conventions Extensive Reading</p>	<p>Comprehension</p> <p>Descriptive Writing Verbs</p> <p>Using Qualifying Words –</p> <p>Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>comprehend level appropriate text</p> <p>B4.4.12.1- Demonstrate knowledge of descriptive words/expressions in writing.</p> <p>B4.3.5.1- Apply the knowledge of verbs in communication.</p> <p>B4.5.5.1- Demonstrate understanding of adjectives in speech and in writing.</p> <p>B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.</p>	<p>in a sequence</p> <p>B4.4.12.1.1 - Use descriptive words/expressions to describe places, personal experiences and events.</p> <p>B4.3.5.1.2 - Use appropriate subject-verb agreement – Singular/plural.</p> <p>B4.5.5.1.1. - Use adjectives to make comparisons e.g. – fast /slow – good/bad – fast/faster – slow/slower</p> <p>B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read.</p>
7	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Grammar usage at word and Phrase Levels</p> <p>Using Writing</p> <p>Conventions Extensive Reading</p>	<p>Asking and Answering Questions</p> <p>Comprehension</p> <p>Descriptive Writing Verbs</p> <p>Using Qualifying Words –</p> <p>Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>B4.1.8.2 - Demonstrate understanding in asking and answering questions correctly.</p> <p>B4.2.7.1: Process and comprehend level appropriate text</p> <p>B4.4.12.1: Demonstrate knowledge of descriptive words/expressions in writing</p> <p>B4.3.5.1: Apply the knowledge of verbs in communication</p> <p>B4.5.5.1 - Demonstrate understanding of adjectives in speech and in writing</p> <p>B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas</p>	<p>B4.1.8.2.1 - Use positive tags, negative tags and auxiliaries in speech.</p> <p>B4.2.7.1.3 - Skim for main ideas in texts</p> <p>B4.4.12.1.1 - Use descriptive words/expressions to describe places, personal experiences and events</p> <p>B4.3.5.1.3. - Use the simple present form of verbs in sentences: – For habitual actions – For timeless and universal statements – For facts which may change or hold true indefinitely – For instantaneous present – For scheduled future actions</p> <p>B4.5.5.1.2 - Differentiate between how the comparative and superlative adjective forms are used in sentences</p> <p>B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>
8	<p>Oral Language</p>	<p>Giving and Following Commands/</p>	<p>B4.1.9.1 - Use verbs appropriately in commands, requests and directions in speech</p>	<p>B4.1.9.1.1 - Give and respond to commands, instructions and directions</p>

	<p>Reading</p> <p>Writing</p> <p>Grammar usage at word and Phrase Levels</p> <p>Using Writing Conventions Extensive Reading</p>	<p>Instructions/Directions and Making and Responding to Requests</p> <p>Comprehension</p> <p>Argumentative/Persuasive Writing Verbs</p> <p>Using Qualifying Words – Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>B4.2.7.1 - Process and comprehend level appropriate text</p> <p>B4.4.13.1 - Support an opinion in writing</p> <p>B4.3.5.1 - Apply the knowledge of verbs in communication</p> <p>B4.5.5.1 - Demonstrate understanding of adjectives in speech and in writing</p> <p>B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas</p>	<p>B4.2.7.1.4 - Read level-appropriate texts silently and closely for comprehension</p> <p>B4.4.13.1.1 - Support opinions with simple sentences</p> <p>B4.3.5.1.3 - Use the simple present form of verbs in sentences: – For habitual actions – For timeless and universal statements – For facts which may change or hold true indefinitely – For instantaneous present – For scheduled future actions</p> <p>B4.5.5.1.2 - Differentiate between how the comparative and superlative adjective forms are used in sentences</p> <p>B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>
9	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Grammar usage at word and Phrase Levels</p>	<p>Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests</p> <p>Comprehension</p> <p>Argumentative/Persuasive Writing</p> <p>Verbs</p> <p>Using Adverbs</p>	<p>B4.1.9.1 - Use verbs appropriately in commands, requests and directions in speech</p> <p>B4.2.7.2 - Apply critical reading, implied meaning, higher order thinking, judgment and evaluation</p> <p>B4.4.13.1 - Support an opinion in writing</p> <p>B4.3.5.1 - Apply the knowledge of verbs in communication</p> <p>B4.5.6.1 - Understand and use adverbs correctly in speech and in writing.</p>	<p>B4.1.9.1.2 - Make and respond to polite requests for help from peers</p> <p>B4.2.7.2.1 - Respond to a text with reasons</p> <p>B4.4.13.1.1 - Support opinions with simple sentences</p> <p>B4.3.5.1.4 - Use regular form of the simple past tense of verbs – Regular e.g. play-played</p> <p>B4.5.6.1.1 - Use adverbs to talk about when and where the action of a verb took place.</p>

	Using Writing Conventions Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read
10	Oral Language Reading Writing Grammar usage at word and Phrase Levels Using Writing Conventions Extensive Reading	Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests Comprehension Argumentative/ Persuasive Writing Verbs Using Qualifying Words – Adjectives Building the Love and Culture of Reading	B4.1.9.1 - Use verbs appropriately in commands, requests and directions in speech B4.2.7.1 - Process and comprehend level appropriate text B4.4.13.1 - Support an opinion in writing B4.3.5.1 - Apply the knowledge of verbs in communication B4.5.5.1 - Demonstrate understanding of adjectives in speech and in writing B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.1.9.1.1 - Give and respond to commands, instructions and directions B4.2.7.1.4 - Read level-appropriate texts silently and closely for comprehension B4.4.13.1.1 - Support opinions with simple sentences B4.3.5.1.3 - Use the simple present form of verbs in sentences: – For habitual actions – For timeless and universal statements – For facts which may change or hold true indefinitely – For instantaneous present – For scheduled future actions B4.5.5.1.2 - Differentiate between how the comparative and superlative adjective forms are used in sentences B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read
11	Oral Language Reading	Presentation Comprehension	B4.1.10.1 - Show knowledge of spoken grammar and register B4.2.7.2: Apply critical reading, implied meaning, higher order thinking, judgment and evaluation	B4.1.10.1.1 - Demonstrate awareness of the features of spoken language (contractions, ellipsis e.g. A: How are you? B: Fine) B4.1.10.1.2 - Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures B4.1.10.1.3 - Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through stories read aloud B4.2.7.2.2 - Make connections between a text and personal experiences/real life.

	Argumentative/Per suasive	B4.2.7.3 - Demonstrate an understanding of the use of words and phrases as used in a text	B4.2.7.2.3 - Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)
Writing	Writing		B4.2.7.3.1 - Determine the contextual meaning of words and phrases B4.4.13.2.1 - Introduce claim(s) and support them with clear reasons and relevant evidence
Grammar usage at word and Phrase Levels	Verbs	B4.4.13.2: Write arguments to support claims with clear reasons and relevant evidence	B4.4.13.2.2 - Use words, phrases, and clauses to clarify the relationships between claim(s) and reasons
Using Writing			B4.3.5.1.5 - Use the simple past form of verbs for: – Completed actions or events – Regular actions in the past B4.3.5.1.6 - Use the simple present form of verbs to relate past events to the present B4.3.5.1.7 - Use the imperative form of the verb to give commands or orders, make suggestions
Conventions	Using Adverbs	B4.5.6.1 - Understand and use adverbs correctly in speech and in writing	B4.5.6.1.1. - Use adverbs to talk about when and where the action of a verb took place
	Using Simple Prepositions	B4.5.7.1 - Apply the knowledge of prepositions in oral and written communication	B4.5.7.1.1 - Use prepositions to convey a variety of meanings: – Direction, e.g. up – Period of Time, e.g. for – Purpose, e.g. to – Possession, of – Comparison e.g. taller than
Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1 - Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1 - Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read
12	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION

WEEKS	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	ORAL LANGUAGE	CONVERSATION	B4.1.6.1 - Talk about personal experiences and that of others	B4.1.6.1.1 - Narrate any interesting experiences in life. B4.1.6.1.2 - Respond/react to other peoples' stories or narratives
	READING	VOCABULARY (SIGHT AND CONTENT VOCABULARY)	B4.2.5.1 - Show an understanding of, recognise and read about things in their environment	B4.2.5.1.3 - Find meanings of figurative expressions
	WRITING	PENMANSHIP/HANDWRITING	B4.3.1.1 - Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly	B4.3.1.1.2 - Recognise that, full stop is used at the end of a complete sentence
	COMPOSITION WRITING	PERSUASIVE WRITING	B4.4.4.1 - Exhibit knowledge and understanding of writing persuasive essays using controlled composition	B4.4.4.1.1 - Write a persuasive essay on cleanliness using controlled composition
	WRITING CONVENTIONS/USAGE	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)	B4.5.3.1 - Demonstrate knowledge on recognition and use of action words	B4.5.3.1.3 - Use past tense action words in short sentences
	EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	B4.6.3.1 - Read passages/stories	B4.6.3.1.1 - Read passages/stories from other materials with correct tone
2	ORAL LANGUAGE	CONVERSATION	B4.1.6.1 - Talk about personal experiences and that of others	B4.1.6.1.2 - Respond/react to other peoples' stories or narratives
	READING	VOCABULARY (SIGHT AND CONTENT VOCABULARY)	B4.2.6.1 - Exhibit knowledge of answering questions based on texts presented	B4.2.6.1.1 - Explain the meanings of unfamiliar words
	WRITING	PENMANSHIP/HANDWRITING	B4.3.1.1 - Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly	B4.3.1.1.2 - Recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech
	COMPOSITION WRITING	PERSUASIVE WRITING	B4.4.4.1 - Exhibit knowledge and understanding of writing persuasive essays using controlled composition	B4.4.4.1.2 - Compose a persuasive essay on cleanliness using controlled composition

	<p>ON WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p> <p>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES</p>	<p>and understanding of writing persuasive essays using controlled composition</p> <p>B4.5.4.1 - Demonstrate knowledge on the use of adjectives and adverbs</p> <p>B4.6.3.1 - Read passages/stories</p>	<p>essay based on a picture description</p> <p>B4.5.4.1.1 - Recognise the positive comparative words and superlative words of regular adjectives</p> <p>B4.6.3.1.1 - Read passages/stories from other materials with correct tone</p>
3	<p>ORAL LANGUAGE</p> <p>READING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>TALKING ABOUT ONESELF, FAMILY, PEOPLE AND PLACES</p> <p>VOCABULARY (SIGHT AND CONTENT VOCABULARY)</p> <p>PENMANSHIP/HANDWRITING</p> <p>PERSUASIVE WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p> <p>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES</p>	<p>B4.1.7.1 - Show an understanding of what an environment is and the effect of environmental degradation</p> <p>B4.2.6.1 - Exhibit knowledge of answering questions based on texts presented</p> <p>B4.3.1.1 - Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly</p> <p>B4.4.4.1 - Exhibit knowledge and understanding of writing persuasive essays using controlled composition</p> <p>B4.5.4.1 - Demonstrate knowledge on the use of adjectives and adverbs</p> <p>B4.6.3.1 - Read passages/stories</p>	<p>B4.1.7.1.1 - Talk about the environment and recognise and discuss things that destroy the environment</p> <p>B4.2.6.1.1 - Explain the meanings of unfamiliar words</p> <p>B4.3.1.1.2 - Recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech</p> <p>B4.4.4.1.2 - Compose a persuasive essay based on a picture description</p> <p>B4.4.4.1.3 - Write a persuasive essay on responsibility</p> <p>B4.5.4.1.1 - Recognise the positive comparative words and superlative words of regular adjectives</p> <p>B4.6.3.1.1 - Read passages/stories from other materials with correct tone.</p>
4	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING COMPOSITION</p>	<p>ARGUMENTATIVE WRITING</p> <p>PENMANSHIP/HANDWRITING</p>	<p>B4.1.7.1 - Show an understanding of what an environment is and the effect of environmental degradation</p> <p>B4.2.6.1 - Exhibit knowledge of answering questions based on texts presented</p> <p>B4.3.1.1 - Exhibit knowledge of the use of full stops, commas</p>	<p>B4.1.7.1.1 - Talk about the environment and recognise and discuss things that destroy the environment</p> <p>B4.2.6.1.2 - Explain the meanings of figurative expressions</p> <p>B4.3.1.1.3 - Recognise that a question mark is used at the end of</p>

	<p>ON CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>PERSUASIVE WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p>	<p>and question marks appropriately in sentences, and write simple sentences boldly and clearly.</p> <p>B4.4.5.1 - Show an understanding of recognising and writing argumentative essays</p>	<p>a question.</p> <p>B4.4.5.1.1 - Understand the process in writing good argumentative essays.</p> <p>B4.5.4.1.3 - Use comparative and superlative words/adjectives in sentences</p>
5	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING COMPOSITION</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>ASKING AND ANSWERING QUESTIONS</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS)</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p> <p>READING TEXTS, POEMS,</p> <p>NARRATIVES AND SHORT STORIES</p>	<p>B4.1.7.1 - Show an understanding of what an environment is and the effect of environmental degradation</p> <p>B4.2.6.1 - Exhibit knowledge of answering questions based on texts presented</p> <p>B4.3.1.1 - Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly</p> <p>B4.4.5.1 - Show an understanding of recognising and writing argumentative essays</p> <p>B4.5.4.1 - Demonstrate knowledge on the use of adjectives and adverbs</p> <p>B4.6.3.1 - Read passages/stories</p>	<p>B4.1.7.1.2 - Describe how to prevent things that destroy the environment</p> <p>B4.2.6.1.2 - Explain the meanings of figurative expressions</p> <p>B4.3.1.1.3 - Recognise that a question mark is used at the end of a question</p> <p>B4.4.5.1.1 - Understand the process in writing good argumentative essays.</p> <p>B4.5.4.1.4 - Demonstrate the use of comparative and superlative adverbs /words</p> <p>B4.6.3.1.2 - Answer question on the passage/stories read</p>
6	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p>	<p>ASKING AND ANSWERING QUESTIONS</p> <p>INTEGRATING GRAMMAR IN</p>	<p>B4.1.7.1 - Show an understanding of what an environment is and the effect of environmental degradation</p> <p>B4.2.6.1 - Exhibit knowledge of answering questions based on texts presented</p> <p>B4.3.1.1 - Exhibit knowledge of the use of full stops, commas</p>	<p>B4.1.7.1.2 - Describe how to prevent things that destroy the environment</p> <p>B4.2.6.1.3 - Answer factual questions</p> <p>B4.3.1.1.3 - Recognise that a question mark is used at the end of</p>

	<p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>WRITTEN LANGUAGE (USE OF POSTPOSITIONS)</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p> <p>READING TEXTS, POEMS,</p> <p>NARRATIVES AND SHORT STORIES</p>	<p>and question marks appropriately in sentences, and write simple sentences boldly and clearly</p> <p>B4.4.5.1 - Show an understanding of recognising and writing argumentative essays</p> <p>B4.5.4.1 - Demonstrate knowledge on the use of adjectives and adverbs</p> <p>B4.6.3.1 - Read passages/stories</p>	<p>a question</p> <p>B4.4.5.1.2 - Write simple argumentative essays</p> <p>B4.5.4.1.4 - Demonstrate the use of comparative and superlative adverbs /words</p> <p>B4.6.3.1.2 - Answer question on the passage/stories read.</p>
7	<p>ORAL LANGUAGE</p> <p>READING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>ASKING AND ANSWERING QUESTIONS</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS)</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p> <p>NARRATIVES AND SHORT STORIES</p>	<p>B4.1.9.1 - Demonstrate knowledge on understanding and use of polar question markers</p> <p>B4.2.6.1 - Exhibit knowledge of answering questions based on texts presented</p> <p>B4.3.1.1 - Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly</p> <p>B4.4.5.1 - Show an understanding of recognising and writing argumentative essays</p> <p>B4.5.5.1 - Demonstrate knowledge in the use of postpositions</p> <p>B4.6.3.1 - Read passages/stories</p>	<p>B4.1.9.1.1 - Recognise polar question markers</p> <p>B4.2.6.1.3 - Answer factual questions</p> <p>B4.3.1.1.3 - Recognise that a question mark is used at the end of a question</p> <p>B4.4.5.1.3 - Write a simple argumentative essay on a given topic</p> <p>B4.5.5.1.1 - Explore the use of other postpositions such as below and under in sentences</p> <p>B4.6.3.1.2 - Answer question on the passage/stories read</p>
8	<p>ORAL LANGUAGE</p> <p>READING</p>	<p>READING</p> <p>INFORMATIVE/ACADEMIC WRITING</p>	<p>B4.1.9.1 - Demonstrate knowledge on understanding and use of polar question markers</p> <p>B4.2.7.1 - Demonstrate in knowledge on reading for comprehension</p>	<p>B4.1.9.1.1 - Recognise polar question markers</p> <p>B4.2.7.1.1 - Explain the meanings of unfamiliar words in a text</p>

	<p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS)</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p> <p>NARRATIVES AND SHORT STORIES</p> <p>GRAMMAR IN WRITTEN LANGUAGE</p>	<p>B4.3.1.1 - Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly</p> <p>B4.5.5.1 - Demonstrate knowledge in the use of postpositions</p> <p>B4.6.3.1 - Read passages/stories</p> <p>B4.4.6.1 - Show an understanding of writing events of the day and editing it</p>	<p>B4.3.1.1.3 - Recognise that a question mark is used at the end of a question</p> <p>B4.5.5.1.1 - Explore the use of other postpositions such as below and under in sentences</p> <p>B4.6.3.1.2 - Answer question on the passage/stories read</p> <p>B4.4.6.1.1 - Write about personal experiences of the day</p>
9	<p>ORAL LANGUAGE</p> <p>READING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>READING</p> <p>INFORMATIVE/ACADEMIC WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p> <p>INFORMATIVE/ACADEMIC WRITING</p> <p>GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS)</p> <p>NARRATIVES AND SHORT STORIES</p>	<p>B4.1.9.1 - Demonstrate knowledge on understanding and use of polar question markers</p> <p>B4.2.7.1 - Demonstrate in knowledge on reading for comprehension</p> <p>B4.3.1.1 - Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly</p> <p>B4.4.6.1 - Show an understanding of writing events of the day and editing it</p> <p>B4.5.5.1 - Demonstrate knowledge in the use of postpositions</p> <p>B4.6.3.1 - Read passages/stories</p>	<p>B4.1.9.1.1 - Recognise polar question markers</p> <p>B4.2.7.1.1 - Explain the meanings of unfamiliar words in a text</p> <p>B4.3.1.1.3 - Recognise that a question mark is used at the end of a question</p> <p>B4.4.6.1.1 - Write about personal experiences of the day</p> <p>B4.5.5.1.2 - Recognise and use other postpositions in sentences</p> <p>B4.6.3.1.2 - Answer question on the passage/stories read</p>
10	<p>ORAL LANGUAGE</p> <p>READING</p>	<p>ASKING AND ANSWERING QUESTIONS</p> <p>INTEGRATING</p>	<p>B4.1.9.1 - Demonstrate knowledge on understanding and use of polar question markers</p> <p>B4.2.7.1 - Demonstrate in knowledge on reading for comprehension</p> <p>B4.3.1.1 - Exhibit knowledge of the use of full stops, commas</p>	<p>B4.1.9.1.1 - Recognise polar question markers</p> <p>B4.2.7.1.1 - Explain the meanings of unfamiliar words in a text</p> <p>B4.3.1.1.3 - Recognise that a question mark is used at the end of</p>

	<p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)</p> <p>GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS)</p> <p>NARRATIVES AND SHORT STORIES</p>	<p>and question marks appropriately in sentences, and write simple sentences boldly and clearly</p> <p>B4.4.6.1 - Show an understanding of writing events of the day and editing it</p> <p>B4.5.5.1 - Demonstrate knowledge in the use of postpositions</p> <p>B4.6.3.1 - Read passages/stories</p>	<p>a question</p> <p>B4.4.6.1.1 - Write about personal experiences of the day</p> <p>B4.5.5.1.2 - Recognise and use other postpositions in sentences</p> <p>B4.6.3.1.2 - Answer question on the passage/stories read</p>
11	<p>ORAL LANGUAGE READING</p> <p>COMPOSITION WRITING</p> <p>CONVENTIONS/USAGE</p> <p>EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY</p>	<p>ASKING AND ANSWERING QUESTIONS</p> <p>INTEGRATING</p> <p>INTEGRATING GRAMMAR IN WRITTEN</p> <p>GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS)</p> <p>NARRATIVES</p>	<p>B4.1.9.1 - Demonstrate knowledge on understanding and use of polar question markers</p> <p>B4.2.7.1 - Demonstrate in knowledge on reading for comprehension</p> <p>B4.4.6.1 - Show an understanding of writing events of the day and editing it</p> <p>B4.5.5.1 - Demonstrate knowledge in the use of postpositions</p> <p>B4.6.3.1 - Read passages/stories</p>	<p>B4.1.9.1.2 - Recognise and use polar question markers correctly</p> <p>B4.2.7.1.2 - Explain the meanings of figurative expressions in a text</p> <p>B4.4.6.1.2 - Write picture events</p> <p>B4.5.5.1.3 - Demonstrate the use of postpositions such as below and under in context</p> <p>B4.6.3.1.3 - Explore the meaning of unfamiliar words from context or dictionary</p>
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

TERMLY SCHEME OF LEARNING (TSOL)

SECOND TERM		NUMERACY		BASIC FIVE
WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1			B5.1.4.1 : Demonstrate understanding of decimals fractions and strategies for comparing, adding and subtracting decimal fraction	B5.1.4.1.1 : Describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions B5.1.2.1.1 : Multiply multi-digit numbers by 2-digit numbers efficiently
2				B5.1.4.1.2 : Compare and order decimal fractions and a mixture of common and decimal fractions (up to the thousandths) using the symbols , or = B5.1.4.1.3 : Round decimals to the nearest tenth and hundredth
3				B5.1.4.1.4 : Use models to explain the result of addition and subtraction of decimals (up to the thousandths) B5.1.4.1.5 : Use models to explain the result of multiplying a decimal (up to the thousandths) by a whole number
4			B5.1.5.1 - Demonstrate understanding of percentage of a given number	B5.1.5.1.1 : Determine the percentage of a given quantity (limit to 2-digit whole number) and vice versa B5.1.5.1.2 : Determine the benchmark percentages from their common fractions and use these to estimate percentages of quantities B5.1.5.1.3 : Identify and describe percent from real-life contexts and solve problems using percent
5	ALGEBRA	Patterns and Relationship	B5.2.1.1 - Determine the pattern rule to make predictions about subsequent elements	B5.2.1.1.1 - Extend a given pattern with and without concrete materials, and explain how each element differs from the preceding one
6				B5.2.1.1.4 - Represent a given pattern visually to verify predictions B5.2.1.1.5 - Solve a given

				<p>problem by using a pattern rule to determine subsequent elements</p> <p>B5.2.1.1.6 - Determine and explain why a given number is or is not the next element in a pattern</p>
7				<p>B5.2.1.1.7 - Write a rule in words and in algebra to represent a given pattern</p> <p>B5.2.1.1.8 - Describe the relationship in a given table or chart, using a mathematical expression</p>
8		Algebraic Expressions	<p>B5.2.2.1 - Demonstrate understanding of algebraic expressions</p> <p>B5.2.3.1 - Solve problems involving single variable, one-step equations with whole number coefficients</p>	<p>B5.2.2.1.1 - Demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide)</p> <p>B5.2.3.1.1 - Express a given problem as an equation where the unknown is represented by a letter to variable</p>
9	GEOMETRY AND MEASUREMENT	Lines and Shapes	B5.3.1.1 - Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	B5.3.1.1.1 - Demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectangles
10			B5.3.2.1 - Estimate and measure perimeter and surface area of 2-D shapes using centimetre and metre	<p>B5.3.1.1.2 - Use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals properties</p> <p>B5.3.1.1.3 - Prove that a polygon is regular by measuring the sides and angles or by folding and superimposing</p> <p>B5.3.2.1.1 - Estimate perimeter using referents for centimetre and metre, and calculate the actual perimeter and compare</p>
11				B5.3.2.1.2 - Calculate perimeter of given shapes in centimetres and metres
12				B5.3.2.1.3 - Calculate surface area of given shapes in centimetres and metres
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1		Festivals in the Three Major Religions	B5.2.2.1 - Explain the Significance of Religious Festivals	B5.2.2.1.1 - Identify the moral significance of sacred passages and oral traditions in the three main religions
2	Religious Leaders	Ministry of the Leaders of the Three Major Religions in Ghana	B5.3.4.1 - Show an understanding of the ministry of each of the major religious leaders	B5.3.4.1.1 - Describe the key events in the ministry of the leaders of the three religions
3				B5.3.4.1.1 - Describe the key events in the ministry of the leaders of the three religions
4				B5.3.4.1.1 - Describe the key events in the ministry of the leaders of the three religions
5				B5.3.4.1.2 - Outline the moral lessons from the ministry of the various leaders
6				B5.3.4.1.2 - Outline the moral lessons from the ministry of the various leaders
7	The Family and Commitment	The Family and the Community	B5.4.1.1 - Explain Family Commitment	B5.4.1.1.1 - Explain the need to be a committed member of the family
8				B5.4.1.1.1 - Explain the need to be a committed member of the family
9				B5.4.1.1.2 - Demonstrate things to do to show commitment as members of the family
10				B5.4.1.1.2 - Demonstrate things to do to show commitment as members of the family
11	The Family, Authority and obedience	Authority and Obedience	B5.5.1.1 - Appreciate the need to obey and submit to authority	B5.5.1.1.1 - Recognise parents as sources of discipline and character formation
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	CYCLES	LIFE CYCLES OF ORGANISMS	B5.2.2.1 - Demonstrate understanding of life cycle of a plant	B5.2.2.1.1 - Relate structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform
2				B5.2.2.1.2 - Compare the differences in germination of bean and maize seeds
3	SYSTEMS	THE HUMAN BODY SYSTEMS	B5.3.1.1 - Recognise that different parts of the human body work interdependently to perform a specific function	B5.3.1.1.1 - Know the parts of the respiratory system in humans
4				B5.3.1.1.1 - Know the parts of the respiratory system in humans
5		SOLAR SYSTEM	B5.3.2.1 - Show understanding of the orderliness of the sun, planets and satellites in the solar system, as well as the important role of the sun in the existence of the solar system	B5.3.2.1.1 - Identify the components of the solar system (sun, earth, moon, other planets, satellite)
6		ECOSYSTEM	B5.3.3.1 - Show understanding of ecosystem, interdependency of organisms in an ecosystem and appreciate the interactions	B5.3.3.1.1 - Know how various organisms are adapted to survive in their habitat
7				B5.3.3.1.1 - Know how various organisms are adapted to survive in their habitat
8	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B5.4.1.1 - Demonstrate understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved	B5.4.1.1.1 - Explain how energy is transformed from one form to another B5.4.1.1.2 - Know how to use electricity efficiently in the home
9			B5.4.1.2 - Show understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another	B5.4.1.2.1 - Show the relationship between heat and temperature B5.4.1.2.2 - Measure and record temperature using thermometer
10				B5.4.1.2.2 - Measure and record temperature using thermometer
11		ELECTRICITY AND ELECTRONICS	B5.4.2.1 - Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms	B5.4.2.1.1 - Identify the components of an electric circuit and their functions
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	MOTOR SKILL AND MOVEMENT PATTERNS CONT'D	Locomotor, manipulative and rhythmic skills cont'd	B5.1.1.1	B5.1.3.1.2
2				B5.1.3.1.3
3			B5.2.1.2	B5.2.1.2.1 B5.2.2.2.1
4				B5.2.3.2.1
5				B5.2.4.2.1 B5.2.5.2.1
6	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	Space Awareness, Dynamics, Relations, Body Management and Strategies		B5.2.4.2.4
7				B5.2.5.2.5
8	PHYSICAL FITNESS	Aerobic capacity, strength, endurance, flexibility and body composition	B5.3.1.3	B5.3.1.3.1
9				B5.3.2.3.1
10				B5.3.3.3.1
11				B5.3.4.3.1
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	PRESENTATION	Introduction to ms-powerpoint (tabs and ribbons of ms-powerpoint)	B5.2.1.1 - Demonstrate how to use Microsoft PowerPoint	B5.2.1.1.1 - Show the use of Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon B5.2.1.1.2 - Show a 5-slide presentation using Insert, design, animation and transition of the ribbons studied
2	WORD PROCESSING	Introduction to word processing (tabs and ribbons of word processing)	B5.3.1.1 - Illustrate the use of word processing	B5.3.1.1.1 - Demonstrate the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph) B5.3.1.1.2 - Illustrate the use of Insert, Design and Layout
3	PROGRAMMING AND DATABASES	Introduction to databases, algorithm and programming	B5.5.1.3 - Demonstrate how to use Databases	B5.5.1.3.1 - Describe databases B5.5.1.3.2 - Discuss the importance and uses of database B5.5.1.3.3 - Describe the types of database
4				B5.5.1.3.4 - Identify types of databases and data B5.5.1.3.5 - Explain fundamental database concepts B5.5.1.3.6 - Discuss programming languages and their use
5		Introduction to electronic Spreadsheet (tabs and ribbons manipulation)	B5.5.1.2 - Demonstrate how to use Electronic Spreadsheet	B5.5.1.2.1 - Identify Electronic Spreadsheets and their uses B5.5.1.2.2 - Learners discuss the importance of Electronic Spreadsheets B5.5.1.2.3 - Learners get familiar with the interface of

				MS-Excel
6	INTERNET AND SOCIAL MEDIA	Network overview	B5.6.1.1 - Demonstrate how to Network computers	B5.6.1.1.1 - Explain what a network is B5.6.1.1.2 - Describe how the internet works B5.6.1.1.3 - Explain what the Internet is
7		Web browsers and web pages	B5.6.2.1 - Demonstrate how to use Web Pages	B5.6.2.1.1 - Explain what a web browser is and its use B5.6.2.1.2 - . Identify web browsers B5.6.2.1.3 - Demonstrate the use of MS-Internet Explorer B5.6.2.1.4 - Show how to create and remove a favourites link
8				B5.6.2.1.5 - Create favourites folder B5.6.2.1.6 - Use the links toolbar B5.6.2.1.7 - Explain what a Web Page is B5.6.2.1.8 - Explain what a home page is
9		Surfing the world wide web	B5.6.3.1 - Demonstrate how to use Favourite places	B5.6.2.1.9 - Movement within and between web pages using hyperlinks B5.6.3.1.1 - Show how to create a favourite link
10				B5.6.3.1.2 - Demonstrate deleting favourite links
11				B5.6.3.1.3 - Create favourite folder
12				B5.6.3.1.4 - Use the links toolbar.
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1			B5.4.2.1 - Demonstrate understanding of the social developments that took place during the colonial period (1874-1957)	B5.4.2.1.1 - Identify the developments in education during the colonial era (1874-1957)
2				B5.4.2.1.1 - Identify the developments in education during the colonial era (1874-1957)
3				B5.4.2.1.2 - Identify some of the health facilities and housing projects in the colonial period
4				B5.4.2.1.2 - Identify some of the health facilities and housing projects in the colonial period
5	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	Economic Developments Under colonial rule	B5.4.3.2 - Show understanding of the Economic policies and projects during the colonial period (1874- 1957)	B5.4.3.2.1 - Describe the economic measures introduced during the colonial period including transport and communication projects
6				B5.4.3.2.1 - Describe the economic measures introduced during the colonial period including transport and communication projects
7				Describe the economic measures introduced during the colonial period including transport and communication projects
8	JOURNEY TO INDEPENDENCE	Early Protest Movements	B5.5.1.1 - Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945	B5.5.1.1.1 - Identify the early protest movements in Ghana before 1945
9				B5.5.1.1.1 - Identify the early protest movements in Ghana before 1945
10				B5.5.1.1.1 - Identify the early protest movements in Ghana before 1945
11				B5.5.1.1.2 - Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS-1897
12				B5.5.1.1.2 - Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS-1897
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR
1		Plants and Animals	B5.2.2.1 - Demonstrate knowledge of animal housing and how to care for pets	B5.2.2.1.1 - Design and make a simple animal house and keep a pet
2		Map Making and Land Marks	B5.2.3.1 - Demonstrate knowledge of major landmarks in the community	B5.2.3.1.1 - Locate major land marks on a sketch map of the community
3		Population and Settlement	B5.2.4.1 - Demonstrate knowledge of the features of rural settlements	B5.2.4.1.1 - Explain the features of rural settlements
4				B5.2.4.1.1 - Explain the features of rural settlements
5	OUR BELIEFS AND VALUES	Worship	B5. 3.1.1 - Appreciate the importance of prayer, worship and other acts of worship	B5. 3.1.1. 1 - Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions
6				B5. 3.1.1. 1 - Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions
7		Festivals	B5.3.2.1 - Demonstrate knowledge of Celebrations in Ghana	B5.3.2.1.1 - Describe various celebrations in Ghana
8		Basic Human Rights	B5.3.3.1 - Demonstrate understanding of how to respect human rights as a citizen	B5.3.3.1.1 - Describe fundamental human rights in the family
9		Being a Leader	B5.3.4.1 - Show Understanding of the Ministry of the major religious leader	B5.3.4.1.1 - Describe the key events in the Ministry of the leaders of the three religions
10				B5.3.4.1.1 - Describe the key events in the Ministry of the leaders of the three religions
11	OUR NATION GHANA	Being a Citizen	B5.4.1.1 - Show understanding of attitudes needed for effective citizenship	B5.4.1.1.1 - Describe the attitudes needed for effective citizenship
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	VISUAL ARTS	Planning, Making and Composing	B5 1.2.3	B5 1.2.3.1 - Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa
2				B5 1.2.3.2 - Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa B5 1.2.3.3 - Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa
3	PERFORMING ARTS	Planning, Making and Composing	B5 2.2.3	B5 2.2.3.1 - Create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa
4				B5 2.2.3.2 - Create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa B5 2.2.3.3 - Create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa
5	VISUAL ARTS	Displaying and Sharing	B5 1.3.4	B5 1.3.4.1 - Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa
6				B5 1.3.4.2 - Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the physical and social environments in some communities in Africa B5 1.3.4.3 - Plan an exhibition of own

				portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa.
7	PERFORMING ARTS	Displaying and Sharing	B5 2.3.4	<p>B5 2.3.4.1 - Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa</p> <p>B5 2.3.4.2 - Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa</p> <p>B5 2.3.4.3 - Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa</p>
8	VISUAL ARTS	Displaying and Sharing	B5 1.3.5	<p>B5 1.3.5.2 - Exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect the physical and social environments of some communities in Africa</p> <p>B5 1.3.5.3 - Exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect topical issues in Africa</p>
9	PERFORMING ARTS	Displaying and Sharing	B5 2.3.5	B5 2.3.5.1 - Stage a display of own portfolio of performing artworks to share creative experiences of compositions that reflect the history and culture of the people of Africa
10				B5 2.3.5.2 - Stage a display of own portfolio of performing artworks to share creative experiences of compositions that reflect the physical and social environments of some communities in Africa
11				B5 2.3.5.2 - Stage a display of own portfolio of performing artworks to share creative experiences of compositions that reflect the physical and social environments of some communities in Africa

12				B5 2.3.5.3 - Stage a display of own portfolio of performing artworks to share own creative experiences of compositions that reflect the topical issues in Africa
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		Parler de son école	B5.2.2.1	<p>B5.2.2.1.1 - Écouter/Regarder et comprendre un document audio-visuel sur l'environnement de l'école</p> <p>B5.2.2.2.1 - Poser et répondre à des questions sur l'environnement de l'école</p>
2				<p>B5.2.2.2.2 - Discuter des différentes activités de l'école</p> <p>B5.2.2.2.3 - Réciter des slogans sur l'environnement de l'école</p> <p>B5.2.2.3.1 - Lire et comprendre des affiches, annonces, sur l'environnement de l'école et dire ce qui se passe. : - Protéger l'environnement ! Protéger les fleurs ! etc</p> <p>B5.2.2.4.1 - Compléter un texte, une annonce, une affiche par des mots sur l'environnement de l'école</p>
3	Exprimer ses goûts et ses préférences	Dire ce que l'on n'aime	B5.3.1.1	<p>B5.3.1.1.1 - Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un : plats, sports, matières, professions, etc</p> <p>B5.3.1.2.1 - Poser et répondre à des questions sur les goûts, les préférences</p> <p>B5.3.1.2.2 - Dire ce que l'on aime faire et ce que l'on n'aime pas faire</p> <p>B5.3.1.3.1 - Lire et comprendre un texte simple sur les goûts et les préférences des personnes</p> <p>B5.3.1.4.1 - Écrire des phrases sur ce que l'on aime et de ce que l'on n'aime pas</p>
4		Dire ce que l'on n'aime pas	B5.3.2.1	<p>B5.3.2.1.1 - Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un : plats, sports, matières, professions, etc</p> <p>B5.3.2.2.2 - Poser et répondre à des questions sur les goûts, les préférences</p>
5				<p>B5.3.2.3.3 - Dire ce que l'on n'aime pas faire</p> <p>B5.3.1.3.1 - Lire et comprendre un texte simple sur quelques phénomènes de la nature</p> <p>B5.3.1.4.1 - Écrire des phrases sur ce que l'on aime et de ce que l'on n'aime pas</p>

6	Les activités	Compter et faire des calculs simples	B5.4.1.1	<p>B5.4.1.1.1 - Écouter/Regarder et comprendre un document audiovisuel sur les nombres: Ref. YouTube</p> <p>B5.4.1.2.1 - Compter à haute voix des objets, des personnes, de son environnement</p>
7/				<p>B5.4.1.3.1 - Lire et comprendre les prix</p> <p>B5.4.1.4.1 - Faire des calculs simples à l'écrit avec des chiffres en lettres</p>
8		Demander et donner l'heure	B5.4.2.1	<p>B5.4.2.1.1 - Écouter/Regarder et comprendre un document audio-visuel sur les horaires</p> <p>B5.4.2.2.1 - se renseigner sur l'heure</p> <p>B5.4.2.2.2 - Raconter ce que l'on fait à certaines heures de la journée</p> <p>B5.4.2.3.1 - Lire et comprendre l'agenda d'une personne</p>
9		Parler des jours de la semaine	B5.4.3.1	<p>B5.4.2.4.1 - Programmer son agenda</p> <p>B5.4.2.4.2 - Indiquer dans un agenda les heures des activités de la journée</p> <p>B5.4.3.1.1 - Écouter/Regarder et comprendre un document audio/audio-visuel sur les jours de la semaine et</p> <p>B5.4.3.2.1 - Poser et répondre à des questions sur les activités de la semaine. A l'aide d'un agenda, le programme de télé, l'emploi du temps scolaire, etc Exemple : Que fais-tu le Mardi ? Mardi, je joue au football</p> <p>B5.4.3.2.2 - Dire ce que l'on fait à l'école chaque jour de la semaine -De lundi à vendredi nous allons à l'école. - Samedi et dimanche, nous n'allons pas à l'école</p>
10				B5.4.3.3.1 - Lire et comprendre un texte simple sur les activités d'une personne dans la semaine
11				B5.4.3.3.1 - Lire et comprendre un texte simple sur les activités d'une personne dans la semaine
12				B5.4.3.3.2 - 1Écrire ce que l'on fait chaque jour de la semaine Ex: dans un journal
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	<p>Oral Language</p> <p>Reading</p> <p>Grammar and Usage at Word and Phrase Levels</p> <p>Writing</p> <p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Conversation</p> <p>Vocabulary</p> <p>Determiners</p> <p>Writing as a process</p> <p>Naming Words/Nouns</p> <p>Building the Love and Culture of Reading</p>	<p>B5.1.6.2 – Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding</p> <p>B5.1.6.3 – Use knowledge of language and communicative skills to participate in conversation.</p> <p>B5.2.6.4 – Use words appropriately for purpose, audience, context and culture</p> <p>B5.3.2.1 – Apply knowledge of different types of determiners in communication</p> <p>B5.4.9.3 - Apply strategies for improving drafts for publishing.</p> <p>B5.5.3.1 - Apply knowledge of different types of nouns in communication</p> <p>B5.6.1.1 - Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas.</p>	<p>B5.1.6.2.2. – Listen and view for the entire duration of a text, speech, presentation, video etc.</p> <p>B5.1.6.3.1 – Engage in collaborative conversation on topics such as social issues, values and manners with adults.</p> <p>B5.2.6.4.1 – Recognise how words are formed through acronyms (WHO) and clipping (telephone–phone).</p> <p>B5.2.6.4.2 – Recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.).</p> <p>B5.3.2.1.4. – Identify and use demonstratives: – this/that, these/those people.</p> <p>B5.4.9.3.1 - Review, and revise the draft by proposing grammar for improvement</p> <p>B5.5.3.1.4- . Identify and use abstract nouns to refer to concepts and ideas</p> <p>B5.6.1.1.1- Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read.</p>
2	Oral Language	Conversation	B5.1.6.3 – CONT'D	B5.1.6.3.2. Demonstrate turn taking in conversation in different topics and follow agreed-upon rules for conversation, e.g.

	<p>Reading</p> <p>Grammar and Usage at Word and Phrase Levels</p> <p>Writing</p> <p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Vocabulary</p> <p>Determiners</p> <p>Writing as a process</p> <p>Naming Words/Nouns</p> <p>Building the Love and Culture of Reading</p>	<p>B5.2.6.4 - Use words appropriately for purpose, audience, context and culture.</p> <p>B5.3.2.1 - Apply knowledge of different types of determiners in communication</p> <p>B5.4.9.3 – CONTD</p> <p>B5.5.3.1 – CONTD</p> <p>B5.6.1.1– CONT'D</p>	<p>listening to others, speaking one at a time</p> <p>B5.2.6.4.3 - Use words suitable for purpose, audience, context and culture in relation to: type of texts (expository/explanatory, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc.</p> <p>B5.3.2.1.5. - Identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</p> <p>B5.4.9.3.2.- Edit/proofread draft, checking capitalisation, usage of punctuation and spelling.</p> <p>B5.5.3.1.4- . Identify and use abstract nouns to refer to concepts and ideas</p> <p>B5.6.1.1.1. – CONT'D</p>
3	<p>Oral Language</p> <p>Reading</p> <p>Grammar and Usage at Word and Phrase Levels</p> <p>Writing</p>	<p>Conversation</p> <p>Comprehension</p> <p>Determiners</p> <p>Writing as a process</p>	<p>B5.1.6.3 – CONT'D</p> <p>B5.2.7.1 - Process and comprehend level appropriate texts</p> <p>B5.3.2.1 - Apply knowledge of different types of determiners in communication.</p> <p>B5.4.9.3 – CONTD</p>	<p>B5.1.6.3.3. - Respond to questions to give further clarification of an opinion</p> <p>B5.2.7.1.1. - Construct meaning from text read.</p> <p>B5.3.2.1.5. - Identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</p> <p>B5.4.9.3.2. - Edit/proofread draft, checking capitalisation, usage of punctuation and spelling.</p>

	<p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Using action Words</p> <p>Building the Love and Culture of Reading</p>	<p>B5.5.4.1 - : Demonstrate understanding of verbs in everyday language.</p> <p>B5.6.1.1– CONT'D</p>	<p>B5.5.4.1.1- Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing.</p> <p>B5.6.1.1.1. – CONT'D</p>
4	<p>Oral Language</p> <p>Reading</p> <p>Grammar and Usage at Word and Phrase Levels</p> <p>Writing</p> <p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Listening</p> <p>Comprehension</p> <p>Pronouns</p> <p>Writing as a process</p> <p>Using action Words</p> <p>Building the Love and Culture of Reading</p>	<p>B5.1.7.1 - : Use appropriate skills and strategies to process meaning from texts</p> <p>B5.2.7.1 – CONTD</p> <p>B5.3.3.1 - Apply knowledge of different types of pronouns in communication.</p> <p>B5.4.9.3 – CONTD</p> <p>B5.5.4.1-CONTD</p> <p>B5.6.1.1– CONT'D</p>	<p>B5.1.7.1.1 - Employ the Think-Aloud strategy to convey meaning from level-appropriate texts.</p> <p>B5.1.7.1.2 - Make connections with events in drama.</p> <p>B5.2.7.1.2. - Note and recall main ideas in a sequence.</p> <p>B5.2.7.1.3 - Scan texts for details.</p> <p>B5.3.3.1.1. - Identify and use indefinite pronouns e.g. someone, anyone, everything etc. Possessive pronouns to show possession, e.g. mine, ours etc.</p> <p>B5.4.9.3.3. - Display writing piece for peers to read and publish it in the class magazine.</p> <p>B5.5.4.1.1 - Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing.</p> <p>B5.6.1.1.1. – CONT'D</p>
5	<p>Oral Language</p> <p>Reading</p>	<p>Listening</p> <p>Comprehension</p>	<p>B5.1.7.1-: Use appropriate skills and strategies to process meaning from texts.</p> <p>B5.2.7.1 -CONTD</p>	<p>B5.1.7.1.3. - Relate to lessons in stories.</p> <p>B5.2.7.1.4. - Read level-appropriate texts silently and closely for comprehension.</p>

	<p>Grammar and Usage at Word and Phrase Levels</p> <p>Writing</p> <p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Adjectives</p> <p>Narrative Writing</p> <p>Using action Words</p> <p>Building the Love and Culture of Reading</p>	<p>B5.3.4.1 - Apply the knowledge of adjectives in communication.</p> <p>B5.4.10.1 - Narrate situations, express feelings and convey point of view about the world/ or fictional world.</p> <p>B5.5.4.1 -CONTD</p> <p>B5.6.1.1– CONT'D</p>	<p>B5.3.4.1.1. - Use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better.</p> <p>B5.4.10.1.1. - Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech</p> <p>B5.5.4.1.2- Use the simple past verb form to express past needs, feelings and interest.</p> <p>B5.6.1.1.1. – CONT'D</p>
6	<p>Oral Language</p> <p>Reading</p> <p>Grammar and Usage at Word and Phrase Levels</p> <p>Writing</p> <p>Using writing conventions/grammar</p>	<p>Listening</p> <p>Comprehension</p> <p>Adjectives</p> <p>Narrative Writing</p> <p>Using action Words</p>	<p>B5.1.7.1- : Use appropriate skills and strategies to process meaning from texts.</p> <p>B5.2.7.2 - Apply critical reading, implied meaning, higher order thinking, judgment and evaluation.</p> <p>B5.3.4.1 - Apply the knowledge of adjectives in communication.</p> <p>B5.4.10.1 – CONTD</p> <p>B5.5.4.1-CONTD</p>	<p>B5.1.7.1.4. - Use background knowledge to understand and build new knowledge while listening to drama.</p> <p>B5.2.7.2.1 - Respond to a text with simple judgment.</p> <p>B5.3.4.1.1. - Use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better.</p> <p>B5.4.10.1.1. - Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech.</p> <p>B5.5.4.1.2- Use the</p>

	usage			simple past verb form to express past needs, feelings and interest
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1– CONT'D	B5.6.1.1.1. – CONT'D
7	Oral Language	Listening	B5.1.7.1 - Use appropriate skills and strategies to process meaning from texts.	B5.1.7.1.5.- Ask relevant questions to expand comprehension of details of texts
	Reading	Comprehension	B5.2.7.2 – CONTD	B5.2.7.2.2. - Relate two or more ideas in a text.
	Grammar and Usage at Word and Phrase Levels	Verbs	B5.3.5.1 - Apply the knowledge of verbs in communication.	B5.3.5.1.1. - Use different types of verbs in sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary)
	Writing	Narrative Writing	B5.4.10.1 – CONTD	B5.4.10.1.1. - Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech.
	Using writing conventions/grammar usage	Using action Words	B5.5.4.1-CONTD	B5.5.4.1.2- Use the simple past verb form to express past needs, feelings and interest
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1– CONT'D	B5.6.1.1.1. – CONT'D
8	Oral Language	Listening	B5.1.7.1 Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.6. - Distinguish between causes and effects of events in a story
	Reading	Comprehension	B5.2.7.2 – CONTD	B5.2.7.2.3. - Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)
	Grammar and Usage at Word and Phrase Levels	Verbs	B5.3.5.1 – CONTD	B5.3.5.1.2. - Use appropriate subject-verb agreement
	Writing	Narrative Writing	B5.4.10.1 – CONTD	B5.4.10.1.1. - Create settings, characters and at least one plot in a narrative text, using appropriate linking

	<p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Using action Words</p> <p>Building the Love and Culture of Reading</p>	<p>B5.5.4.1-CONTD</p> <p>B5.6.1.1- CONT'D</p>	<p>words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech</p> <p>B5.5.4.1.2- Use the simple past verb form to express past needs, feelings and interest</p> <p>B5.6.1.1.1. – CONT'D</p>
9	<p>Oral Language</p> <p>Reading</p> <p>Grammar and Usage at Word and Phrase Levels</p> <p>Writing</p> <p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Listening</p> <p>Comprehension</p> <p>Verbs</p> <p>Narrative Writing</p> <p>Using action Words</p> <p>Building the Love and Culture of Reading</p>	<p>B5.1.7.1 - : Use appropriate skills and strategies to process meaning from texts</p> <p>B5.2.7.3 - Demonstrate an understanding of the use of words and phrases as used in a text</p> <p>B5.3.5.1 – CONTD</p> <p>B5.4.11.1 - Create texts</p> <p>B5.5.4.1-CONTD</p> <p>B5.6.1.1- CONT'D</p>	<p>B5.1.7.1.7. - Draw conclusions from main ideas, key details and specific examples from texts</p> <p>B5.2.7.3.1. - Use knowledge of prefixes and suffixes to read and interpret unfamiliar words.</p> <p>B5.3.5.1.3. - Use the simple present form of verbs to express: – Needs/preferences – Thoughts and ideas</p> <p>B5.4.11.1.1. - Write freely on topics of choice on issues in the community</p> <p>B5.5.4.1.3- Use past perfect in speech and in writing</p> <p>B5.6.1.1.1. – CONT'D</p>
10	<p>Oral Language</p> <p>Reading</p> <p>Grammar and Usage at Word and Phrase Levels</p>	<p>Listening</p> <p>Comprehension</p> <p>Verbs</p>	<p>B5.1.7.1 - : Use appropriate skills and strategies to process meaning from texts</p> <p>B5.2.7.3 - Demonstrate an understanding of the use of words and phrases as used in a text</p> <p>B5.3.5.1 – CONTD</p>	<p>B5.1.7.1.7. - Draw conclusions from main ideas, key details and specific examples from texts</p> <p>B5.2.7.3.1. - Use knowledge of prefixes and suffixes to read and interpret unfamiliar words.</p> <p>B5.3.5.1.3. - Use the simple present form of verbs to express: – Needs/preferences –</p>

	<p>Writing</p> <p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Narrative Writing</p> <p>Using action Words</p> <p>Building the Love and Culture of Reading</p>	<p>B5.4.11.1 - Create texts</p> <p>B5.5.4.1-CONTD</p> <p>B5.6.1.1– CONT'D</p>	<p>Thoughts and ideas</p> <p>B5.4.11.1.1. - Write freely on topics of choice on issues in the community</p> <p>B5.5.4.1.3- Use past perfect in speech and in writing</p> <p>B5.6.1.1.1. – CONT'D</p>
11	<p>Oral Language</p> <p>Reading</p> <p>Grammar and Usage at Word and Phrase Levels</p> <p>Writing</p> <p>Using writing conventions/grammar usage</p> <p>Extensive Reading</p>	<p>Asking and Answering</p> <p>Questions/ Question Tags.</p> <p>Silent Reading</p> <p>Verbs</p> <p>Creative/ Free Writing</p> <p>Using action Words Building the Love and Culture of Reading</p>	<p>B5.1.8.1 - : Demonstrate understanding in asking and answering questions correctly</p> <p>B5.1.8.2 - Identify and use question tags correctly in speech</p> <p>B5.2.8.1 - Construct meaning from texts read</p> <p>B5.3.5.1 – CONTD</p> <p>B5.4.11.1 - Create texts</p> <p>B5.5.4.1-CONTD</p> <p>B5.6.1.1– CONT'D</p>	<p>B5.1.8.1.1 - Use the various forms of “do”, “be”, “have”, appropriately in questions and responses</p> <p>B5.1.8.2.1 - Use positive tags, negative tags and auxiliaries in speech</p> <p>B5.2.8.1.1 - Infer meaning from level-appropriate texts</p> <p>B5.2.8.1.2 - . Find the meaning of words as used in context</p> <p>B5.3.5.1.4 - Use the simple past form of verbs to express past needs, interest and feeling</p> <p>B5.3.5.1.5 - Use irregular form of the simple past tense of verbs,</p> <p>B5.4.11.1.2 - Write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts</p> <p>B5.5.4.1.3 - Use past perfect in speech and in writing</p> <p>B5.6.1.1.1. – CONT'D</p>
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	ORAL LANGUAGE	Conversation	B5.1.6.1. - Name and discuss some basic items used at home and in school.	B5.1.6.1.1 - Recognise and discuss items used at home
	READING	Vocabulary (Sight and content vocabulary)	B5.2.5.1. - Show an understanding of recognising and reading about things in their environment.	B5.2.5.1.2 - Read stories aloud with correct pronunciation and tone.
	WRITING	Penmanship/Handwriting	B5.3.1.1. - Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.2 - Recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech
	COMPOSITION WRITING	Descriptive Writing	B5.4.3.1. - Exhibit knowledge of writing descriptive essays using controlled composition or on their own.	B5.4.3.1.3 - Write their own simple descriptive essays on given topics.
	WRITING CONVENTIONS/ USAGE	Integrating Grammar in Written Language (Use of action words)	B5.5.3.1. - Demonstrate knowledge on use of action words appropriately.	B5.5.3.1.2 - Use simple past tense action words in sentences.
	EXTENSIVE READING	Reading Texts, Poems, Narrative, and Short Stories and Respond to them	B5.6.3.1 - Demonstrate knowledge in reading materials other than the reader provided in class with understanding.	B5.6.3.1.1 - Read short texts, narratives or stories from other materials with correct intonation/tone.
2	ORAL LANGUAGE	Conversation	B5.1.6.1. - Name and discuss some basic items used at home and in school.	B5.1.6.1.1 - Recognise and discuss items used at home.
	READING	Comprehension	B5.2.6.1. - Exhibit knowledge of answering questions based on texts presented.	B5.1.6.1.2 - Recognise and discuss things used at school B5.2.6.1.1 - Explain the meaning of unfamiliar words in context. B5.3.1.1.2 - Recognise

	<p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING</p>	<p>Penmanship/Handwriting</p> <p>Descriptive Writing</p> <p>Persuasive Writing</p> <p>Integrating Grammar in Written Language(Use of qualifying words)</p> <p>Integrating Grammar in Written Language(Use of qualifying words)</p> <p>Reading Texts, Poems, Narrative, and Short Stories and Respond to them</p>	<p>B5.3.1.1. – CONT'D</p> <p>B5.4.3.1. - Exhibit knowledge of writing descriptive essays using controlled composition or on their own.</p> <p>B5.4.4.1 - : Exhibit knowledge of writing simple persuasive essays using controlled composition on their own.</p> <p>B5.5.3.1 - CONT'D</p> <p>B5.5.4.1 - Demonstrate knowledge in the use of adjectives and adverbs.</p> <p>B5.6.3.1 – CONTD</p>	<p>that a comma is used to separate a list of items. It serves as a pause in sentences and speech</p> <p>B5.3.1.1.3 - Recognise that a colon is used to list and explain a statement, or to mention a list of items</p> <p>B5.4.3.1.3 - Write their own simple descriptive essays on given topics.</p> <p>B5.4.4.1.1 - Write a simple persuasive essay through controlled composition.</p> <p>B5.5.3.1.2 - Use simple past tense action words in sentences.</p> <p>B5.5.4.1.1 - Recognise and use the types of adjectives (dimension, colour, age).</p> <p>B5.6.3.1.1 - Read short texts, narratives or stories from other materials with correct intonation/ tone.</p>
3	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/</p>	<p>Conversation</p> <p>Comprehension</p> <p>Penmanship/Handwriting</p> <p>Persuasive Writing</p> <p>Integrating Grammar in Written Language (Use of</p>	<p>B5.1.6.1 - Name and discuss some basic items used at home and in school</p> <p>B5.2.6.1. - Exhibit knowledge of answering questions based on texts presented.</p> <p>B5.3.1.1. – CONT'D</p> <p>B5.4.4.1 – CONT'D</p> <p>B5.5.4.1 - Demonstrate</p>	<p>B5.1.6.1.2 - Recognise and discuss things used at school</p> <p>B5.2.6.1.1 - Explain the meaning of unfamiliar words in context.</p> <p>B5.3.1.1.3 - Recognise that a colon is used to list and explain a statement, or to mention a list of items.</p> <p>B5.4.4.1.1 - Write a simple persuasive essay through controlled composition.</p> <p>B5.5.4.1.1 - Recognise and use the types of</p>

	USAGE	qualifying words)	knowledge in the use of adjectives and adverbs	adjectives (dimension, colour, age).
	EXTENSIVE READING	Reading Texts, Poems, Narrative, and Short Stories and Respond to them	B5.6.3.1 -CONTD	B5.6.3.1.1 - Read short texts, narratives or stories from other materials with correct intonation/tone.
4	ORAL LANGUAGE	Conversation	B5.1.6.1. - Name and discuss some basic items used at home and in school.	B5.1.6.1.3 - Demonstrate how some of the items used at home and in school are maintained.
	READING	Comprehension	B5.2.6.1. - Exhibit knowledge of answering questions based on texts presented.	B5.2.6.1.2 - Answer factual and inferential questions.
	WRITING	Penmanship/Handwriting	B5.3.1.1. – CONT'D	B5.3.1.1.3 - Recognise that a colon is used to list and explain a statement, or to mention a list of items.
	COMPOSITION WRITING	Persuasive Writing	B5.4.4.1 – CONT'D	B5.4.4.1.2 - Write simple persuasive essays about domestic issues.
	WRITING CONVENTIONS/ USAGE	Integrating Grammar in Written Language (Use of qualifying words) Reading Texts, Poems,	B5.5.4.1 – CONT'D	B5.5.4.1.2 - Use of comparative and superlative words/adjectives forms in sentences.
	EXTENSIVE READING	Narrative, and Short Stories and Respond to them	B5.6.3.1 -CONTD	B5.6.3.1.2 - Answer questions on the narratives/passage read.
5	ORAL LANGUAGE	Conversation	B5.1.6.1. - Name and discuss some basic items used at home and in school	B5.1.6.1.3 - Demonstrate how some of the items used at home and in school are maintained.
	READING	Comprehension	B5.2.6.1. - Exhibit knowledge of answering questions based on texts presented.	B5.2.6.1.2 - Answer factual and inferential questions.
	WRITING	Penmanship/Handwriting	B5.3.1.1. – CONT'D	B5.3.1.1.3 - Recognise that a colon is used to list and explain a statement, or to mention a list of items.
	COMPOSITION WRITING	Persuasive Writing	B5.4.4.1 – CONT'D	B5.4.4.1.2 - Write simple persuasive essays

	<p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>Integrating Grammar in Written Language (Use of qualifying words)</p> <p>Reading Texts, Poems, Narrative, and Short Stories and Respond to them</p>	<p>B5.5.4.1 – CONTD</p> <p>B5.6.3.1 – CONTD</p>	<p>about domestic issues.</p> <p>B5.5.4.1.2 - Use of comparative and superlative words/adjectives forms in sentences.</p> <p>B5.6.3.1.2 - Answer questions on the narratives/passage read</p>
6	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>Talking about Oneself, Family, People and Places</p> <p>Comprehension</p> <p>Penmanship/Handwriting</p> <p>Persuasive Writing</p> <p>Integrating Grammar in Written Language (Use of postpositions)</p> <p>Reading Texts, Poems, Narrative, and Short Stories and Respond to them</p>	<p>B5.1.7.1. - Demonstrate knowledge on the recognition of expressions and behaviour that show courtesies</p> <p>B5.2.6.1. - Exhibit knowledge of answering questions based on texts presented.</p> <p>B5.3.1.1. – CONT'D</p> <p>B5.4.4.1 – CONT'D</p> <p>B5.5.5.1 - Demonstrate the use of postpositions.</p> <p>B5.6.3.1 – CONTD</p>	<p>B5.1.7.1.1 - Demonstrate and say expressions that show courtesy</p> <p>B5.2.6.1.2 - Answer factual and inferential questions.</p> <p>B5.3.1.1.3 - Recognise that a colon is used to list and explain a statement, or to mention a list of items.</p> <p>B5.4.4.1.3 - Write persuasive essays on given topics.</p> <p>B5.5.5.1.1 - Recognise and use postpositions in complex sentences.</p> <p>B5.6.3.1.2 - Answer questions on the narratives/passage read.</p>
7	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p>	<p>Talking about Oneself, Family, People and Places</p> <p>Silent Reading</p> <p>Penmanship/Handwriting</p>	<p>B5.1.7.1. - Demonstrate knowledge on the recognition of expressions and behaviour that show courtesies</p> <p>B5. 2.7.1. - Demonstrate knowledge on reading for comprehension.</p> <p>B5.3.1.1. – CONT'D</p>	<p>B5.1.7.1.1 - Demonstrate and say expressions that show courtesy</p> <p>B5. 2.7.1. 1 - Explain the meaning of unfamiliar words in a text.</p> <p>B5.3.1.1.3 - Recognise that a colon is used to list and explain a</p>

	<p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING</p>	<p>Argumentative Writing</p> <p>Integrating Grammar in Written Language (Use of postpositions)</p> <p>Reading Texts, Poems, Narrative, and Short Stories and Respond to them</p>	<p>B5.4.5.1 - Exhibit knowledge and understanding of good argumentative essays by gathering information.</p> <p>B5.5.5.1 – CONTD</p> <p>B5.6.3.1 - CONTD</p>	<p>statement, or to mention a list of items.</p> <p>B5.4.5.1.1 - Gather information for the writing of good argumentative essays.</p> <p>B5.5.5.1.1 - Recognise and use postpositions in complex sentences.</p> <p>B5.6.3.1.3 - Retell the short stories or narratives read.</p>
8	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p>	<p>Talking about Oneself, Family, People and Places</p> <p>Silent Reading</p> <p>Penmanship/Handwriting</p> <p>Argumentative Writing</p> <p>Integrating Grammar in Written Language (Use of postpositions)</p>	<p>B5.1.7.1 - Demonstrate knowledge on the recognition of expressions and behaviour that show courtesies.</p> <p>B5. 2.7.1. - Demonstrate knowledge on reading for comprehension</p> <p>B5.3.1.1. – CONT'D</p> <p>B5.4.5.1 - Exhibit knowledge and understanding of good argumentative essays by gathering information.</p> <p>B5.5.5.1 – CONTD</p>	<p>B5.1.7.1.3 - Demonstrate non-verbal behaviour that depict courtesy.</p> <p>B5. 2.7.1. 1 - Explain the meaning of unfamiliar words in a text.</p> <p>B5.3.1.1.3 - Recognise that a colon is used to list and explain a statement, or to mention a list of items.</p> <p>B5.3.1.1.4- Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.</p> <p>B5.4.5.1.1 - Gather information for the writing of good argumentative essays.</p> <p>B5.4.5.1.2 Comprehend and discuss how to write for or against a motion in an argumentative essay</p> <p>B5.5.5.1.3 - Recognise postpositions in paragraphs.</p>

	EXTENSIVE READING	Reading Texts, Poems, Narrative, and Short Stories and Respond to them	B5.6.3.1 - CONTD	B5.6.3.1.3 - Retell the short stories or narratives read.
9	ORAL LANGUAGE	Asking and Answering Questions	B5.1.9.1. - Demonstrate knowledge on understanding and use of polar question markers.	B5.1.9.1.1 - Recognise and use polar question markers.
	READING	Silent Reading	B5. 2.7.1. - Demonstrate knowledge on reading for comprehension	B5. 2.7.1. 2 - Explain the meaning of figurative expression in a text and answer questions on the passage.
	WRITING	Penmanship/Handwriting	B5.3.1.1. – CONT'D	B5.3.1.1.4 - Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.
	COMPOSITION WRITING	Argumentative Writing	B5.4.5.1 – CONT'D	B5.4.5.1.2 - Comprehend and discuss how to write for or against a motion in an argumentative essay
	WRITING CONVENTIONS/ USAGE	Integrating Grammar in Written Language (Use of simple and compound sentences)	B5.5.6.1 - Exhibit knowledge in the use of conjunctions in forming compound sentences.	B5.5.6.1.1 - Use single conjunctions in forming compound sentences.
	EXTENSIVE READING	Reading Texts, Poems, Narrative, and Short Stories and Respond to them	B5.6.3.1 – CONTD	B5.6.3.1.4 - Read paragraphs, passages and stories of different texts.
10	ORAL LANGUAGE	Asking and Answering Questions	B5.1.9.1. - Demonstrate knowledge on understanding and use of polar question markers.	B5.1.9.1.1 - Recognise and use polar question markers.
	READING	Silent Reading	B5. 2.7.1. - Demonstrate knowledge on reading for comprehension	B5. 2.7.1. 2 - Explain the meaning of figurative expression in a text and answer questions on the passage.
	WRITING	Penmanship/Handwriting	B5.3.1.1. – CONT'D	B5.3.1.1.4 - Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.

	<p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p> <p>EXTENSIVE READING</p>	<p>Argumentative Writing</p> <p>Integrating Grammar in Written Language (Use of simple and compound sentences)</p> <p>Reading Texts, Poems, Narrative, and Short Stories and Respond to them</p>	<p>B5.4.5.1 – CONT'D</p> <p>B5.5.6.1 - Exhibit knowledge in the use of conjunctions in forming compound sentences.</p> <p>B5.6.3.1 – CONTD</p>	<p>B5.4.5.1.2 - Comprehend and discuss how to write for or against a motion in an argumentative essay</p> <p>B5.5.6.1.1 - Use single conjunctions in forming compound sentences.</p> <p>B5.6.3.1.4 - Read paragraphs, passages and stories of different texts.</p>
11	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/USAGE</p>	<p>Asking and Answering Questions</p> <p>Silent Reading</p> <p>Penmanship/Handwriting</p> <p>Argumentative Writing</p> <p>Informative Writing</p> <p>Integrating Grammar in Written Language (Use of simple and compound sentences)</p>	<p>B5.1.9.1. - Demonstrate knowledge on understanding and use of polar question markers.</p> <p>B5. 2.7.1. - Demonstrate knowledge on reading for comprehension.</p> <p>B5.3.1.1. – CONT'D</p> <p>B5.4.5.1 - Exhibit knowledge and understanding of good argumentative essays by gathering information.</p> <p>B5.4.6.1 - Demonstrate knowledge of creating a journal</p> <p>B5.5.6.1 – CONT'D</p>	<p>B5.1.9.1.1 - Recognise and use polar question markers.</p> <p>B5.1.9.1.2 - Explain and use polar question markers.</p> <p>B5. 2.7.1. 2 - Explain the meaning of figurative expression in a text and answer questions on the passage.</p> <p>B5.3.1.1.4 - Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.</p> <p>B5.4.5.1.3 - Write a simple argumentative essay on a given topic.</p> <p>B5.4.6.1.1 - Write articles for a journal and edit the articles.</p> <p>B5.5.6.1.1 - Recognise single conjunctions such as “but” and “because” in compound sentences.</p> <p>B5.5.6.1.2 - Use single conjunctions in forming compound sentences.</p>

	EXTENSIVE READING	Reading Texts, Poems, Narrative, and Short Stories and Respond to them	B5.6.3.1 – CONTD	B5.6.3.1.4 - Read paragraphs, passages and stories of different texts.
12	REVISION	REVISION	REVISION	REVISION
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



TERMLY SCHEME OF LEARNING (TSOL)

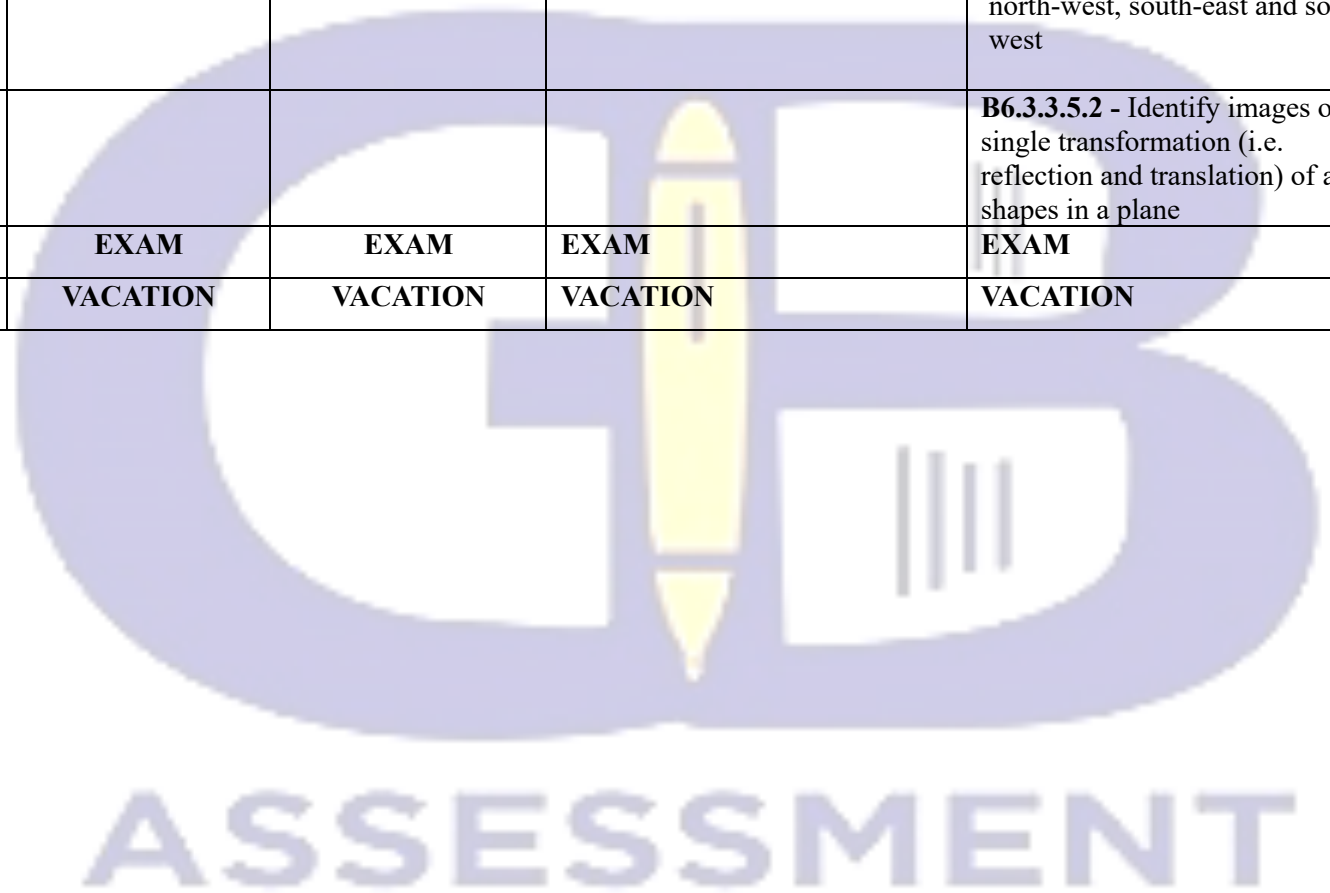
SECOND TERM

NUMERACY

BASIC SIX

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	NUMBER	Fractions	B6.1.3.1 - Demonstrate an understanding of strategies for comparing, adding, subtracting, multiplying and dividing common, decimal and percent fractions	B6.1.3.1.3 - Use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction
2		Ratios and Proportion	B6.1.4.1 - Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers	B6.1.4.1.1 - Use concrete models and pictorial representations to explain a ratio as a concept that shows the number of times one quantity can be obtained in another and write this symbolically and in its simplest form
3			B6.1.4.2 -- Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve realworld and mathematical problems	B6.1.4.2.1 - Use models to explain proportion as a comparison between quantities with equal ratios
4				B6.1.4.2.3 - Use various strategies to solve proportional reasoning problems involving rates and scales
5	ALGEBRA	Pattern and Relationships	B6.2.1.1 - Determine the pattern rule to make predictions about subsequent element	B6.2.1.1.4 - Represent a given pattern visually to verify predictions B6.2.1.1.7 - Write a rule in words and in algebra to represent a given pattern
6				B6.2.1.1.8 - Describe the relationship in a given table or chart, using a mathematical expression
7		Algebraic Expressions	B6.2.2.1 - Demonstrate understanding of algebraic expressions	B6.2.2.1.1 - Demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide)
8		Variables and Equations	B6.2.3.1 - Solve problems involving single-variable, one-step equations with whole number coefficients	B6.2.3.1.2 - Identify the unknown in a problem; represent the problem with an equation; and solve the problem concretely, pictorially or symbolically B6.2.3.1.3 - Create a problem for a given equation

9	GEOMETRY AND MEASUREMENT		B6.3.1.1 - Demonstrate understanding of prisms	B6.3.1.1.1 - Identify examples of rectangular and triangular prisms in the classroom and the community
10		Geometric Reasoning	B6.3.3.5 - Perform a single transformation (i.e. reflection translation) on a 2D shape	B6.3.3.5.1 - Tell the position and motion of objects in space using the cardinal points northeast, north-west, south-east and south-west
11				B6.3.3.5.1 - Tell the position and motion of objects in space using the cardinal points northeast, north-west, south-east and south-west
12				B6.3.3.5.2 - Identify images of a single transformation (i.e. reflection and translation) of a 2D shapes in a plane
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS	Festivals in the Three Major Religions	B6.2.2.1. - Discuss the significance of religious festivals	B6.2.2.1.1 - Gather and record data on religious festivals
2				B6.2.2.1.1 - Gather and record data on religious festivals
3				B6.2.2.1.2 - Explain the need for celebrating various festivals
4				B6.2.2.1.2 - Explain the need for celebrating various festivals
5				B6.2.2.1.3 - Discuss moral lessons from the festivals
6				B6.2.2.1.3 - Discuss moral lessons from the festivals
7	RELIGIOUS LEADERS	Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana	B6. 3.4.1. - Discuss the latter lives of the leaders of the three major religions in Ghana	B6. 3.4.1.1. - Narrate the story of the latter lives of the leaders of the major religions
8				B6. 3.4.1.1. - Narrate the story of the latter lives of the leaders of the major religions
9				B6. 3.4.1.1. - Narrate the story of the latter lives of the leaders of the major religions
10				B6. 3.1.1.2 - Identify the moral lessons from the latter lives of the religious leaders
11				B6. 3.1.1.2 - Identify the moral lessons from the latter lives of the religious leaders
12				B6. 3.1.1.2 - Identify the moral lessons from the latter lives of the religious leaders
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	SYSTEM	THE HUMAN BODY SYSTEMS	B6.3.1.1 - Recognise that different parts of the human body work interdependently to perform a specific function	B6.3.1.1.1 - Explain the functions of organs in the excretory system of humans
2		THE SOLAR SYSTEM	B6.3.2.1 - Show an understanding of the motion of bodies in the solar system	B6.3.2.1.1 - Explain the difference between a star, a planet and a satellite
3		ECOSYSTEM	B6.3.3.1 - Show an understanding of ecosystems, interdependency of organisms in an ecosystem and appreciate the interactions	B6.3.3.1.1 - Investigate various interactions in an ecosystem and the effect on humans
4	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B6.4.1.1 - Demonstrate an understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved	B6.4.1.1.1 - Demonstrate an understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved
5			B6.4.1.2 - Show an understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another	B6.4.1.2.1 - Measure the temperature of a body using a thermometer
6		ELECTRICITY AND ELECTRONICS	B6.4.2.1	B6.4.2.1.1 - Construct an electric circuit and know the functions of its components
7				B6.4.2.1.1 - Construct an electric circuit and know the functions of its components
8				B6.4.2.1.2 - Identify the symbols used in representing various components in a given circuit diagram
9				B6.4.2.1.2 - Identify the symbols used in representing various components in a given circuit diagram B6.4.2.1.3 - Know conductors, semi-conductors and insulators
10			B6. 4.2.2 - Know the functions and assemblage of basic electronic components	B6.4.2.2.1 - Construct an electronic circuit using battery, connecting wire and LED
11				B6.4.2.2.1 - Construct an electronic circuit using battery, connecting wire and LED
12				B6.4.2.2.1 - Construct an electronic circuit using battery, connecting wire and LED
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	WORD PROCESSING	INTRODUCTION TO MS-POWERPOINT	B6.3.1.1. - Illustrate the use of word processing application	<p>B6.3.1.1.1. - Demonstrate how to use the File menu and Insert, Design, and Layout Ribbons from B5</p> <p>B6.3.1.1.2. - Demonstrate how to use icons in the Text group in the Insert Ribbon</p>
2				<p>B6.3.1.1.2. - Demonstrate how to use icons in the Text group in the Insert Ribbon</p> <p>B6.3.1.1.3. - Be able to use the attributes of the ribbons studied in a paragraph</p>
3	PROGRAMMING AND DATABASES	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING	B6.5.1.1. - Demonstrate how to manipulate data in Databases	<p>B6.5.1.1.1. - Describe Databases</p> <p>B6.5.1.1.2. - Identify databases and data structures</p> <p>B6.5.1.1.3. - Explain Fundamental Database concepts</p>
4				<p>B6.5.1.1.5. - Describe the basics of Relational Data model</p> <p>B6.5.1.1.6. - Identify the basics of logical Database Design</p> <p>B6.5.1.1.7. - Illustrate basics of relational algebra</p> <p>B6.5.1.1.8. - Operate basics SQL: querying and manipulating data</p> <p>B6.5.1.1.9. - Operate basics SQL: querying and manipulating data</p>
5		INTRODUCTION TO ELECTRONIC SPREADSHEET (TABS AND RIBBONS MANIPULATION)	B6.5.3.1. - Demonstrate how to use Spreadsheet	<p>B6.5.3.1.1. - Demonstrate how to use the ribbons under the home ribbons. (i.e. clip board, styles, fonts, paragraph and editing)</p> <p>B6.5.3.1.2. - Learners to create basic worksheets using Microsoft Excel 2016</p> <p>B6.5.3.1.3. - Perform calculations in an MS-Excel worksheet</p> <p>B6.5.3.1.4. - Modify an MS-Excel worksheet</p>
6				B6.5.3.1.5. - Modify the

				appearance of data within a worksheet B6.5.3.1.6.- Manage Excel workbooks B6.5.3.1.7- Print the content of an MS-Excel worksheet
7	INTERNET AND SOCIAL MEDIA	NETWORK OVERVIEW	B6.6.1.1. - Demonstrate how to Network computers	B6.6.1.1.2 - Describe the types of information available on the Internet B6.6.1.1.3 - Identify data duplication B6.6.1.1.4 - Outline what one needs to connect to the Internet
8		WEB BROWSERS AND WEB PAGES	B6.6.2.1. - Demonstrate the use of a Web Browser	B6.6.2.1.1 - Identify the address or links window B6.6.2.1.2 - Recognise the status bar and list its use B6.6.2.1.3 - Illustrate using help button
9				B6.6.2.1.5 - Recognise Uniform Resource Locators (URLs). B6.6.2.1.6 - Demonstrate how to return to a URL B6.6.2.1.7 - Show how to find items on a page
10		SURFING THE WORLD WIDE WEB	B6.6.3.1 - Demonstrate Surfing The World Wide Web	B6.6.3.1.1 - Recognize Resource Locators (URLs) B6.6.3.1.2 - Illustrate how to jump directory to URLs B6.6.3.1.3 - Demonstrate how to return to a URL
11				B6.6.3.1.4 - Show how to find items on a page
12				B6.6.3.1.5 - Illustrate how to print pages
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		Ghana Gains Independence	B6.5.4.1 - Demonstrate an understanding of the course of events leading to independence from 1948 to 1957	B6.5.4.1.1 - Explain post World War II developments in the Gold Coast
2				B6.5.4.1.1 - Explain post World War II developments in the Gold Coast
3				B6.5.4.1.1 - Explain post World War II developments in the Gold Coast
4				B6.5.4.1.2 - Explain how Ghana gained independence through constitutional means
5				B6.5.4.1.2 - Explain how Ghana gained independence through constitutional means
6				B6.5.4.1.2 - Explain how Ghana gained independence through constitutional means
7	INDEPENDENT GHANA	The republics	B6.6.1.1 - Demonstrate understanding of the Fourth Republic (1992 to date).	B6.1.1.1 - Describe the events leading to the emergence of the Fourth Republic
8				B6.6.1.1.1 - Describe the events leading to the emergence of the Fourth Republic
9				B6.6.1.1.1 - Describe the events leading to the emergence of the Fourth Republic.
10				B6.6.1.1.1 - Describe the events leading to the emergence of the Fourth Republic
11				B6.6.1.1.1 - Describe the events leading to the emergence of the Fourth Republic
12				B6.6.1.1.2 - Identify the political parties that have governed the country under the Fourth Republic
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		Plants and Animals	B6.2.2.1 - Demonstrate understanding of the importance of animals to plants in the environment	B6.2.2.1.1 - Explain the importance of animal waste to plants
2		Map Making and Land Marks	B6.2.3.1 - Demonstrate understanding of the map of Ghana	B6.2.3.1.1 - Identify the political regions on a sketch map of Ghana
3		Population and Settlement	B6.2.4.1 - Show understanding of internal migration in Ghana	B6.2.4.1.1 - Describe internal migration in Ghana
4				B6.2.4.1.1 - Describe internal migration in Ghana
5	OUR BELIEFS AND VALUES	Worship	B6.3.1.1 - Demonstrate understanding of the importance of prayer, worship and other acts of worship	B6.3.1.1.1 - Describe the importance of prayer in our lives
6				B6.3.1.1.1 - Describe the importance of prayer in our lives
7		Festivals	B6.3.2.1 - Demonstrate knowledge of the significance of celebrations in Ghana	B6.3.2.1.1 - Identify two ways of making festivals beneficial to the communities
8		Basic Human Rights	B6.3.3.1 - Demonstrate understanding of fundamental human rights	B6.3.3.1.1 - Identify sources of help
9		Being a Leader	B6.3.4.1 - Demonstrate understanding of the latter lives of the leaders of the three major religions in Ghana	B6.3.4.1.1 - Narrate the story of the latter lives of the leaders of the major religion
10				B6.3.4.1.1 - Narrate the story of the latter lives of the leaders of the major religion
11	OUR NATION GHANA		B6.4.1.1 - Demonstrate understanding of behaviours and attitudes for peaceful living	B6.4.1.1.1 - Describe activities for peaceful living
12				B6.4.1.1.1 - Describe activities for peaceful living
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	VISUAL ARTS	Planning, Making and Composing	B6 1.2.3 - Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	<p>B6 1.2.3.1 - Create own symbolic visual artworks that communicate, educate or sensitise the public on some topical issues in the world</p> <p>B6 1.2.3.2 - Create own visual artworks that reflect the physical and social environments of some communities in the world</p>
2				B6 1.2.3.3 - Create own symbolic visual artworks that communicate, educate or sensitise the public on some topical issues in the world
3	PERFORMING ARTS	Planning, Making and Composing	B6 2.2.3 - Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	B6 2.2.3.1 - Create own performing artworks based on own views, knowledge and understanding of the techniques and styles of some international performing artists studied
4				<p>B6 2.2.3.2 - Create own performing artworks that reflect the physical and social environments of some communities in the world</p> <p>B6 2.2.3.3 - Create own performing artworks that communicate, educate or sensitise the public on topical issues in the world</p>
5	VISUAL ARTS	Displaying and Sharing	B6 1.3.4 - Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance	B6 1.3.4.1 - Plan an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied
6				B6 1.3.4.2 - Plan an exhibition of own functional and decorative visual artworks that reflect the physical and social environments of some communities in the world

				B6 1.3.4.3 - Plan an exhibition of own functional and decorative visual artworks that communicate, educate or sensitise the public on topical issues in the world
7	PERFORMING ARTS	Displaying and Sharing	B6 2.3.4 - Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance	B6 2.3.4.1 - Plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied B6.2.3.4.2 - Plan a display of own performing artworks to share experiences that reflect own knowledge and understanding of the physical and social environments of some communities in the world
8				B6 2.3.4.3 - Plan a display of own performing artworks to communicate, educate or sensitise the public on topical issues in the world
9	VISUAL ARTS	Displaying and Sharing	B6 1.3.5 - Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events	B6 1.3.5.1 - Exhibit own visual artworks to share creative experiences based on ideas, knowledge and understanding of the medium and style of some international artists studied B6 1.3.5.2 - Exhibit own visual artworks to share creative experiences based on ideas, knowledge and understanding of the physical and social environments of some communities in the world B6.1.3.5.3 - Exhibit own visual artworks to share creative experiences that communicate, educate or sensitise the public on topical issues in the world
10	PERFORMING ARTS	Displaying and Sharing	B6 2.3.5 - Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events	B6 2.3.5.2 - Stage a display of own performing artworks to share creative experiences of the physical and social environments of some communities in the world

11				B6 2.3.5.3 - Stage a display of own performing artworks to share creative experiences that communicate, educate and sensitise the public on topical issues in the world
12				B6 2.3.5.3 - Stage a display of own performing artworks to share creative experiences that communicate, educate and sensitise the public on topical issues in the world
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION



WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		Parler de son école	B6.2.2.1	<p>B6.2.2.1.1 - Écouter/Regarder et comprendre un document audio-visuel sur les activités de l'école</p> <p>B6.2.2.2.1 - Discuter des différentes activités de l'école</p>
2				<p>B6.2.2.2.2 - Raconter ses activités journalières de l'école</p> <p>B6.2.2.2.3 - Dire ce que l'on fait avec les objets de la classe</p> <p>B6.2.2.3.1 - Lire et comprendre un texte, un dépliant, sur l'école et ses activités</p> <p>B6.2.2.4.1 - Créer des slogans, des publicités, des dépliants l'école</p>
3	Exprimer ses goûts et ses préférences	Dire ce que l'on aime	B6.3.1.1	<p>B6.3.1.1.1 - Écouter/Regarder et comprendre un document audio-visuel sur les comportements qu'on aime chez les gens</p> <p>B6.3.1.2.1 - Poser et répondre à des questions sur les comportements qu'on aime chez les gens</p> <p>B6.3.1.2.2 - Dire quels comportements l'on aime chez quelqu'un</p>
4				<p>B6.3.1.3.1 - Lire et comprendre un texte en français sur les bons comportements des gens</p> <p>B6.3.1.4.1 - Dire et écrire les activités que l'on aime faire</p>
5		Dire ce que l'on n'aime pas	B6.3.2.1	<p>B6.3.1.1.1 - Écouter/Regarder et comprendre un document audio-visuel sur les comportements que l'on aime ou que l'on déteste chez les gens</p> <p>B6.3.1.2.1 - Poser et répondre à des questions sur les mauvais comportements des gens</p> <p>B6.3.1.3.1 - Dire quels comportements vous n'aimez pas chez quelqu'un</p>
6				<p>B6.3.1.4.1 - Lire et comprendre un texte ou un image sur les mauvais comportements</p> <p>B6.3.1.4.1 - Écrire au moins deux phrases sur ce que l'on aime faire et ce que l'on n'aime pas faire</p>
7	Les activités	Compter et faire	B6.4.1.1	B6.4.1.1.1 - Écouter/Regarder et

		des calculs simples		<p>comprendre un document audiovisuel sur les nombres</p> <p>B6.4.1.2.1 - Faire oralement des calculs mentaux simples</p> <p>B6.4.1.2.2 - Jouer aux jeux avec des chiffres</p> <p>B6.4.1.2.3 - Faire un inventaire</p> <p>B6.4.1.3.1 - Lire et comprendre un inventaire</p> <p>B6.4.1.3.2 - Lire et comprendre des problèmes arithmétiques</p> <p>B6.4.1.4.1 - Faire des calculs simples à l'écrit avec des chiffres en lettres</p> <p>B6.4.1.4.2 - Ecrire en lettres les chiffres</p>
8		Demander et donner l'heure	B6.4.2.1	<p>B6.4.2.1.1 - Écouter/Regarder et comprendre un document audio-visuel sur les horaires Ex : restaurant, cinéma, programmes de télévision</p> <p>B6.4.2.2.1 - Poser et répondre à des questions sur ce que l'on fait à certaines heures de la journée</p> <p>B6.4.2.2.2 - Raconter ce que l'on fait à certaines heures de la journée</p>
9				<p>B6.4.2.3.1 - Lire et comprendre les heures d'activités sur un programme scolaire</p> <p>B6.4.2.3.2 - Lire et comprendre les heures des programmes d'événements</p> <p>B6.4.2.4.1 - Ecrire son agenda pour la journée ou la semaine indiquant les heures des activités</p> <p>B6.4.2.4.2 - Ecrire une affiche/une note de service avec les heures de rendez-vous</p>
10		Parler des jours de la semaine	B6.4.3.1	<p>B6.4.3.1.1 - Écouter/Regarder et comprendre un document audio/audio-visuel sur les jours de la semaine</p> <p>B6.4.3.2.1 - Poser et répondre à des questions sur les activités de la semaine culturelle de l'école</p> <p>B6.4.3.2.2 - Dire ce que quelqu'un fait chaque jour de la semaine</p>
11				B6.4.3.3.1 - Lire et comprendre un texte simple sur les activités quotidiennes de quelqu'un
12				B6.4.3.4.1 - Écrire une carte postale à un(e) correspondant(e) pour lui décrire ses activités à l'école durant la semaine
13	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT	INDICATORS	RESOURCE
1	Oral Language	Dramatization and Role Play	B6.1.5.1 Demonstrate an understanding of how to change a story into a drama.	B6.1.5.1.1 Tell a story of about eight to ten characters, and recognise the characters, setting, costumes and the stage.	
	Reading	Comprehension	B6.2.6.1 Exhibit the ability to answer questions based on texts presented.	B6.2.6.1.2 Answer factual and inferential questions B6.2.6.1.3 Make predictions of a given text.	
	Writing	Penmanship/Handwriting	B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.1 Pay attention to ascending and descending letters that are not easy to write	
	Composition Writing	Descriptive Writing	B6.4.3.1 Exhibit the ability to understand, and write short descriptive stories.	B6.4.3.1.2 Write a descriptive essay about a situation.	
	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of action words)	B6.5.3.1 Demonstrate knowledge on the appropriate use of action words.	B6.5.3.1.2 Apply the use of the singular and plural subject and verb forms that go with them	
		Written Language (Use of qualifying words)	B6.5.4.1 Demonstrate knowledge on the use of adjectives and adverbs appropriately.	B6.5.4.1.1 Explore the use of adjectives in sentences.	

	Extensive Reading	Building the Love and Culture of Reading in Learners	B6.6.1.1 Exhibit knowledge of understanding and appreciating magazines.	B6.6.1.1.5 Appreciate the articles	
2	Oral Language	Dramatization and Role Play	B6.1.5.1 Demonstrate an understanding of how to change a story into a drama.	B6.1.5.1.2 Perform a drama	
	Reading	Comprehension	B6.2.6.1 Exhibit the ability to answer questions based on texts presented.	B6.2.6.1.3 Make predictions of a given text.	
	Writing	Penmanship/Handwriting	B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.1 Pay attention to ascending and descending letters that are not easy to write	
	Composition Writing	Descriptive Writing	B6.4.3.1 Exhibit the ability to understand, and write short descriptive stories.	B6.4.3.1.3 Write a descriptive composition on a certain process.	
	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of qualifying words) Read Aloud with Children	B6.5.4.1 Demonstrate knowledge on the use of adjectives and adverbs appropriately.	B6.5.4.1.1 Explore the use of adjectives in sentences.	
	Extensive Reading		B6.6.2.1 Exhibit knowledge of reading dialogue and long passages with correct tone	B6.6.2.1.1 Read whole passage with correct tone.	
3	Oral Language	Conversation	B6.1.6.1	B6.1.6.1.1	

	Reading	Silent Reading	Exhibit knowledge of the names of some towns, cities and villages and rivers in Ghana B6.2.7.1 Demonstrate knowledge on reading for comprehension	Explore and say the names of cities in Ghana. B6.2.7.1.1 Summarise a given story/text.	
	Writing	Penmanship/Handwriting	6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.1 Pay attention to ascending and descending letters that are not easy to write	
	Composition Writing	Descriptive Writing	B6.4.3.1 Exhibit the ability to understand, and write short descriptive stories.	B6.4.3.1.3 Write a descriptive composition on a certain process.	
	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of qualifying words) Read Aloud with Children	B6.5.4.1 Demonstrate knowledge on the use of adjectives and adverbs appropriately.	B6.5.4.1.2 Write short description of people using adjectives.	
	Extensive Reading		B6.6.2.1 Exhibit knowledge of reading dialogue and long passages with correct tone	B6.6.2.1.1 Read whole passage with correct tone.	
4	Oral Language	Conversation	B6.1.6.1 Exhibit knowledge of the names of some towns, cities and villages and rivers in Ghana	B6.1.6.1.2 Explore or say some towns and villages in Ghana.	
	Reading	Silent Reading	B6.2.7.1 Demonstrate knowledge on reading for	B6.2.7.1.1 Summarise a given story/text.	

	Writing	Penmanship/Handwriting Persuasive Writing Integrating Grammar in Written Language (Use of qualifying words) Read Aloud with Children	comprehension B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.2 Write sentences using joint scripts.	
	Composition Writing		B6.4.4.1 Exhibit knowledge and understanding of persuasive essays.	B6.4.4.1.1 Write a persuasive essay on a given topic.	
	Writing Conventions/ Usage		B6.5.4.1 Demonstrate knowledge on the use of adjectives and adverbs appropriately.	B6.5.4.1.2 Write short description of people using adjectives.	
	Extensive Reading		B6.6.2.1 Exhibit knowledge of reading dialogue and long passages with correct tone	B6.6.2.1.1 Read whole passage with correct tone.	
5	Oral Language	Conversation	B6.1.6.1 Exhibit knowledge of the names of some towns, cities and villages and rivers in Ghana	B6.1.6.1.3 Discuss the major rivers in Ghana and those close to the area	
	Reading	Silent Reading	B6.2.7.1 Demonstrate knowledge on reading for comprehensionB	B6.2.7.1.2 Retell the story sequentially.	
	Writing	Penmanship/Handwriting	6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.2 Write sentences using joint scripts.	

	<p>Composition Writing</p> <p>Writing Conventions/ Usage</p> <p>Extensive Reading</p>	<p>Persuasive Writing</p> <p>(Use of qualifying words)</p> <p>Reading Texts, Poems Narratives and Short Stories and Responding to them</p>	<p>B6.4.4.1 Exhibit knowledge and understanding of persuasive essays.</p> <p>B6.5.4.1 Demonstrate knowledge on the use of adjectives and adverbs appropriately.</p> <p>B6.6.3.1 Demonstrate knowledge on reading materials other than the class reader with understanding.</p>	<p>B6.4.4.1.1 Write a persuasive essay on a given topic.</p> <p>B6.5.4.1.3 Use the different types of adverbs in sentences.</p> <p>B6.6.3.1.1 Read short texts, narratives or stories from other materials aloud and correctly</p>	
6	<p>Oral Language</p> <p>Reading</p> <p>Writing</p> <p>Composition Writing</p> <p>Writing Conventions/ Usage</p>	<p>Conversation</p> <p>Silent Reading</p> <p>Penmanship/Handwriting</p> <p>Persuasive Writing</p> <p>Integrating Grammar in Written Language (Use of</p>	<p>B6.1.6.1 Exhibit knowledge of the names of some towns, cities and villages and rivers in Ghana</p> <p>B6.2.7.1 Demonstrate knowledge on reading for comprehension</p> <p>B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed</p> <p>B6.4.4.1 Exhibit knowledge and understanding of persuasive essays.</p> <p>B6.5.4.1 Demonstrate</p>	<p>B6.1.6.1.3 Discuss the major rivers in Ghana and those close to the area</p> <p>B6.2.7.1.2 Retell the story sequentially.</p> <p>B6.3.1.1.2 Write sentences using joint scripts.</p> <p>B6.4.4.1.2 Write a persuasive essay about education</p> <p>B6.5.4.1.3 Use the different</p>	

	Extensive Reading	qualifying words) Reading Texts, Poems Narratives and Short Stories and Responding to them	knowledge on the use of adjectives and adverbs appropriately. B6.6.3.1 Demonstrate knowledge on reading materials other than the class reader with understanding.	types of adverbs in sentences. B6.6.3.1.1 Read short texts, narratives or stories from other materials aloud and correctly	
7	Oral Language	Conversation	B6.1.6.1 Exhibit knowledge of the names of some towns, cities and villages and rivers in Ghana	B6.1.6.1.3 Discuss the major rivers in Ghana and those close to the area	
	Reading	Fluency	B6.2.9.1 Show an understanding of how selecting main ideas from a text.	B6.2.9.1.1 List the most important ideas from a paragraph.	
	Writing	Penmanship/Handwriting	B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.2 Write sentences using joint scripts.	
	Composition Writing	Persuasive Writing	B6.4.4.1 Exhibit knowledge and understanding of persuasive essays	B6.4.4.1.3 Write a persuasive essay on a national issue	
	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of postpositions)	B6.5.5.1 Demonstrate the use of postpositions	B6.5.5.1.1 Recognise postpositions in paragraphs.	
	Extensive Reading	Reading Texts, Poems Narratives and Short Stories and Responding to them	B6.6.3.1 Demonstrate knowledge on reading materials other than the	B6.6.3.1.1 Read short texts, narratives or stories from other materials aloud and	

			class reader with understanding.	correctly	
8	Oral Language	Talking about Oneself, Family, People and Places	B6.1.7.1 Demonstrate knowledge on the differentiation between the nuclear and extended families.	B6.1.7.1.1 Recognise the nuclear family and mention the members in it.	
	Reading	Fluency	B6.2.9.1 Show an understanding of how selecting main ideas from a text.	B6.2.9.1.1 List the most important ideas from a paragraph.	
	Writing	Penmanship/Handwriting	B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.2 Write sentences using joint scripts.	
	Composition Writing	Persuasive Writing Integrating Grammar in Written Language (Use of postpositions) Reading Texts, Poems Narratives and Short Stories and Responding to them	B6.4.4.1 Exhibit knowledge and understanding of persuasive essays	B6.4.4.1.3 Write a persuasive essay on a national issue	
	Writing Conventions/ Usage		B6.5.5.1 Demonstrate the use of postpositions.	B6.5.5.1.1 Recognise postpositions in paragraphs.	
	Extensive Reading		B6.6.3.1 Demonstrate knowledge on reading materials other than the class reader with understanding.	B6.6.3.1.2 Answer questions that are based on the passage	
9	Oral Language	Talking about Oneself, Family, People and Places	B6.1.7.1 Demonstrate knowledge on the differentiation between the nuclear and extended families.	B6.1.7.1.2 Recognise the extended family and mention some members in it.	
	Reading	Fluency	B6.2.9.1 Show an understanding of how selecting	B6.1.7.1.3 Use the appropriate terms to describe families. B6.2.9.1.2 Recognise topic sentences in each paragraph.	

	Writing	Penmanship/Handwriting	main ideas from a text. B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.2 Write sentences using joint scripts.	
	Composition Writing	Argumentative Writing Integrating Grammar in Written Language (Use of postpositions) Reading Texts, Poems Narratives and Short Stories and Responding to them	B6.4.5.1 Exhibit knowledge and understanding of good argumentative essays by writing.	B6.4.5.1.1 Take a stand and write an argumentative essay for a given motion. B6.4.5.1.2 Take a stand and write an argumentative essay against a given motion.	
	Writing Conventions/ Usage		B6.5.5.1 Demonstrate the use of postpositions.	B6.5.5.1.2 Use postpositions in writing paragraphs appropriately.	
	Extensive Reading		B6.6.3.1 Demonstrate knowledge on reading materials other than the class reader with understanding.	B6.6.3.1.2 Answer questions that are based on the passage	
10	Oral Language	Talking about Oneself, Family, People and Places	B6.1.7.1 Demonstrate knowledge on the differentiation between the nuclear and extended families.	B6.1.7.1.2 Recognise the extended family and mention some members in it. B6.1.7.1.3 Use the appropriate terms to describe families.	
	Reading	Fluency	B6.2.9.1 Show an understanding of how selecting main ideas from a text.	B6.2.9.1.2 Recognise topic sentences in each paragraph.	

	Writing	Penmanship/Handwriting	B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed	B6.3.1.1.2 Write sentences using joint scripts.	
	Composition Writing	Argumentative Writing	B6.4.5.1 Exhibit knowledge and understanding of good argumentative essays by writing.	B6.4.5.1.1 Take a stand and write an argumentative essay for a given motion. B6.4.5.1.2 Take a stand and write an argumentative essay against a given motion.	
	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of postpositions)	B6.5.5.1 Demonstrate the use of postpositions.	B6.5.5.1.2 Use postpositions in writing paragraphs appropriately.	
	Extensive Reading	Reading Texts, Poems Narratives and Short Stories and Responding to them	B6.6.3.1 Demonstrate knowledge on reading materials other than the class reader with understanding.	B6.6.3.1.2 Answer questions that are based on the passage	
11	Oral Language	Talking about Oneself, Family, People and Places	B6.1.7.1 Demonstrate knowledge on the differentiation between the nuclear and extended families.	B6.1.7.1.3 Use the appropriate terms to describe families.	
	Reading	Fluency	B6.1.9.1 Exhibit knowledge of answering questions using the correct pronunciation and intonation. B6.2.9.1	B6.1.9.1.1 Discuss the intonation used in asking question words. B6.2.9.1.2	

	Writing	Penmanship/Handwriting	Show an understanding of how selecting main ideas from a text B6.3.1.1 Write sentences clearly and correctly, using correct capitalisation where needed.	Recognise topic sentences in each paragraph. B6.2.9.1.3 Re-write the main ideas in a passage in a logical order. B6.3.1.1.2 Write sentences using joint scripts.	
	Composition Writing	Argumentative Writing	B6.4.5.1 Exhibit knowledge and understanding of good argumentative essays by writing.	B6.4.5.1.3 Write an argumentative essay on a given topic.	
	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of simple and compound sentences)	B6.5.6.1 Exhibit knowledge of using conjunctions in forming compound sentences.	B6.5.6.1.1 Recognise conjunctions such as unless in sentences writing.	
	Extensive Reading	Reading Texts, Poems Narratives and Short Stories and Responding to them	B6.6.3.1 Demonstrate knowledge on reading materials other than the class reader with understanding.	B6.6.3.1.3 Read paragraphs, passages and stories of different text at a reasonable speed.	
12	Oral Language Reading Writing	Talking about Oneself, Family, People and Places	B6.1.7.1 Demonstrate knowledge on the differentiation between the nuclear and extended families.	B6.1.7.1.3 Use the appropriate terms to describe families.	

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1	Oral Language	Conversation	B6.1.6.3 Use knowledge of language and communicative skills to participate in conversation	B6.1.6.3.3. Demonstrate turn taking in conversation on different topics and follow agreed-upon rules for conversation and express thoughts coherently	
	Reading	Vocabulary	B6.2.6.4 Use words appropriately for purpose, audience, context and culture	B6.2.6.4.1 Recognise how words are formed through compounding	
	Grammar Usage at Word and Phrase Levels	Verbs	B6.3.5.1 Apply the knowledge of verbs in communication	B6.3.5.1.1 Use different types of verbs – Main verb and Helping verb (primary auxiliary and modal auxiliary)	
	Writing	Writing as a Process	B6.4.9.3 Apply strategies for improving drafts for publishing	B6.4.9.3.2. Edit/proofread draft, checking capitalisation, usage, punctuation and spelling	
	Using Writing Convention/ Grammar Usage	Using Action Words	B6.5.4.1 Demonstrate understanding of verbs in everyday language	B6.5.4.1.1 Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
2	Oral Language	Listening Comprehension	B6.1.7.1	B6.1.7.1.1 Employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts	

	Reading	Vocabulary	B6.2.6.4 Use words appropriately for purpose, audience, context and culture	B6.1.7.1.2. Relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts B6.2.6.4.1 Recognise how words are formed through compounding	
	Grammar Usage at Word and Phrase Levels	Verbs	B6.3.5.1 Apply the knowledge of verbs in communication	B6.3.5.1.1 Use different types of verbs – Main verb and Helping verb (primary auxiliary and modal auxiliary)	
	Writing	Writing as a Process	B6.4.9.3 Apply strategies for improving drafts for publishing	B6.4.9.3.3 Publish writing piece for other peers to read and in the school magazine.	
	Using Writing Convention/ Grammar Usage	Using Action Words Building the Love and Culture of Reading	B6.5.4.1 Demonstrate understanding of verbs in everyday language	B6.5.4.1.2 Explore the use of the simple past verb form and participle form	
	Extensive Reading		B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
3	Oral Language	Listening Comprehension	B6.1.7.1 Use appropriate skills and strategies to process meaning from texts	B6.1.7.1.3 Ask relevant questions to improve on understanding of moral lesson in text	
	Reading	Vocabulary	B6.2.6.4 Use words appropriately for purpose, audience, context	B6.2.6.4.2 Recognise the playful use of words in spoken and written language (jokes, riddles, puns)	

	Grammar Usage at Word and Phrase Levels	Verbs	and culture B6.3.5. Apply the knowledge of verbs in communication	B6.3.5.1.2 Use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns)	
	Writing	Narrative Writing	B6.4.9.3 Apply strategies for improving drafts for publishing	B6.4.9.3.1 Review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement	
	Using Writing Convention/ Grammar Usage	Using Action Words	B6.5.4.1. Demonstrate understanding of verbs in everyday language	B6.5.4.1.2 Explore the use of the simple past verb form and participle form	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
4	Oral Language	Listening Comprehension	B6.1.7.1 Use appropriate skills and strategies to process meaning from texts	B6.1.7.1.4 Use background knowledge to understand and build new knowledge while listening to informational text	
	Reading	Vocabulary	B6.2.6.4 Use words appropriately for purpose, audience, context and culture	B6.2.6.4.3 Use words suitable for purpose, audience, context and culture in relation to: type of texts (exposition/explanation, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc.	
	Grammar Usage at Word and Phrase Levels	Verbs	B6.3.5.1 Apply the knowledge of verbs in communication	B6.3.5.1.2 Use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns)	

	<p>Writing</p> <p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>	<p>Narrative Writing</p> <p>Using Action Words</p> <p>Building the Love and Culture of Reading</p>	<p>B6.4.9.3 Apply strategies for improving drafts for publishing</p> <p>B6.5.4.1. Demonstrate understanding of verbs in everyday language</p> <p>B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas</p>	<p>B6.4.9.3.1 Review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement</p> <p>B6.5.4.1.3 . Use a range of verb forms in speech and in writing.</p> <p>B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
5	<p>Oral Language</p> <p>Reading</p> <p>Grammar Usage at Word and Phrase Levels</p> <p>Writing</p>	<p>Listening Comprehension</p> <p>Comprehension</p> <p>Verbs</p> <p>Narrative Writing</p>	<p>B6.1.7.1 Use appropriate skills and strategies to process meaning from texts</p> <p>B6.2.7.1: Process and comprehend level appropriate texts</p> <p>B6.3.5.1 Apply the knowledge of verbs in communication</p> <p>B6.4.9.3 Apply strategies for improving</p>	<p>B6.1.7.1.5. Express own opinions about the details of texts</p> <p>B6.1.7.1.6. Identify the problems and solutions in texts</p> <p>B6.1.7.1.7 Make simple generalisations based on the main ideas and key details of a text</p> <p>B6.2.7.1.1 Construct meaning from texts</p> <p>B6.2.7.1.2 Note and recall main ideas in sequence</p> <p>B6.3.5.1.3 Use different forms of verbs: – Irregular – Infinitive to talk about personal activities</p> <p>B6.3.5.1.4 Use the simple present form of verbs in sentences:</p> <p>B6.4.9.3.2 Edit/proofread draft, checking capitalisation, usage, punctuation</p>	

	Using Writing Convention/ Grammar Usage	Using Action Words	<p>drafts for publishing</p> <p>B6.4.10.1 Narrate situations, express feelings and convey point of view about the world/ or fictional world</p> <p>B6.5.4.1 Demonstrate understanding of verbs in everyday language</p> <p>B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas</p>	<p>and spelling</p> <p>B6.4.10.1.1 Reflective Writing</p> <p>B6.5.4.1.3 Use a range of verb forms in speech and in writing.</p> <p>B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
	Extensive Reading	Building the Love and Culture of Reading			
6	Oral Language	Asking and Answering Questions	B6.1.8.1 Demonstrate understanding in asking and answering questions correctly	B6.1.8.1.1 Answer “Yes” or “No” questions correctly using the expressions that show the future	
	Reading	Comprehension	B6.2.7.1: Process and comprehend level appropriate texts	B6.2.7.1.2 Note and recall main ideas in sequence	
	Grammar Usage at Word and Phrase Levels	Verbs	B6.3.5.1 Apply the knowledge of verbs in communication	B6.3.5.1.5 Use the simple present form of verbs in sentences:	
	Writing	Creative/Free Writing	B6.4.11.1 Create texts	B6.4.11.1.1 Write freely about topics of choice on national issues and issues from different learning areas.	
	Using Writing Convention/ Grammar Usage	Using Action Words	B6.5.4.1. Demonstrate understanding of verbs in everyday	B6.5.4.1.4 Apply the use of the singular and plural subject and the verb forms that go with them. E.g. Let	

	Extensive Reading	Building the Love and Culture of Reading	language B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	children explore the varied usage of the various tenses (simple, present perfect, and past perfect) B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
7	Oral Language	Asking and Answering Questions	B6.1.8.2. Identify and use question tags correctly in speech	B6.1.8.2.1. Use positive tags, negative tags and auxiliaries in speech	
	Reading	Comprehension	B6.2.7.1: Process and comprehend level appropriate texts	B6.2.7.1.3 Scan/skim for details	
	Grammar Usage at Word and Phrase Levels	Verbs	B6.3.5.1 Apply the knowledge of verbs in communication	B6.3.5.1.6 Use the past continuous form of verbs to talk about actions/events which were going on when a second one took place	
	Writing	Creative/Free Writing	B6.4.11.1 Create texts	B6.4.11.1.1 Write freely about topics of choice on national issues and issues from different learning areas	
	Using Writing Convention/ Grammar Usage	Using Qualifying Words- Adjectives	B6.5.5.1 Demonstrate understanding of adjectives in speech and in writing	B6.5.5.1.1 Use superlative forms of regular and irregular adjectives to make comparison	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	

8	<p>Oral Language</p> <p>Reading</p> <p>Grammar Usage at Word and Phrase Levels</p> <p>Writing</p> <p>Using Writing Convention/ Grammar Usage</p> <p>Extensive Reading</p>	<p>Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests</p> <p>Comprehension</p> <p>Verbs</p> <p>Creative/Free Writing</p> <p>Using Qualifying Words- Adjectives</p> <p>Building the Love and Culture of Reading</p>	<p>B6.1.9.1 Explore the use of verbs in commands, instructions, requests and directions appropriately in speech.</p> <p>B6.2.7.1: Process and comprehend level appropriate texts</p> <p>B6.3.5.1 Apply the knowledge of verbs in communication</p> <p>B6.4.11.1 Create texts</p> <p>B6.5.5.1 Demonstrate understanding of adjectives in speech and in writing</p> <p>B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas</p>	<p>B6.1.9.1.1 Create and present simple instructions or a manual on how to play a game</p> <p>B6.2.7.1.4 Read level-appropriate texts silently and closely for comprehension</p> <p>B6.3.5.1.7 Use the imperative form of verb to give warning and express prohibitions</p> <p>B6.4.11.1.2 Write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed</p> <p>B6.5.5.1.1 Use superlative forms of regular and irregular adjectives to make comparison</p> <p>B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
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9	Oral Language	<p>Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests</p>	<p>B6.1.9.1 Explore the use of verbs in commands, instructions, requests and directions appropriately in speech.</p>	<p>B6.1.9.1.2 Make and respond to polite requests for help from unfamiliar people</p>	
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	Reading	Comprehension	B6.2.7.2 Apply critical reading, implied meaning, higher order thinking, judgment and evaluation	B6.2.7.2.1 Respond to a text with reason, simple judgment and personal interpretations	
	Grammar Usage at Word and Phrase Levels	Adverbs	B6.3.6.1 Apply the knowledge of different types of adverbs in communication	B6.3.6.1.1- Use adverbs to express degree and reason	
	Writing	Creative/Free Writing	B6.4.11.1 Create texts	B6.4.11.1.2 Write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed	
	Using Writing Convention/ Grammar Usage	Using Qualifying Words- Adverbs	B6.5.6.1. Understand and use adverbs correctly in speech and in writing	B6.5.6.1.1 Use adverbs to express degree and reason	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
10	Oral Language	Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests	B6.1.9.1 Explore the use of verbs in commands, instructions, requests and directions appropriately in speech.	B6.1.9.1.2 Make and respond to polite requests for help from unfamiliar people	
	Reading	Comprehension	B6.2.7.2 Apply critical reading, implied meaning, higher order thinking, judgment and evaluation	B6.2.7.2.1 Respond to a text with reason, simple judgment and personal interpretations	
	Grammar	Adverbs	B6.3.6.1	B6.3.6.1.1- Use adverbs to	

	Usage at Word and Phrase Levels		Apply the knowledge of different types of adverbs in communication	express degree and reason	
	Writing	Creative/Free Writing	B6.4.11.1 Create texts	B6.4.11.1.2 Write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed	
	Using Writing Convention/ Grammar Usage	Using Qualifying Words- Adverbs	B6.5.6.1. Understand and use adverbs correctly in speech and in writing	B6.5.6.1.1 Use adverbs to express degree and reason	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
11	Oral Language	Presentation	B6.1.10.1 Demonstrate knowledge of spoken grammar and register B6.1.10.2 Demonstrate the ability to communicate with accurate	B6.1.10.1.1 Demonstrate awareness of the features of spoken language e.g. the use of modal expressions to convey tentativeness e.g. probably, not too sure etc B6.1.10.1.2 Demonstrate awareness of the differences between spoken and written forms of language (simplicity/complexity of sentence structures, formal/informal) B6.1.10.1.3 Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through news reporting B6.1.10.2.1 Speak at a good pace and with expression	

Reading	Comprehension	<p>pronunciation and appropriate intonation</p> <p>B6.2.7.2 Apply critical reading, implied meaning, higher order thinking, judgment and evaluation</p> <p>B6.2.7.3- Demonstrate understanding of the use of words and phrases as used in the text</p>	<p>B6.2.7.2.2 Compare and contrast two or more events in a text</p> <p>B6.2.7.2.3 - Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p> <p>B6.2.7.3.1- Determine the contextual meaning of words and phrases.</p>
Grammar Usage at Word and Phrase Levels	Adverbs	<p>B6.3.6.1 Apply the knowledge of different types of adverbs in communication</p> <p>B6.3.7.1- Understand and use idiomatic expressions appropriately in speech and in writing</p>	<p>B6.3.6.1.1- Use adverbs to express degree and reason</p> <p>B6.3.7.1.1- identify, explain and use idiomatic expressions correctly.</p>
Writing	Descriptive Writing	<p>B6.4.12.1 Demonstrate knowledge of descriptive words/expressions in writing</p>	<p>B6.4.12.1.1 Use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p>
Using Writing Convention/ Grammar Usage	Argumentative/Persuasive	<p>B6.4.13.1 Support an opinion in writing</p>	<p>B6.4.13.1.1 Write explanations and examples to support opinions • Present a motion to learners</p>
	Using Qualifying Words- Adverbs	<p>B6.5.6.1. Understand and use adverbs correctly in speech and in writing</p>	<p>B6.5.6.1.1 Use adverbs to express degree and reason</p>

	Extensive Reading	Using Simple Prepositions Building the Love and Culture of Reading	<p>B6.5.7.1. Apply the knowledge of prepositions in oral and written communication</p> <p>B6.6.1.1 Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas</p>	<p>B6.5.7.1.1 Use prepositions to convey a variety of meanings – Time – Purpose – Possession – Comparison e.g. taller than – Support or opposition for you, against you</p> <p>B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	
12	Oral Language	Presentation	<p>B6.1.10.1 Demonstrate knowledge of spoken grammar and register</p> <p>B6.1.10.2 Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation</p> <p>B6.2.7.2 Apply critical reading, implied meaning, higher</p>	<p>B6.1.10.1.1 Demonstrate awareness of the features of spoken language e.g. the use of modal expressions to convey tentativeness e.g. probably, not too sure etc</p> <p>B6.1.10.1.2 Demonstrate awareness of the differences between spoken and written forms of language (simplicity/complexity of sentence structures, formal/informal)</p> <p>B6.1.10.1.3 Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through news reporting</p> <p>B6.1.10.2.1 Speak at a good pace and with expression</p> <p>B6.2.7.2.2 Compare and contrast two or more events in a text</p>	
	Reading	Comprehension			

			order thinking, judgment and evaluation	B6.2.7.2.3 - Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)	
			B6.2.7.3- Demonstrate understanding of the use of words and phrases as used in the text	B6.2.7.3.1- Determine the contextual meaning of words and phrases.	
Grammar Usage at Word and Phrase Levels	Adverbs		B6.3.6.1 Apply the knowledge of different types of adverbs in communication	B6.3.6.1.1- Use adverbs to express degree and reason	
			B6.3.7.1- Understand and use idiomatic expressions appropriately in speech and in writing	B6.3.7.1.1- identify, explain and use idiomatic expressions correctly.	
Writing	Descriptive Writing		B6.4.12.1 Demonstrate knowledge of descriptive words/expressions in writing	B6.4.12.1.1 Use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.	
	Argumentative/Persuasive		B6.4.13.1 Support an opinion in writing	B6.4.13.1.1 Write explanations and examples to support opinions • Present a motion to learners	
Using Writing Convention/ Grammar Usage	Using Qualifying Words- Adverbs		B6.5.6.1. Understand and use adverbs correctly in speech and in writing	B6.5.6.1.1 Use adverbs to express degree and reason	
	Using Simple Prepositions		B6.5.7.1. Apply the knowledge of prepositions in oral and written communication	B6.5.7.1.1 Use prepositions to convey a variety of meanings – Time – Purpose – Possession – Comparison e.g. taller than – Support or opposition for you, against you	
Extensive Reading	Building the Love and Culture		B6.6.1.1 Read widely for pleasure, and to	B6.6.1.1.1 Read and critique a variety of age- and level appropriate books and	

		of Reading	demonstrate independent reading and learning in the literary/content areas	present a one-page critical commentary based on a set of criteria, on each book read	
13	EXAM	EXAM	EXAM	EXAM	EXAM
14	VACATION	VACATION	VACATION	VACATION	VACATION





