**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 | Listening Comprehension |
| Phonics | Vocabulary | Comprehension |
| Penmanship | Labelling Items | Controlled Writing |
| Using Capitalisation | Using Action Words | Using Simple and Compound Sentences |
| 2 | Songs  | Conversation | Listening Comprehension |
| Phonics | Vocabulary | Comprehension |
| Penmanship | Labelling Items | Controlled Writing |
| Using Capitalisation | Using Action Words | Using Simple and Compound Sentences |
| 3 | Songs  | Conversation | Asking and Answering Questions |
| Phonics | Vocabulary | Comprehension |
| Penmanship | Labelling Items | Controlled Writing |
| Using Capitalisation | Using Action Words | Using Simple and Compound Sentences |
| 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 |
| Phonics | Vocabulary | Comprehension |
| Writing Letters | Writing Simple Words and Sentences | Guided Composition |
| Using Capitalisation | Using Action Words | Using Simple and Compound Sentences |
| 5 | Rhymes  | Conversation | Giving and Responding to Commands |
| Phonics | Vocabulary | Comprehension |
| Writing Letters | Writing Simple Words and Sentences | Guided Composition |
| Using Capitalisation | Using Adjectives | Using Simple and Compound Sentences |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 6 | Story  | Conversation | Giving and Responding to Commands |
| Phonics | Vocabulary | Comprehension |
| Writing Letters | Writing Simple Words and Sentences | Guided Composition |
| Using Capitalisation | Using Adjectives | Using Simple and Compound Sentences |
| 7 | Story  | Conversation | Giving and Responding to Commands |
| Phonics | Comprehension | Comprehension |
| Writing Letters | Writing Simple Words and Sentences | Narrative Writing |
| Using Capitalisation | Using Simple Preposition | Using Simple and Compound Sentences |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 8 | Story  | Listening Comprehension | Giving and Responding to Commands |
| Word Families | Comprehension | Fluency |
| Writing Letters | Writing Simple Words and Sentences | Narrative Writing |
| Using Capitalisation | Using Simple Preposition | Using Simple and Compound Sentences |
| 9 | Story  | Listening Comprehension | Presentation |
| Word Families | Comprehension | Fluency |
| Writing Letters | Writing Simple Words and Sentences | Narrative Writing |
| Using Punctuation | Using Simple Preposition | 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 |
| Word Families | Comprehension | Fluency |
| Writing Letters | Controlled Writing | Descriptive Writing |
| Using Punctuation | Using Simple Preposition | Spelling  |
| 11 | Dramatisation and Role Play | Listening Comprehension | Presentation |
| Word Families | Comprehension | Fluency |
| Writing Letters | Controlled Writing | Descriptive Writing |
| Using Punctuation | Using Simple Preposition | Spelling  |
| 12 | Dramatisation and Role Play | Listening Comprehension | Presentation |
| Word Families | Comprehension | Fluency |
| Writing Letters | Controlled Writing | Descriptive Writing |
| Using Punctuation | Using Simple Preposition | Spelling  |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |

ENGLISH LANGUAGE - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONT STANDARD** | **INDICATORS** |
| 113/9/24 | Oral Language | **Songs** B2.1.1.1: Demonstrate understanding of a variety of songs | B2.1.1.1.1. Interpret familiar songs |
| Reading | **Phonics**B2.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B2.2.2.1.1. Blend syllables to produce words |
| Writing | **Penmanship**B2.4.2.1: Copy and rewrite sentences correctly | B2.4.2.1.1. Copy sentences clearly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B2.5.1.1: Apply knowledge of capitalization in writing | B2.5.1.1.1. Use capital letter to write names of places and days of the week |
| 220/9/24 | Oral Language | **Songs** B2.1.1.1: Demonstrate understanding of a variety of songs | B2.1.1.1.1. Interpret familiar songs |
| Reading | **Phonics**B2.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B2.2.2.1.1. Blend syllables to produce words |
| Writing | **Penmanship**B2.4.2.1: Copy and rewrite sentences correctly | B2.4.2.1.1. Copy sentences clearly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B2.5.1.1: Apply knowledge of capitalization in writing | B2.5.1.1.1. Use capital letter to write names of particular places and days of the week |
| 327/9/24 | Oral Language | **Songs** B2.1.1.1: Demonstrate understanding of a variety of songs | B2.1.1.1.1. Interpret familiar songs |
| Reading | **Phonics**B2.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B2.2.2.1.1. Blend syllables to produce words |
| Writing | **Penmanship**B2.4.2.1: Copy and rewrite sentences correctly | B2.4.2.1.1. Copy sentences clearly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B2.5.1.1: Apply knowledge of capitalization in writing | B2.5.1.1.1. Use capital letter to write names of places and days of the week |
| Extensive Reading | Building the Love and Culture of ReadingB2.6.1.1: 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 |
| 44/10/24 | Oral Language | **Rhymes** B2.1.2.1: Show understanding of a variety of literary pieces. | B2.1.2.1.1. Interpret rhymes and tongue-twisters in own words |
| Reading | **Phonics**B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words |
| Writing | **Writing Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.1.Copy words in lower and upper case using correct spacing |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B2.5.1.1: Apply knowledge of capitalization in writing | B2.5.1.1.1. Use capital letter to write names of particular places and days of the week |
| 511/10/24 | Oral Language | **Rhymes** B2.1.2.1: Show understanding of a variety of literary pieces. | B2.1.2.1.1. Interpret rhymes and tongue-twisters in own words |
| Reading | **Phonics**B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words |
| Writing | **Writing** **Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.1.Copy words in lower and upper case using correct spacing |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B2.5.1.1: Apply knowledge of capitalization in writing | B2.5.1.1.2. Use capital letters to begin the first words of sentences |
| Extensive Reading | Building the Love and Culture of ReadingB2.6.1.1: 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 |
| 618/10/24 | Oral Language | **Story** B2.1.4.1: Respond to stories | B2.1.4.1.1. Identify characters in a story and relate them to real life situations |
| Reading | **Phonics**B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B2.2.2.1.3. Use elements of structural analysis to decode unknown words. |
| Writing | **Writing Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.1.Copy words in lower and upper case using correct spacing |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B2.5.1.1: Apply knowledge of capitalization in writing | B2.5.1.1.2. Use capital letters to begin the first words of sentences |
| 725/10/24 | Oral Language | **Story** B2.1.4.1: Respond to stories | B2.1.4.1.2. Retell stories sequentially, following story structure (beginning, middle and ending) |
| Reading | **Phonics**B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B2.2.2.1.3. Use elements of structural analysis to decode unknown words. |
| Writing | **Writing Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.2. Use lower- and upper-case letters appropriately in words and simple sentences |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B2.5.1.1: Apply knowledge of capitalization in writing | B2.5.1.1.2. Use capital letters to begin the first words of sentences |
| Extensive Reading | Building the Love and Culture of ReadingB2.6.1.1: 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 |
| 81/11/24 | Oral Language | **Story** B2.1.4.1: Respond to stories | B2.1.4.1.2. Retell stories sequentially, following story structure (beginning, middle and ending) |
| Reading | **Word Families**B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension | B2.2.3.1.1. Use common rhyming/endings to decode simple words |
| Writing | **Writing Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.2. Use lower- and upper-case letters appropriately in words and simple sentences |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B2.5.1.1: Apply knowledge of capitalization in writing | B2.5.1.1.2. Use capital letters to begin the first words of sentences |
| 98/11/24 | Oral Language | **Story** B2.1.4.1: Respond to stories | B2.1.4.1.3. Tell stories from cultural background |
| Reading | **Word Families**B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension | B2.2.3.1.1.Use common rhyming/endings to decode simple words |
| Writing | **Writing Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.2. Use lower- and upper-case letters appropriately in words and simple sentences |
| Writing Conventions & Grammar Usage | **Using Punctuation**B2.5.2.1: Apply knowledge of punctuation in written communication | B2.5.2.1.1. Use full stops at the end of sentences and question marks at the end of questions |
| Extensive Reading | Building the Love and Culture of ReadingB2.6.1.1: 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 |
| 1015/11/24 | Oral Language | **Dramatisation and Role Play**B2.1.5.1: Perform Stories | B2.1.5.1.1. Dramatize/role-play stories heard or read |
| Reading | **Word Families**B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension | B2.2.3.1.2. Use words containing digraphs to make meaningful sentences. |
| Writing | **Writing Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.3. Space words appropriately in sentences |
| Writing Conventions & Grammar Usage | **Using Punctuation**B2.5.2.1: Apply knowledge of punctuation in written communication | B2.5.2.1.1. Use full stops at the end of sentences and question marks at the end of questions |
| 1122/11/24 | Oral Language | **Dramatisation and Role Play**B2.1.5.1: Perform Stories | B2.1.5.1.1. Dramatize/role-play stories heard or read |
| Reading | **Word Families**B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension | B2.2.3.1.2. Use words containing digraphs to make meaningful sentences. |
| Writing | **Writing Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.3. Space words appropriately in sentences |
| Writing Conventions & Grammar Usage | **Using Punctuation**B2.5.2.1: Apply knowledge of punctuation in written communication | B2.5.2.1.1. Use full stops at the end of sentences and question marks at the end of questions |
| Extensive Reading | Building the Love and Culture of ReadingB2.6.1.1: 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 |
| 1229/11/24 | Oral Language | **Dramatisation and Role Play**B2.1.5.1: Perform Stories | B2.1.5.1.1. Dramatize/role-play stories heard or read |
| Reading | **Word Families**B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension | B2.2.3.1.2. Use words containing digraphs to make meaningful sentences. |
| Writing | **Writing Letters**B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly | B2.4.3.1.3. Space words appropriately in sentences |
| Writing Conventions & Grammar Usage | **Using Punctuation**B2.5.2.1: Apply knowledge of punctuation in written communication | B2.5.2.1.1.Use full stops at the end of sentences and question marks at the end of questions |
| Extensive Reading | Building the Love and Culture of ReadingB2.6.1.1: 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 |
| 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 1** | **TERM 2** | **TERM 3** |
| **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** | Fractions | 2D And 3D Shapes | Measurement – Length, Mass and Capacity |
| **8** | Fractions | 2D And 3D Shapes | Measurement – Length, Mass and Capacity |
| **9** | Fractions | 2D And 3D Shapes | Measurement – Length, Mass and Capacity |
| **10** | Money | Position /Transformation | Measurement – Length, Mass and Capacity |
| **11** | Patterns And Relationship | Position /Transformation | Data Collection And Organization |
| **12** | Patterns And Relationship | Measurement – Length, Mass and Capacity | Data Collection And Organization |

MATHEMATICS – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONT STANDARD** | **INDICATORS** |
| **1****13/9/24** | REVISION |
| **2****20/9/24** | Number  | **Counting & Representation** * Count and estimate quantities from 0 to 1000
 | B2.1.1.1.1Use number names, counting sequences and how to count to find out “how many?” |
| **3****27/9/24** | Number  | **Counting & Representation** * Count and estimate quantities from 0 to 1000
 | B2.1.1.1.2Identify numbers in different positions around a given number in a number chart. (1-1000) |
| **4****4/10/24** | Number  | **Number Operations*** Demonstrate conceptual understanding of operations of addition and subtraction with sums up to 100
 | B2.1.2.1.1Use conceptual understanding of addition and subtraction to add, and subtract numbers to 100 |
| **5****11/10/24** | Number  | **Number Operations*** Demonstrate conceptual understanding of operations of addition and subtraction with sums up to 100
 | B2.1.2.1.1Use conceptual understanding of addition and subtraction to add, and subtract numbers to 100 |
| **6****18/10/24** | Number  | **Number Operations*** Demonstrate an understanding of the concept of “not equal to” to solve addition and subtraction problems with sums up to 100
 | B2.1.2.2.1Use the concept of "equal to” and "not equal to" to solve addition and subtraction problems with sums up 100 |
| **7****25/10/24** | Number  | **Fractions*** Develop an understanding of halves and fourths using concrete and pictorial representations
 | B2.1.3.1.1Understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts |
| **8****1/11/24** | Number  | **Fractions*** Develop an understanding of halves and fourths using concrete and pictorial representations
 | B2.1.3.1.2Count in halves and quarters (fourths) using concrete and pictorial representations) of halves and fourths. |
| **9****8/11/24** | Number  | **Fractions*** Develop an understanding of halves and fourths using concrete and pictorial representations
 | B2.1.3.1.3Determine the number of halves and quarters in a whole |
| **10****15/11/24** | Number  | **Money*** Determine the value of coins and notes in order to solve monetary transactions
 | B2.1.4.1.1Recognize Ghanaian coins, and currency notes |
| **11****22/11/24** | Algebra | **Patterns And Relationship*** Recognize, create, extend, describe, and use patterns and rules to solve mathematical tasks
 | B2.2.1.1.1Demonstrate an understanding of increasing and decreasing number patterns |
| **12****29/11/24** | Algebra | **Patterns And Relationship*** Recognize, create, extend, describe, and use patterns and rules to solve mathematical tasks
 | B2.2.1.1.2Identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects |
| **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 1** | **TERM 2** | **TERM 3** |
| **1** | Living & Non-Living Things  | The Human Body System  | Personal Hygiene And Sanitation  |
| **2** | Living & Non-Living Things  | The Human Body System | Personal Hygiene And Sanitation |
| **3** | Living & Non-Living Things  | The Human Body System | Personal Hygiene And Sanitation |
| **4** | Living & Non-Living Things  | The Human Body System | Personal Hygiene And Sanitation |
| **5** | Materials  | The Solar System  | Diseases  |
| **6** | Materials | The Solar System | Diseases |
| **7** | Materials | Sources And Forms Of Energy  | Diseases |
| **8** | Materials | Sources And Forms Of Energy | Science And Industry  |
| **9** | Earth Science  | Electricity And Electronics  | Science And Industry |
| **10** | Earth Science | Electricity And Electronic | Science And Industry |
| **11** | Earth Science | Forces And Movements  | Climate Change  |
| **12** | Earth Science | Forces And Movement | Climate Change |

SCIENCE – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONT STANDARD** | **INDICATORS** |
| **1****13/9/24** | REVISION |
| **2****20/9/24** | Diversity of Matter  | Living and non-living thingsB2.1.1.1 Demonstrate understanding of the physical features and life processes of living things and use this understanding to classify them | B2.1.1.1.1 Know the basic structure of plants (roots, stem, leaves, flowers) |
| **3****27/9/24** | Diversity of Matter  | Living and non-living thingsB2.1.1.1 Demonstrate understanding of the physical features and life processes of living things and use this understanding to classify them | B2.1.1.1.1 Know the basic structure of plants (roots, stem, leaves, flowers) |
| **4****4/10/24** | Diversity of Matter  | Living and non-living thingsB2.1.1.2 Understand the differences between living, non-living things and things which have never been alive | B2.1.1.2.1 Describe the basic structure of animals (head, limbs and trunk) |
| **5****11/10/24** | Diversity of Matter  | Living and non-living thingsB2.1.1.2 Understand the differences between living, non-living things and things which have never been alive | B2.1.1.2.2 Group things collected from the environment into living and non-living things |
| **6****18/10/24** | Systems  | Human bodyB2.3.1.1 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 hands |
| **7****25/10/24** | Forces & Energy | Sources of energyB2.4.1.1 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 |
| **8****1/11/24** | Forces & Energy | Sources of energyB2.4.1.1 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 |
| **9****8/11/24** | Forces & Energy | Sources of energyB2.4.1.2 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 |
| **10****15/11/24** | Humans and the Environment | Personal hygieneB2.5.1.1 Recognise the importance of personal hygiene | B2.5.1.1.1 Explain how to keep the body clean and describe why it is important |
| **11****22/11/24** | Humans and the Environment | Personal hygieneB2.5.1.1 Recognise the importance of personal hygiene | B2. 5.1.1.2 Know the need for keeping classrooms and school compound clean |
| **12****29/11/24** | Humans and the Environment | Personal hygieneB2.5.1.1 Recognise the importance of personal hygiene | B2. 5.1.1.2 Know the need for keeping classrooms and school compound clean |
| **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 1** | **TERM 2** | **TERM 3** |
| **1** | Nature Of God | Map Making and Landmarks | Responsible Use Of Resources |
| **2** | Nature Of God | Population And Settlement | Responsible Use Of Resources |
| **3** |  My Self | Worship | Farming In Ghana |
| **4** |  Myself | Worship | Farming In Ghana |
| **5** | My Family & The Community | Festivals | Our Neighbouring Countries |
| **6** | My Family & The Community | Basic Human Rights  | Our Neighbouring Countries |
| **7** | Home And School  | Being A Leader | Introduction To Computing |
| **8** | Home And School | Being A Leader | Introduction To Computing |
| **9** | The Environment & The Weather | Being A Citizen | Sources Of Information |
| **10** | The Environment & The Weather | Being A Citizen  | Sources Of Information |
| **11** |  Plants And Animals | Authority And Power | Technology In Communication |
| **12** | Plants And Animals | Authority And Power | Technology In Communication |

OUR WORLD OUR PEOPLE – FIRST TERM SCHEME OF LEARNING

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| --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS/ CONT STANDARD** | **INDICATORS** |
| **1****13/9/24** | All About Us | **Nature of God*** Demonstrate knowledge of the attributes of God
 | B2.1.1.1.1 Mention the attributes of God that reveal His nature as Sustainer of life |
| **2****20/9/24** | All About Us | **Nature of God*** Demonstrate knowledge of the attributes of God
 | B2.1.1.1.1 Mention the attributes of God that reveal His nature as Sustainer of life |
| **3****27/9/24** | All About Us | **My self** * Demonstrate understanding of self as unique individual
 | B2.1.2.1.1 Identify things to do to develop a sense of self identity and self-worth |
| **4****4/10/24** | All About Us | **My self** * Demonstrate understanding of self as unique individual
 | B2.1.2.1.1 Identify things to do to develop a sense of self identity and self-worth |
| **5****11/10/24** | All About Us | **My Family & the community** * Show appreciation of the roles of members of the family in their daily lives
 | B2.1.3.1.1 Identify the role and responsibilities of the individual members of the family |
| **6****18/10/24** | All About Us | **My Family & the community** * Show appreciation of the roles of members of the family in their daily lives
 | B2.1.3.1.1 Identify the role and responsibilities of the individual members of the family |
| **7****25/10/24** | All About Us | **Home & School** * Demonstrate understanding of the need to obey rules
 | B2.1.4.1.1 Explain the need for obeying rules in the home and school |
| **8****1/11/24** | All About Us | **Home & School** * Demonstrate understanding of the need to obey rules
 | B2.1.4.1.1 Explain the need for obeying rules in the home and school |
| **9****8/11/24** | All Around Us | **The Environment and the Weather** * Demonstrate knowledge of keeping the environment clean and safe
 | B2.2.1.1.1 Describe ways of making the environment clean and safe |
| **10****15/11/24** | All Around Us | **The Environment and the Weather** * Demonstrate understanding of elements of the weather
 | B2.2.1.1.2 Explain the elements of weather |
| **11****22/11/24** | All Around Us | **Plants and Animals** * Recognise important plants and animals in the community
 | B2.2.2.1.1 Explore the important plants in the community |
| **12****29/11/24** | All Around Us | **Plants and Animals** * Recognize important plants and animals in the community
 | B2.2.2.1.1 Explore the important plants in the community |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | 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  | Roles And Relationships |
| **2** | God The Creator | Religious Worship  | Roles And Relationships |
| **3** | God The Creator | Religious Worship  | Roles And Relationships |
| **4** | God The Creator | Religious Worship  | Roles And Relationships |
| **5** | The Environment  | Religious Festivals  | Roles And Relationships |
| **6** | The Environment  | Religious Festivals  | Roles And Relationships |
| **7** | The Environment  | Religious Festivals  | Personal Safety In The Community  |
| **8** | The Environment  | Religious Festivals  | Personal Safety In The Community  |
| **9** | Purpose Of God’s Creation  | Early Life Of The Religious leaders | Personal Safety In The Community  |
| **10** | Purpose Of God’s Creation  | Early Life Of The Religious leaders | Personal Safety In The Community  |
| **11** | Purpose Of God’s Creation  | Early Life Of The Religious leaders | Personal Safety In The Community  |
| **12** | Purpose Of God’s Creation  | Early Life Of The Religious leaders | Personal Safety In The Community  |

RELIGIOUS AND MORAL EDUCATION – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONT STANDARD** | **INDICATORS** |
| **1****13/9/24** | God’s creation and Attributes | **God the Creator** * Demonstrate an appreciation of God’s creation
 | B2.1.1.1.1 Mention attributes of God that reveal His nature as Sustainer of life |
| **2****20/9/24** | God’s creation and Attributes | **God the Creator** * Demonstrate an appreciation of God’s creation
 | B2.1.1.1.1 Mention attributes of God that reveal His nature as Sustainer of life |
| **3****27/9/24** | God’s creation and Attributes | **God the Creator** * Demonstrate an appreciation of God’s creation
 | B2.1.1.1.1 Mention attributes of God that reveal His nature as Sustainer of life |
| **4****4/10/24** | God’s creation and Attributes | **God the Creator** * Demonstrate an appreciation of God’s creation
 | B2.1.1.1.1 Mention attributes of God that reveal His nature as Sustainer of life |
| **5****11/10/24** | God’s creation and Attributes | **The Environment*** Appreciate the environment as God’s creation
 | B2.1.2.1.1: Explain the importance of the environment |
| **6****18/10/24** | God’s creation and Attributes | **The Environment*** Appreciate the environment as God’s creation
 | B2.1.2.1.1: Explain the importance of the environment |
| **7****25/10/24** | God’s creation and Attributes | **The Environment*** Appreciate the environment as God’s creation
 | B2. 1.2.1.2: Demonstrate human activities that destroy God’s creation or the environment. |
| **8****1/11/24** | God’s creation and Attributes | **The Environment*** Appreciate the environment as God’s creation
 | B2. 1.2.1.2: Demonstrate human activities that destroy God’s creation or the environment. |
| **9****8/11/24** | God’s creation and Attributes | **Purpose of God’s Creation** * Appreciate things created by God
 | B2.1.3.1.1 Explain the purpose of God’s creation |
| **10****15/11/24** | God’s creation and Attributes | **Purpose of God’s Creation** * Appreciate things created by God
 | B2.1.3.1.1 Explain the purpose of God’s creation |
| **11****22/11/24** | God’s creation and Attributes | **Purpose of God’s Creation** * Appreciate things created by God
 | B2.1.3.1.1 Explain the purpose of God’s creation |
| **12****29/11/24** | God’s creation and Attributes | **Purpose of God’s Creation** * Appreciate things created by God
 | B2.1.3.1.1 Explain the purpose of God’s creation |
| **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

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| **1** | The People of Ghana | Major Historical Locations | Some Selected Individuals |
| **2** | The People of Ghana | Major Historical Locations | Some Selected Individuals |
| **3** | The People of Ghana | Major Historical Locations | Some Selected Individuals |
| **4** | The People of Ghana | Major Historical Locations | Some Selected Individuals |
| **5** | The People of Ghana | Major Historical Locations | International Trading  |
| **6** | The People of Ghana | Major Historical Locations | International Trading  |
| **7** | The People of Ghana | Major Historical Locations | International Trading  |
| **8** | The People of Ghana | Major Historical Locations | International Trading  |
| **9** | The People of Ghana | Some Selected Individuals | International Trading  |
| **10** | The People of Ghana | Some Selected Individuals | International Trading  |
| **11** | Major Historical locations | Some Selected Individuals | International Trading  |
| **12** | Major Historical locations | Some Selected Individuals | International Trading  |

HISTORY - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | My Country Ghana  | **The People of Ghana*** Demonstrate knowledge of the ethnic groups in Ghana
 | B2.2.1.1.1Identify the ethnic groups in each region in Ghana |
| **2****20/9/24** | My Country Ghana  | **The People of Ghana*** Demonstrate knowledge of the ethnic groups in Ghana
 | B2.2.1.1.1Identify the ethnic groups in each region in Ghana |
| **3****27/9/24** | My Country Ghana  | **The People of Ghana*** Demonstrate knowledge of the ethnic groups in Ghana
 | B2.2.1.1.1Identify the ethnic groups in each region in Ghana |
| **4****4/10/24** | My Country Ghana  | **The People of Ghana*** Demonstrate knowledge of the ethnic groups in Ghana
 | B2.2.1.1.1Identify the ethnic groups in each region in Ghana |
| **5****11/10/24** | My Country Ghana  | **The People of Ghana*** Demonstrate knowledge of the ethnic groups in Ghana
 | B2.2.1.1.1Identify the ethnic groups in each region in Ghana |
| **6****18/10/24** | My Country Ghana  | **The People of Ghana** * Show understanding of the characteristics of some of the ethnic groups in Ghana
 | B2.2.1.1.2 State the characteristics of the ethnic groups in Ghana |
| **7****25/10/24** | My Country Ghana  | **The People of Ghana** * Show understanding of the characteristics of some of the ethnic groups in Ghana
 | B2.2.1.1.2 State the characteristics of the ethnic groups in Ghana |
| **8****1/11/24** | My Country Ghana  | **The People of Ghana** * Show understanding of the characteristics of some of the ethnic groups in Ghana
 | B2.2.1.1.2 State the characteristics of the ethnic groups in Ghana |
| **9****8/11/24** | My Country Ghana  | **The People of Ghana** * Show understanding of the characteristics of some of the ethnic groups in Ghana
 | B2.2.1.1.2 State the characteristics of the ethnic groups in Ghana |
| **10****15/11/24** | My Country Ghana  | **The People of Ghana** * Show understanding of the characteristics of some of the ethnic groups in Ghana
 | B2.2.1.1.2 State the characteristics of the ethnic groups in Ghana |
| **11****22/11/24** | My Country Ghana  | **Major Historical locations*** Exhibit knowledge of the history of the major historical locations in Ghana
 | B2.2.4.1.1Discuss the history of Ghana’s major historical locations. |
| **12****29/11/24** | My Country Ghana  | **Major Historical locations*** Exhibit knowledge of the history of the major historical locations in Ghana
 | B2.2.4.1.1Discuss the history of Ghana’s major historical locations. |
| **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: The history and culture of people in other communities in Ghana. | Concept: The artworks of people of other communities in Ghana that reflect the natural and man-made environment. | Concept: Emerging topical issues of people in other communities in Ghana: |
|  | 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 |
|  | Appreciation and Appraisal | Appreciation and Appraisal | Appreciation and Appraisal |

CREATIVE ARTS - FIRST TERM SCHEME OF LEARNING

|  |  |  |  |
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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
|  | Concept: The history and culture of people in other Ghanaian communities. |
| **1****13/9/24** | **REVISION** |
|  | VISUAL ARTS |
| **2****20/9/24** | Visual Arts | Thinking and Exploring IdeasB2 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues | B2 1.1.1.1 Explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communitiesB2 1.1.1.2 Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana |
| **3****27/9/24** | Visual Arts | Planning, Making and ComposingB2 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 as well as the environment and the topical local/national/global issues of other communities. | B2 1.2.2.1 Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in GhanaB2 1.2.2.2 Make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana |
| **4****4/10/24** | Visual Arts | Planning, Making and ComposingB2 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 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 |
| **5****11/10/24** | Visual Arts | Displaying and SharingB2 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 communitiesB2 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 |
| **6****18/10/24** | Visual Arts | Appreciation and AppraisalB2 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, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports | B2 1.4.6.1 Agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others’ displayed artworks |
|  | Performing arts  |
| **7****25/10/24** | Performing Arts | Thinking and Exploring IdeasB2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues | B2 2.1.1.1 Explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in GhanaB2 2.1.1.2 Explore own experiences to talk about performing artworks that reflect people in other communities in Ghana |
| **8****1/11/24** | Performing Arts | Planning, Making and ComposingB2 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 as well as the environment and the topical local/national/global issues of other communities | B2 2.2.2.1 Generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communitiesB2 2.2.2.2 Make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana |
| **9****8/11/24** | Performing Arts | Planning, Making and ComposingB2 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 as well as the environment and the topical local/national/global issues of other communities | B2 2.2.2.3 Experiment with available performing arts instruments, resources and techniques to create own artworks that reflect the natural and manmade environments in other communities in Ghana |
| **10****15/11/24** | Performing Arts | Displaying and SharingB2 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 sense/ manual/ digital applications where necessary, to record for reporting on the events. | 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 communitiesB2 2.3.5.1 Perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities in Ghana |
| **11****22/11/24** | Performing Arts | Appreciation and AppraisalB2 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) and, the recordings and reports | B2 2.4.6.1 Agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others’ performances as representations of artworks produced or found in other Ghanaian communities |
| **12****29/11/24** | PROJECT WORK (VISUAL & PERFORMING ARTS) |
| **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 1** | **TERM 2** | **TERM 3** |
| **1** | Songs | Dramatization and Role Play | Listening Comprehension |
| **2** | Rhymes | Conversation | Asking & Answering Questions |
| **3** | Listening & Story Telling | Talking about Oneself, Family, People and Places | Asking & Answering Questions |
| **4** | Phonological & Phonemic Awareness | Vocabulary | Giving & Following Commands and Instructions |
| **5** | Phonics: letter & sound knowledge | Comprehension | Presentation |
| **6** | Phonics: letter & sound knowledge | Comprehension | Silent Reading |
| **7** | Penmanship & Handwriting | Writing Simple Words | Fluency |
| **8** | Penmanship & Handwriting | Labelling Items in the Environment/Classroom | Copying/Writing Simple Sentences with Correct Spacing |
| **9** | Integrating Grammar in Written Language (Capitalization) | Integrating Grammar in Written Language (Use of Qualifying Words) | Integrating Grammar In Written Language (Use Of Simple & Compound Sentences) |
| **10** | Integrating Grammar in Written Language (Punctuation) | Integrating Grammar in Written Language (Use of Postpositions) | Integrating Grammar In Written Language (Spelling) |
| **11** | Building the love and culture of reading in learners | Building the Love and Culture of Reading | Building The Love & Culture Of Reading In Learners |
| **12** | Reading Aloud | Read Aloud with Children | Reading Aloud |

GHANAIAN LANGUAGE - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | Listening and speaking | **Songs*** Demonstrate an understanding of types of work and play songs and learn them
 | B2.1.1.1.1-3* Sing work and play songs and discuss their importance
* Relate types of play songs to everyday activities in their environment.
* Relate types of work songs to everyday activities in their environment
 |
| **2****20/9/24** | Listening and Speaking | **Rhymes** * Demonstrate knowledge of some selected rhymes with their correct rhythms by listening attentively.
 | B2.1.2.1.1-2 * Explore rhymes with correct rhythm
* Explore rhymes with problematic sounds
 |
| **3****27/9/24** | Listening and Speaking | **Listening & Story Telling** * Exhibit knowledge of listening to and retelling simple stories
 | B2.1.4.1.1-3 * Retell part of a story
* Recognize the morals/values in a story
* Dramatize part of the story
 |
| **4****4/10/24** | Reading | **Phonological & Phonemic Awareness** * Demonstrate knowledge of hearing, recognizing and differentiating sounds in spoken words
 | B2.2.3.1.1 Recognize and create words with the same sounds - initial and final position |
| **5****11/10/24** | Reading | **Phonics: letter & sound knowledge** * Show an understanding of connecting sounds to letters and blending letters into syllables in order to read
 | B2.2.4.1.1-3 * Blend syllables to produce simple words
* Use alphabetic knowledge to decode words
* Read simple short sentences
 |
| **6****18/10/24** | Reading | **Phonics: letter & sound knowledge** * Recognize and read words with identical sounds
 | B2.2.4.2.1-4 * Listen and say words with identical sounds from simple sentences.
* Read simple poems and recognize rhyming words
* Recognize diagraphs from letters of the alphabet
 |
| **7****25/10/24** | Writing | **Penmanship & Handwriting** * Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.
 | B2.3.1.1.1-2 * Write letters clearly and boldly
* Write words clearly and boldly
 |
| **8****1/11/24** | Writing | **Penmanship & Handwriting** * Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.
 | B2.3.1.1.3-4 * Copy simple sentences clearly and boldly
* Practice saying letters or words that present difficulty to them
 |
| **9****8/11/24** | Writing Conventions | **Integrating Grammar in Written Language (Capitalization)** * Exhibit knowledge of using capital letters
 | B2.5.1.1.1-3 * Write proper nouns with capital letters
* Use capital letters to start sentences
* Use capital letters after full stops
 |
| **10****15/11/24** | Writing Conventions | **Integrating Grammar in Written Language (Punctuation)** * Show an understanding of the use of full stops
 | B2.5.2.1.1 Know what the full stop and the comma are |
| **11****22/11/24** | Extensive Reading | **Building the love and culture of reading in learners** * Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.
 | B2.6.1.1.1 Read short passages of simple sentences of about four to five words |
| **12****29/11/24** | Extensive Reading | **Reading Aloud** * 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 |
| **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 1** | **TERM 2** | **TERM 3** |
| **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 | Relationship | Strategies |
| **8** | Dynamics | Dynamics | Endurance |
| **9** | Aerobic capacity | Strength | Flexibility |
| **10** | Fitness | Safety injury | Body composition |
| **11** | Healthy diet | Substances | Group dynamic |
| **12** | Self-responsibility | Social interaction | Critical thinking |

PHYSICAL EDUCATION - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | Motor Skill & 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)
 | B2.1.1.1.1: Travel (move) in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, jumping, and skipping |
| **2****20/9/24** | Motor Skill & 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)
 | B2.1.2.1.2:Forward and backward skip without a rope |
| **3****27/9/24** | Motor Skill & 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)
 | B2.1.3.1.3 Roll a ball from stationary to a given point and back, using hands |
| **4****4/10/24** | Motor Skill & 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)
 | B2.1.4.1.4 Demonstrate balance on the ground and on objects, using bases of support other than both feet |
| **5****11/10/24** | Motor Skill & 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)
 | B2.1.5.1.5Transfer weight from feet to hands and from hands to feet, landing with control. |
| **6****18/10/24** | Motor Skill & 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)
 | B2.1.6.1.6Strike a ball continuously in an upward or forward motion, using a hand and foot |
| **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
 | B2.2.2.2.1Explain open spaces |
| **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
 | B2.2.2.2.2Distinguish between ‘a hop and a jump’ |
| **9****8/11/24** | Physical Fitness | **Aerobic Capacity*** Assess and maintain a level of physical fitness to improve health and performance
 | B2.3.2.3.2Perform four continuous abdominal curls |
| **10****15/11/24** | Physical Fitness Concepts,  | **Fitness*** Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
 | B2.4.1.4.1Explain why people participate in physical activities three to four times each week, for at least 30 minutes |
| **11****22/11/24** | Physical Fitness Concepts,  | **Healthy Diet** * Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
 | B2.4.1.4.2Mention the components of physical fitness |
| **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
 | B2.5.1.5.1Accept responsibility for one’s own behavior in a group activity. |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |