**TEACHERS AVENUE CONSULT - 0243910155**

ANNUAL & TERMLY SCHEME OF LEARNING

2024/2025 ACADEMIC YEAR – **TERM 1**

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ENGLISH LANGUAGE - ANNUAL SCHEME OF LEARNING

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| 1 | Songs | Conversation | Asking and Answering Questions |
| Pre-Reading Activities | Phonics | Comprehension |
| Pre-Writing | Writing Letters | Writing Simple Words and Sentences |
| Using Capitalization | Using Action Words | Using Simple Prepositions |
| 2 | Songs | Conversation | Asking and Answering Questions |
| Pre-Reading Activities | Phonics | Comprehension |
| Pre-Writing | Writing Letters | Writing Simple Words and Sentences |
| Using Capitalization | Using Action Words | Using Simple Prepositions |
| 3 | Songs | Conversation | Asking and Answering Questions |
| Pre-Reading Activities | Phonics | Comprehension |
| Pre-Writing | Writing Letters | Writing Simple Words and Sentences |
| Using Capitalization | Using Action Words | Using Simple Prepositions |
| Building the love and culture of reading | Building the love and culture of reading | Building the love and culture of reading |
| 4 | Rhymes | Conversation | Asking and Answering Questions |
| Pre-Reading Activities | Phonics | Comprehension |
| Pre-Writing | Writing Letters | Controlled Writing |
| Using Capitalization | Using Action Words | Using Simple Prepositions |
| 5 | Rhymes | Conversation | Giving & following Commands |
| Pre-Reading Activities | Rhyming Endings | Comprehension |
| Pre-Writing | Writing Letters | Controlled Writing |
| Using Capitalization | Using Action Words | Spelling  |
| Building the love and culture of reading | Building the love and culture of reading | Building the love and culture of reading |
| 6 | Story Telling | Conversation | Giving & following Commands |
| Phonics | Vocabulary | Comprehension |
| Penmanship | Labelling Items | Controlled Writing |
| Using Capitalisation | Using Action Words | Spelling  |
| 7 | Story Telling | Conversation | Giving & following Commands |
| Phonics | Vocabulary | Comprehension |
| Penmanship | Labelling Items | Controlled Writing |
| Using Capitalization | Using Action Words | Spelling |
| Building the love and culture of reading | Building the love and culture of reading | Building the love and culture of reading |
| 8 | Story Telling | Listening Comprehension | Presentation |
| Phonics | Vocabulary | Comprehension |
| Writing Letters | Writing Simple Words and Sentences | Controlled Writing |
| Using Capitalization | Using Action Words | Spelling  |
| 9 | Story Telling | Listening Comprehension | Presentation |
| Phonics | Comprehension | Comprehension |
| Writing Letters | Writing Simple Words and Sentences | Controlled Writing |
| Using Capitalisation | Using Qualifying Words | Spelling |
| Building the love and culture of reading | Building the love and culture of reading | Building the love and culture of reading |
| 10 | Dramatisation and Role Play | Listening Comprehension | Presentation |
| Phonics | Comprehension | Fluency |
| Writing Letters | Writing Simple Words and Sentences | Descriptive Writing |
| Using Capitalization | Using Qualifying Words | Spelling |
| 11 | Dramatisation and Role Play | Listening Comprehension | Presentation |
| Phonics | Comprehension | Fluency |
| Writing Letters | Writing Simple Words and Sentences | Descriptive Writing |
| Using Capitalisation | Using Qualifying Words | Spelling |
| Building the love and culture of reading | Building the love and culture of reading | Building the love and culture of reading |
| 12 | Dramatisation and Role Play | Listening Comprehension | Presentation |
| Phonics | Comprehension | Fluency |
| Writing Letters | Writing Simple Words and Sentences | Descriptive Writing |
| Using Capitalisation | Using Qualifying Words | Spelling |

ENGLISH LANGUAGE - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONT STANDARD** | **INDICATORS** |
|  | **Revision**  |
| 113/9/24 | Oral Language | **Songs**B1.1.1.1: Demonstrate understanding of a variety of songs | B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions |
| Reading | **Pre**-**Reading** **Activities**B1.2.1.1: Know how a text works for reading and writing | B1.2.1.1.1. Handle books appropriately |
| Writing | **Pre**-**Writing**B1. 4.1.1: Write patterns for muscular control and hand-eye coordination | B1. 4.1.1.1. Make given patterns, trace and draw various objects |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.1. Write capital letters correctly |
| 220/9/24 | Oral Language | **Songs**B1.1.1.1: Demonstrate understanding of a variety of songs | B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions |
| Reading | **Pre**-**Reading** **Activities**B1.2.1.1: Know how a text works for reading and writing | B1.2.1.1.1. Handle books appropriately |
| Writing | **Pre**-**Writing**B1. 4.1.1: Write patterns for muscular control and hand-eye coordination | B1. 4.1.1.1. Make given patterns, trace and draw various objects |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.1. Write capital letters correctly |
| 327/9/24 | Oral Language | **Songs**B1.1.1.1: Demonstrate understanding of a variety of songs | B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions |
| Reading | **Pre**-**Reading** **Activities**B1.2.1. 2: Manipulate the sounds of the letters of English | B1.2.1.2.1. Orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin) |
| Writing | **Pre**-**Writing**B1. 4.1.1: Write patterns for muscular control and hand-eye coordination | B1. 4.1.1.1. Make given patterns, trace and draw various objects |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.1. Write capital letters correctly |
| Extensive Reading | **Building** the love and culture of readingB1.6.1.1: 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 |
| 44/10/24 | Oral Language | **Rhymes**B1.1.2.1: Appreciate a variety of literary pieces | B1.1.2.1.1. Listen to and recite rhymes and tongue-twisters with accompanying actions |
| Reading | **Pre**-**Reading** **Activities**B1.2.1. 2: Manipulate the sounds of the letters of English | B1.2.1.2.1. Orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin) |
| Writing | **Pre**-**Writing**B1. 4.1.1: Write patterns for muscular control and hand-eye coordination | B1.4.1.1. 2. Model various objects of interest |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.1. Write capital letters correctly |
| 511/10/24 | Oral Language | **Rhymes**B1.1.2.1: Appreciate a variety of literary pieces | B1.1.2.1.1. Listen to and recite rhymes and tongue-twisters with accompanying actions |
| Reading | **Pre**-**Reading** **Activities**B1.2.1. 2: Manipulate the sounds of the letters of English | B1.2.1.2.2. Orally segment spoken syllables/words into individual sounds e.g. stop = s-t-o-p |
| Writing | **Pre**-**Writing**B1. 4.1.1: Write patterns for muscular control and hand-eye coordination | B1.4.1.1. 2. Model various objects of interest |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.2. Use capital letters at the beginning of titles and names of people. |
| Extensive Reading | **Building** the love and culture of readingB1.6.1.1: 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 |
| 618/10/24 | Oral Language | **Story** **Telling**B1.1.4.1: Respond to stories | B1.1.3.1.1. Listen to stories and be able to identify characters with their roles |
| Reading | **Pre**-**Reading** **Activities**B1.2.1. 2: Manipulate the sounds of the letters of English | B1.2.1.2.3. Say the new word when asked to delete, add initial sound or substitute an initial, middle or final sound (Phoneme deletion, addition, substitution) |
| Writing | **Penmanship**B1.4.2.1: Copy and write letters of the alphabet correctly | B1.4.2.1.1. Copy letters of the alphabet clearly |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.2. Use capital letters at the beginning of titles and names of people. |
| 725/10/24 | Oral Language | **Story** **Telling**B1.1.4.1: Respond to stories | B1.1.3.1.1. Listen to stories and be able to identify characters with their roles |
| Reading | **Phonics**B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B1.2.2.1.1. Identify the alphabet in order |
| Writing | **Penmanship**B1.4.2.1: Copy and write letters of the alphabet correctly | B1.4.2.1.1. Copy letters of the alphabet clearly |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.2. Use capital letters at the beginning of titles and names of people. |
| Extensive Reading | **Building** the love and culture of readingB1.6.1.1: 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 |
| 81/11/24 | Oral Language | **Story** **Telling**B1.1.4.1: Respond to stories | B1.1.4.1.2. Retell short stories |
| Reading | **Phonics**B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B1.2.2.1.1. Identify the alphabet in order |
| Writing | **Writing** **Letters**B1.4.3.1: Use general skills strategies and knowledge of letter sounds to write legibly and boldly | B1.4.3.1.1. Match lower- and upper-case letters |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.2. Use capital letters at the beginning of titles and names of people. |
| 98/11/24 | Oral Language | **Story** **Telling**B1.1.4.1: Respond to stories | B1.1.4.1.2. Retell short stories |
| Reading | **Phonics**B1.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B1.2.2.1.2. Recognise and produce letter names and sounds randomly |
| Writing | **Writing** **Letters**B1.4.3.1: Use general skills strategies and knowledge of letter sounds to write legibly and boldly | B1.4.3.1.1. Match lower- and upper-case letters |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalisation in writing | B1.5.1.1.3. Use capital letters to write other proper nouns |
| Extensive Reading | Building the love and culture of readingB1.6.1.1: 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 |
| 1015/11/24 | Oral Language | **Dramatisation** **and** **Role** **Play**B1.1.5.1: Perform stories | B1.1.5.1.1. Dramatize stories heard |
| Reading | **Phonics**B1.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B1.2.2.1.2. Recognise and produce letter names and sounds randomly |
| Writing | **Writing** **Letters**B1.4.3.1: Use general skills strategies and knowledge of letter sounds to write legibly and boldly | B1.4.3.1.2. Copy the names of objects correctly in both upper- and lower-case letters |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.3. Use capital letters to write other proper nouns |
| 1122/11/24 | Oral Language | **Dramatisation** **and** **Role** **Play**B1.1.5.1: Perform stories | B1.1.5.1.1. Dramatize stories heard |
| Reading | **Phonics**B1.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B1.2.2.1.3. Understand the relationship between spelling of words and sounds of speech |
| Writing | **Writing** **Letters**B1.4.3.1: Use general skills strategies and knowledge of letter sounds to write legibly and boldly | B1.4.3.1.2. Copy the names of objects correctly in both upper- and lower-case letters |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.3. Use capital letters to write other proper nouns |
| Extensive Reading | Building the love and culture of readingB1.6.1.1: 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 |
| 1229/11/24 | Oral Language | **Dramatisation** **and** **Role** **Play**B1.1.5.1: Perform stories | B1.1.5.1.1. Dramatize stories heard |
| Reading | **Phonics**B1.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B1.2.2.1.3. Understand the relationship between spelling of words and sounds of speech |
| Writing | **Writing** **Letters**B1.4.3.1: Use general skills strategies and knowledge of letter sounds to write legibly and boldly | B1.4.3.1.2. Copy the names of objects correctly in both upper- and lower-case letters |
| Writing Conventions & Grammar Usage | **Using** **Capitalization**B1.5.1.1: Apply knowledge of capitalization in writing | B1.5.1.1.3. Use capital letters to write other proper nouns |
| 135/12/24 | REVISION |
| 1413/12/24 | END OF TERM ASSESSMENT |
| 1520/12/24 | VACATION AND SBA ACTIVITIES |

MATHEMATICS – ANNUAL SCHEME OF LEARNING

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| **Weeks** | **Term one** | **Term two** | **Term three** |
| **1** | Counting, Representation & Cardinality | Counting, Representation & Cardinality | Counting, Representation & Cardinality |
| **2** | Counting, Representation & Cardinality | Counting, Representation & Cardinality | Counting, Representation & Cardinality |
| **3** | Counting, Representation & Cardinality | Counting, Representation & Cardinality | Counting, Representation & Cardinality |
| **4** | Number Operations | Number Operations | Number Operations |
| **5** | Number Operations | Number Operations | Number Operations |
| **6** | Number Operations | Number Operations | Number Operations |
| **7** | Number Operations | Money | Position /Transformation |
| **8** | Fractions | Patterns And Relationship | Position /Transformation |
| **9** | Fractions | Patterns And Relationship | Measurement – Length, Mass and Capacity |
| **10** | Fractions | 2D And 3D Shapes | Measurement – Length, Mass and Capacity |
| **11** | Fractions | 2D And 3D Shapes | Data Collection And Organization |
| **12** | Money | 2D And 3D Shapes | Data Collection And Organization |

MATHEMATICS – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | Revision  |
| **2****20/9/24** | Number | **Counting Representation & Cardinality*** B1.1.1.1 Describe numbers and the relationship between numbers 0 to 100
 | B1.1.1.1.1Use number names, counting sequences and how to count to find out “how many?” |
| **3****27/9/24** | Number | **Counting Representation & Cardinality*** B1.1.1.1 Describe numbers and the relationship between numbers 0 to 100
 | B1.1.1.1.2Identify numbers in different positions around a given number (0 – 100) |
| **4****4/10/24** | Number | **Number Operations*** B1.1.2.1 Develop a conceptual understanding of addition and subtraction
 | B1.1.2.1.1Demonstrate understanding of addition as joining and finding how many altogether and subtraction as separating and finding how many left; numbers 0 to 20 |
| **5****11/10/24** | Number | **Number Operations*** B1.1.2.1 Develop a conceptual understanding of addition and subtraction
 | B1.1.2.1.1Demonstrate understanding of addition as joining and finding how many altogether and subtraction as separating and finding how many left; numbers 0 to 20 |
| **6****18/10/24** | Number | **Number Operations*** Demonstrate an understanding of the concept of equality
 | B1.1.2.2.1Use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20 and unknowns as any one of terms in problems such as 9 +7 = [], 13 +[] =19 and 14-[]=3. |
| **7****25/10/24** | Number | **Number Operations*** Demonstrate an understanding of the concept of equality
 | B1.1.2.2.2Use relationship between addition and subtraction to demonstrate understanding of equality for numbers within 20 |
| **8****1/11/24** | Number | **Fractions*** Develop an understanding of halves using concrete and pictorial representations
 | B1.1.3.1.1Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts |
| **9****8/11/24** | Number | **Fractions*** Develop an understanding of halves using concrete and pictorial representations
 | B1.1.3.1.1Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts |
| **10****15/11/24** | Number | **Fractions*** Develop an understanding of halves using concrete and pictorial representations
 | B1.1.3.1.2Count in halves using concrete and pictorial representations of halves |
| **11****22/11/24** | Number | **Fractions*** Develop an understanding of halves using concrete and pictorial representations
 | B1.1.3.1.2Count in halves using concrete and pictorial representations of halves |
| **12****29/11/24** | Number | **Money*** Identify coins, their values and the relationships among them in order to recognize the need for monetary transactions
 | B1.1.4.1.1Recognize 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 |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |

SCIENCE – ANNUAL SCHEME OF LEARNING

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| **Weeks** | **Term one** | **Term two** | **Term three** |
| **1** | Living and non-living things | Materials  | Sources and forms of energy |
| **2** | Living and non-living things | Materials  | Sources and forms of energy |
| **3** | Living and non-living things | Materials  | Sources and forms of energy |
| **4** | Earth science | Materials  | Electricals and electronics |
| **5** | Earth science | Life cycles of organism | Electricals and electronics |
| **6** | Earth science | Life cycles of organism | Electricals and electronics |
| **7** | Earth science | Human body | Forces and movement |
| **8** | Earth science | Human body | Forces and movement |
| **9** | Personal hygiene | Ecosystem | Forces and movement |
| **10** | Personal hygiene | Diseases | Climate change |
| **11** | Personal hygiene | Science and industry | Climate change |
| **12** | Personal hygiene | Science and industry |  |

SCIENCE – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | Revision  |
| **2****20/9/24** | Diversity of matter | Living and non-living thingsB1.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them | B1 1.1.1.1 Observe and describe different kinds of things in the environment |
| **3****27/9/24** | Diversity of matter | Living and non-living thingsB1.1.1.2: Understand the differences between living things, non-living things and things which have never been alive | B1.1.1.2.1-2Identify and name animals and plants in their locality |
| **4****4/10/24** | Diversity of matter | Living and non-living thingsB1.1.1.2: Understand the differences between living things, non-living things and things which have never been alive | B1.2.1.1.1 Explain that some natural phenomena, such as day and night, occur repeatedly |
| **5****11/10/24** | Cycles | Earth scienceB1.2.1.2. Recognise the relationship between the Earth and the Sun | B1.2.1.2.1 Know that the sun is the main source of light to the Earth |
| **6****18/10/24** | Cycles | Earth scienceB1.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological cycle | B1.2.1.3.1 Observe the disappearance of mist and pools of water after rains |
| **7****25/10/24** | Cycles | Earth scienceB1.2.1.4 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 |
| **8****1/11/24** | Cycles | Earth scienceB1.2.1.4 Recognise water and air as important natural resources | B1.2.1.4.2 Demonstrate the existence of air in the environment |
| **9****8/11/24** | Humans & the Environment | Personal hygieneB1.5.1.1 Recognise the importance of personal hygiene | B1. 5.1.1.1 Explain the need for bathing and know how it is done |
| **10****15/11/24** | Humans & the Environment | Personal hygieneB1.5.1.1 Recognise the importance of personal hygiene | B1. 5.1.1.2 Know the need for and how to clean the teeth |
| **11****22/11/24** | Humans & the Environment | Personal hygieneB1.5.1.1 Recognise the importance of personal hygiene | B1. 5.1.1.3 Demonstrate understanding of the need for and how to wash the hands |
| **12****29/11/24** | Humans & the Environment | Personal hygieneB1.5.1.2 Appreciate the natural and human features of the local environment and the need for keeping the environment clean | B1.5.1.2.1 know that clean air and water are essential to human health |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |

OUR WORLD OUR PEOPLE – ANNUAL SCHEME OF LEARNING

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| --- | --- | --- | --- |
| **Weeks** | **Term one** | **Term two** | **Term three** |
| **1** | Nature of God | My Family and the Community | Home and School |
| **2** | Nature of God | My Family and the Community | Home and School |
| **3** | Myself | Plants and Animals | Population and Settlement |
| **4** | The Environment and the Weather | Plants and Animals | Population and Settlement |
| **5** | The Environment and the Weather | Map Making and Land Marks | Basic Human Rights |
| **6** | Worship | Map Making and Land Marks | Basic Human Rights |
| **7** | Worship | Festivals | Being a Leader |
| **8** | Being a Citizen | Festivals | Being a Leader |
| **9** | Authority and Power | Responsible Use of Resources | Farming in Ghana |
| **10** | Authority and Power | Responsible Use of Resources | Farming in Ghana |
| **11** | Our Neighbouring Countries | Introduction to Computing | Introduction to Computing |
| **12** | Introduction to Computing | Sources of Information | Technology in Communication |

OUR WORLD OUR PEOPLE – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | REVISION |
| **2****20/9/24** | All About Us | Nature of GodB1.1.1.1. Demonstrate understanding of God as the Creator | B1.1.1.1.1. Examine our relationship with the Creator |
| **3****27/9/24** | All About Us | MyselfB1.1.2.1. Demonstrate knowledge of self as a unique individual | B1.1.2.1. I Recognise individual characteristics as the basis of one’s uniqueness |
| **4****4/10/24** | All Around Us | The Environment and the WeatherB1.2.1.1 Demonstrate knowledge of things in the environment | B1.2.1.1.1. Explore the uses of things in the environment |
| **5****11/10/24** | All Around Us | The Environment and the WeatherB1.2.1.2 Demonstrate knowledge of different types of weather conditions | B1.2.1.2.1 Identify and describe different weather conditions |
| **6****18/10/24** | Our Beliefs and Values | WorshipB1.3.1.1. Appreciate the importance of religious worship | B1.3.1.1.1. Explore the main types of worship in Ghana |
| **7****25/10/24** | Our Beliefs and Values | WorshipB1.3.1.1. Appreciate the importance of religious worship | B1.3.1.1.1. Explore the main types of worship in Ghana |
| **8****1/11/24** | Our Nation Ghana | Being a CitizenB1.4.1.1. Demonstrate Understanding of the characteristics of a responsible citizen | B1.4.1.1.1. Mention the characteristics of a responsible citizen |
| **9****8/11/24** | Our Nation Ghana | Authority and PowerB1.4.2.1. Demonstrate understanding of obeying power and authority as a responsible citizen | B1.4.2.1.1. Explore sources of power and authority |
| **10****15/11/24** | Our Nation Ghana | Authority and PowerB1.4.2.1. Demonstrate understanding of obeying power and authority as a responsible citizen | B1.4.2.1.2. Identify people who have power and authority and respect them, as a responsible citizen |
| **11****22/11/24** | My Global Community | Our Neighbouring CountriesB1.5.1.1. Demonstrate knowledge of Ghana’s Neighbouring Countries | B1.5.1.1.1. Mention Ghana’s Neighbours |
| **12****29/11/24** | My Global Community | Introduction to Computing* B1.5.2.1. Demonstrate understanding of the parts of a computer
 | B1.5.2.1. 1. Identify parts of a computer and how they connect to each other |
| 135/12/24 | REVISION |
| 1413/12/24 | END OF TERM ASSESSMENT |
| 1520/12/24 | VACATION AND SBA ACTIVITIES |

RELIGIOUS AND MORAL EDUCATION – ANNUAL SCHEME OF LEARNING

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| 1 | God the Creator | Religious Worship | Birth of the leaders of the three major religion in Ghana |
| 2 | God the Creator | Religious Worship | Birth of the leaders of the three major religion in Ghana |
| 3 | God the Creator | Religious Festivals | Birth of the leaders of the three major religion in Ghana |
| 4 | God the Creator | Religious Festivals | Birth of the leaders of the three major religion in Ghana |
| 5 | God the Creator | Religious Festivals | Roles And Relationships |
| 6 | God the Creator | Religious Festivals | Roles And Relationships |
| 7 | Religious Worship | Religious Festivals | Roles And Relationships |
| 8 | Religious Worship | Religious Festivals | Roles And Relationships |
| 9 | Religious Worship | Religious Festivals | Roles And Relationships |
| 10 | Religious Worship | Birth of the leaders of the three major religion in Ghana  | Roles And Relationships |
| 11 | Religious Worship | Birth of the leaders of the three major religion in Ghana | Roles And Relationships |
| 12 | Religious Worship | Birth of the leaders of the three major religion in Ghana | Roles And Relationships |

RELIGIOUS AND MORAL EDUCATION – FIRST TERM SCHEME OF LEARNING

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| --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | REVISION |
| **2****20/9/24** | God his creation and attributes | **God the Creator*** Explain who the Creator is
 | B1.1.1.1Explore God’s Creation |
| **3****27/9/24** | God his creation and attributes | **God the Creator*** Explain who the Creator is
 | B1.1.1.2Mention the names of some of the things God created |
| **4****4/10/24** | God his creation and attributes | **God the Creator*** Explain who the Creator is
 | B1.1.1.2Mention the names of some of the things God created |
| **5****11/10/24** | God his creation and attributes | **God the Creator*** Explain who the Creator is
 | B1.1.1.3Examine some attributes of God |
| **6****18/10/24** | God his creation and attributes | **God the Creator*** Explain who the Creator is
 | B1.1.1.3Examine some attributes of God |
| **7****25/10/24** | Religious Practices  | **Religious Worship** * Demonstrate the understanding of religious worship
 | B1.2.1.1.1Name the three main types of worship in Ghana |
| **8****1/11/24** | Religious Practices  | **Religious Worship** * Demonstrate the understanding of religious worship
 | B1.2.1.1.1Name the three main types of worship in Ghana |
| **9****8/11/24** | Religious Practices  | **Religious Worship** * Demonstrate the understanding of religious worship
 | B1.2.1.1.2Recite religious passages and sing religious songs |
| **10****15/11/24** | Religious Practices  | **Religious Worship** * Demonstrate the understanding of religious worship
 | B1.2.1.1.2Recite religious passages and sing religious songs |
| **11****22/11/24** | Religious Practices  | **Religious Worship** * Demonstrate the understanding of religious worship
 | B1.2.1.1.3Describe religious festivals in Ghana.  |
| **12****29/11/24** | Religious Practices  | **Religious Worship** * Demonstrate the understanding of religious worship
 | B1.2.1.1.3Describe religious festivals in Ghana.  |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |

HISTORY - ANNUAL SCHEME OF LEARNING

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| 1 | Why & How We Study History | How Ghana Got Its Name | Arrival of Europeans |
| 2 | Why & How We Study History | How Ghana Got Its Name | Arrival of Europeans |
| 3 | Why & How We Study History | How Ghana Got Its Name | Arrival of Europeans |
| 4 | Why & How We Study History | How Ghana Got Its Name | Arrival of Europeans |
| 5 | Why & How We Study History | How Ghana Got Its Name | Arrival of Europeans |
| 6 | Why & How We Study History | How Ghana Got Its Name | Arrival of Europeans |
| 7 | Why & How We Study History | How Ghana Got Its Name | The Republics |
| 8 | Community History | Some Selected Individuals | The Republics |
| 9 | Community History | Some Selected Individuals | The Republics |
| 10 | Community History | Some Selected Individuals | The Republics |
| 11 | Community History | Some Selected Individuals | The Republics |
| 12 | Community History | Some Selected Individuals | The Republics |

HISTORY - FIRST TERM SCHEME OF LEARNING

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | REVISION |
| **2****20/9/24** | History as a Subject  | **Why & How We Study History*** Demonstrate understanding of what history is about and how it is part of everyday life
 | B1.1.1.1.1Explain that history deals with past human activities |
| **3****27/9/24** | History as a Subject  | **Why & How We Study History*** Demonstrate understanding of what history is about and how it is part of everyday life
 | B1.1.1.1.1Explain that history deals with past human activities |
| **4****4/10/24** | History as a Subject  | **Why & How We Study History*** Demonstrate understanding of what history is about and how it is part of everyday life
 | B1.1.1.1.2Describe how sources of historical evidence help us find out about past human activities |
| **5****11/10/24** | History as a Subject  | **Why & How We Study History*** Demonstrate understanding of what history is about and how it is part of everyday life
 | B1.1.1.1.2Describe how sources of historical evidence help us find out about past human activities |
| **6****18/10/24** | History as a Subject  | **Why & How We Study History*** Demonstrate understanding of what history is about and how it is part of everyday life
 | B1.1.1.1.2Describe how sources of historical evidence help us find out about past human activities |
| **7****25/10/24** | History as a Subject  | **Why & How We Study History*** Demonstrate understanding of what history is about and how it is part of everyday life
 | B1.1.1.1.2Describe how sources of historical evidence help us find out about past human activities |
| **8****1/11/24** | History as a Subject  | **Community History*** Recount history about their communities
 | B1.1.4.1.1State the similarities and differences between the communities where learners live |
| **9****8/11/24** | History as a Subject  | **Community History*** Recount history about their communities
 | B1.1.4.1.1State the similarities and differences between the communities where learners live |
| **10****15/11/24** | History as a Subject  | **Community History*** Recount history about their communities
 | B1.1.4.1.1State the similarities and differences between the communities where learners live |
| **11****22/11/24** | History as a Subject  | **Community History*** Recount history about their communities
 | B1.1.4.1.1State the similarities and differences between the communities where learners live |
| **12****29/11/24** | History as a Subject  | **Community History*** Recount history about their communities
 | B1.1.4.1.1State the similarities and differences between the communities where learners live |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |

CREATIVE ARTS - ANNUAL SCHEME OF LEARNING

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
|  | Concept: Artistes in other Ghanaian communities that reflect their history and culture. | Concept: Artistes in the local community that reflect their Natural environment | Concept: Artistes in the local community that reflect topical issues in those culture. |
|  | VISUAL ARTS | VISUAL ARTS | VISUAL ARTS |
| **1** | Thinking and Exploring Ideas | Thinking and Exploring Ideas | Thinking and Exploring Ideas |
| **2** | Planning, Making and Composing | Planning, Making and Composing | Planning, Making and Composing |
| **3** | Displaying and Sharing | Displaying and Sharing | Displaying and Sharing |
| **4** | Appreciation and Appraisal | Appreciation and Appraisal | Appreciation and Appraisal |
|  | PERFORMING ARTS | PERFORMING ARTS | PERFORMING ARTS |
| **5** | Thinking and Exploring Ideas | Thinking and Exploring Ideas | Thinking and Exploring Ideas |
| 6 | Planning, Making and Composing | Planning, Making and Composing | Planning, Making and Composing |
| 7 | Displaying and Sharing | Displaying and Sharing | Displaying and Sharing |
| 8 | Appreciation and Appraisal | Appreciation and Appraisal | Appreciation and Appraisal |
|  | PROJECT WORK (VISUAL & PERFORMING ARTS) | PROJECT WORK (VISUAL & PERFORMING ARTS) | PROJECT WORK (VISUAL & PERFORMING ARTS) |
| **9** | Thinking and Exploring Ideas | Thinking and Exploring Ideas | Thinking and Exploring Ideas |
| **10** | Planning, Making and Composing | Planning, Making and Composing | Planning, Making and Composing |
| **11** | Displaying and Sharing | Displaying and Sharing | Displaying and Sharing |
| **12** | Appreciation and Appraisal | Appreciation and Appraisal | Appreciation and Appraisal |

CREATIVE ARTS - FIRST TERM SCHEME OF LEARNING

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
|  | Concept: The history and culture of people in the local community. |
| **1****13/9/24** | REVISION |
|  | VISUAL ARTS |
| **2****20/9/24** | Performing Arts | Thinking and Exploring Ideas* B1 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues
 | B1 1.1.1.1 Think about the people who live in the local community and describe what you know about their history and their culture or way of life.B1 1.1.1.2 Think about and describe the different visual artworks that are produced or found in the local community |
| **3****27/9/24** | Visual Arts | Planning, Making and Composing* B1.1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.
 | B1 1.2.2.1 Reflect on own experiences of visual artworks produced or found in the local community to plan for making own artworks from imagination to reflect the history and culture or way of life of the peopleB1 2.2.2.2 Develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community |
| **4****4/10/24** | Performing Arts | Planning, Making and ComposingB1 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 |
| **5****11/10/24** | Visual Arts | Displaying and SharingB1 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 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 |
|  | PERFORMING ARTS |
| **6****18/10/24** | Performing Arts | Thinking and Exploring IdeasB1 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues | B1 2.1.1.1 Think about the people who live in the local community and describe what you know about their history and their culture or way of lifeB1 2.1.1.2 Think about and describe the different performing artworks that are produced or performed in the local community |
| **7****25/10/24** | Visual Arts | Planning, Making and Composing* B1 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.
 | B1 2.2.2.1 Reflect on own experiences of performing artworks that are produced or performed in the local community to plan for creating own artworks that will reflect the history and culture or way of life of people in the local communityB1 2.2.2.2 Develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community |
| **8****1/11/24** | Performing 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 |
| **9****8/11/24** | Visual Arts &Performing Arts | Displaying and Sharing* B1 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
 | B1 2.3.5.1 Perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local community |
| **10****15/11/24** | Visual Arts &Performing Arts | Appreciation and Appraisal* B1.2.4.6. 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
 | B1 2.4.6.1 Agree on guidelines for viewing and expressing feelings and thoughts about own and others’ displayed performing artworks |
|  | PROJECT WORK (VISUAL & PERFORMING ARTS) |
| **11****22/11/24** | Visual Arts &Performing Arts | Thinking and Exploring/ planning, making and composing |  |
| **12****29/11/24** | Visual Arts &Performing Arts | Displaying and Sharing/Appreciating and Appraising |  |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |

GHANAIAN LANGUAGE - ANNUAL SCHEME OF LEARNING

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| --- | --- | --- | --- |
| **WEEKS** | **TERM ONE** | **TERM TWO** | **TERM THREE** |
| **1** | Songs | Dramatization and role play | Listening Comprehension |
| **2** | Rhymes | Conversation | Asking And Answering Questions |
| **3** | Story Telling | Talking about oneself, family, people and places | Giving And Following Commands/ Instructions |
| **4** | Pre Reading Activities | Phonics: letter and sound knowledge | Presentation |
| **5** | Print Concept | Vocabulary: sight and content vocabulary | Silent Reading |
| **6** | Phonological And Phonemic Awareness | Comprehension | Fluency |
| **7** | Penmanship/Handwriting | Writing simple words/ names of people and places | Writing And Copying Simple Sentence with Correct Spacing |
| **8** | Labelling items in the environment/classroom | Integrating grammar in written language (use of action words) | Integrating Grammar In Written Language (Use Of Postpositions) |
| **9** | Integrating Grammar in written language (capitalization) | Integrating grammar in written language (use of qualifying words) | Integrating Grammar In Written Language (Spelling) |
| **10** | Building the love and culture of reading in learners | Building the love and culture of reading in learners | Building the Love And Culture of Reading In Learners |
| **11** | Reading Aloud | Reading aloud | Reading Aloud |
| **12** | Reading aloud | Reading aloud | Reading Aloud |

GHANAIAN LANGUAGE - FIRST TERM SCHEME OF LEARNING

|  |  |  |  |
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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | Oral Language  | **Songs*** Demonstrate knowledge of a song by saying the words heard in the song after listening attentively.
 | B1.1.1.1.1Sing familiar songs of more than six lines and recognize place names heard in the song. |
| **2****20/9/24** | Oral Language  | **Rhymes*** Demonstrate an understanding of words in a rhyme by listening attentively.
 | B1.1.2.1.1Explore rhymes of about seven or more lines and recognize names of places and people heard in the rhyme |
| **3****27/9/24** | Oral Language  | **Story telling*** Exhibit knowledge of listening and retelling simple stories.
 | B1.1.4.1.1-3* Discuss the characters of the story
* Discuss the events in the story
* Role play the story
 |
| **4****4/10/24** | Reading  | **Pre Reading Activities*** Recognize and talk about objects at home and school
 | B1.2.1.1.1-3* Say the names of items in the home and the school
* Recognize and discuss the items in the home and school
* Demonstrate the uses of the items
 |
| **5****11/10/24** | Reading  | **Print concept*** Demonstrate knowledge on handling print materials.
 | B1.2.2.1.1-2* Turn over the pages of a book gently from right to left (handle a book appropriately).
* Move fingers across tables and books from left to right and top to bottom
 |
| **6****18/10/24** | Reading  | **Phonological And Phonemic Awareness*** Demonstrate knowledge on hearing, recognizing and differentiating sounds in spoken words.
 | B1.2.3.1.1-2* Recognize the location of individual sounds in one and two-syllable words (beginning or end
* Recognize and create rhyming words.
 |
| **7****25/10/24** | Writing | **Penmanship/Handwriting*** Make given patterns, trace and draw various objects; model various objects that interest them
 | B1.3.1.1.1* Control wrist in letter writing and pattern drawing.
* Trace given shapes.
* Write patterns of letters in continuous form.
 |
| **8****1/11/24** | Writing Convention & Grammar Usage | **Labelling items in the environment/classroom*** Show an understanding of items in the environment/ classroom
 | B1.3.3.2.1Label and mention items in the classroom/environment |
| **9****8/11/24** | Writing Convention & Grammar Usage | **Integrating Grammar in written language (capitalization)*** Exhibit knowledge of writing capital letters
 | B1.5.3.1.1-3* Learn to write capital letters correctly.
* Use capital letters to write names.
* Use capital letters to write proper nouns.
 |
| **10****15/11/24** | Extensive Reading | **Building the love and culture of reading in learners*** Demonstrate knowledge by reading short and simple sentences made up of three to four words
 | B1.6.1.1.1Read simple sentences of about three to four words |
| **11****22/11/24** | Extensive Reading | **Reading Aloud*** Demonstrate knowledge by reading short simple sentences made of words they have learnt
 | B1.6.2.1.1Read simple sentences of about three to four words |
| **12****29/11/24** | Extensive Reading | **Reading Aloud*** Demonstrate knowledge by reading short simple sentences made of words they have learnt
 | B1.6.2.1.1Read simple sentences of about three to four words |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |

PHYSICAL EDUCATION - ANNUAL SCHEME OF LEARNING

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| --- | --- | --- | --- |
| **WEEKS** | **TERM ONE** | **TERM TWO** | **TERM THREE** |
| **1** | Locomotive skills | Locomotive skills | Locomotive skills |
| **2** | Locomotive skills | Locomotive skills | Locomotive skills |
| **3** | Manipulative skills | Manipulative skills | Manipulative skills |
| **4** | Manipulative skills | Manipulative skills | Manipulative skills |
| **5** | Rhythmic skills | Rhythmic skills | Rhythmic skills |
| **6** | Rhythmic skills | Rhythmic skills | Body management |
| **7** | Space Awareness | Relationships | Strategies |
| **8** | Dynamics | Relationship | Flexibility |
| **9** | Aerobics capacity | Strength | Substance |
| **10** | Fitness | Endurance | Body composition |
| **11** | Healthy diet | Safety & injury | Group dynamics |
| **12** | Self-responsibility | Social interaction | Critical thinking |

PHYSICAL EDUCATION - FIRST TERM SCHEME OF LEARNING

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | MOTOR SKILL AND MOVEMENT PATTERNS | **Locomotive skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B1.1.1.1.1Travel (move) over, under, in front of, behind, and through objects using locomotor skills (walk, jump, craw etc.). |
| **2****20/9/24** | MOTOR SKILL AND MOVEMENT PATTERNS | **Locomotive skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B1.1.2. 1.2:Jump individually taking-off on one foot and on both feet |
| **3****27/9/24** | MOTOR SKILL AND MOVEMENT PATTERNS | **Manipulative skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B1.1.3.1.3:Roll a ball from stationary position using hands |
| **4****4/10/24** | MOTOR SKILL AND MOVEMENT PATTERNS | **Manipulative skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B1.1.4.1.4:Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support |
| **5****11/10/24** | MOTOR SKILL AND MOVEMENT PATTERNS | **Rhythmic skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B1 .1.5.1.5Walking with the arms or hands stretched by sides |
| **6****18/10/24** | MOTOR SKILL AND MOVEMENT PATTERNS | **Rhythmic skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B1 .1.6.1.6 Strike a light ball upward continuously, using arms, hands, and feet |
| **7****25/10/24** | MOVEMENT CONCEPTS | **Space Awareness*** Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities
 | B1.2.1.2.1Identify personal space |
| **8****1/11/24** | MOVEMENT CONCEPTS | **Dynamics*** Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities
 | B1.2.2.2.2Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide |
| **9****8/11/24** | PHYSICAL FITNESS | **Aerobics capacity*** Assess and maintain a level of physical fitness to improve health and performance
 | B1.3.1.3.1Perform 5 minutes dancing with music |
| **10****15/11/24** | PHYSICAL FITNESS | **Fitness*** Assess and maintain a level of physical fitness to improve health and performance
 | B1.3.2.3.2Perform four continuous push-ups (biceps and triceps). |
| **11****22/11/24** | PHYSICAL FITNESS CONCEPTS | **Healthy diet*** Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
 | B1.4.1.4.1Participate in enjoyable physical activities for increasing periods of time |
| **12****29/11/24** | VALUES AND PSYCHO-SOCIAL CONCEPTS | **Self-responsibility*** Demonstrate value and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity
 | B1.5.1.5.1Participate willingly in physical activities |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |