**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 | Blends and Consonant Clusters | Comprehension |
| Penmanship | Writing Simple Words and Sentences | Narrative Writing |
| Using Capitalisation | Using Punctuation | Using Adverbs |
| 2 | Songs | Conversation  | Listening Comprehension |
| Phonics | Blends and Consonant Clusters | Comprehension |
| Penmanship | Writing Simple Words and Sentences | Narrative Writing |
| Using Capitalisation | Using Punctuation | Using Adverbs |
| 3 | Songs | Conversation  | Asking and Answering Questions |
| Phonics | Blends and Consonant Clusters | Comprehension |
| Penmanship | Writing Simple Words and Sentences | Narrative Writing |
| Using Capitalisation | Using Punctuation | Using Adverbs |
| 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 /Copying Letters | Guided Composition | Narrative Writing |
| Using Capitalisation | Using Action Words | Using Adverbs |
| 5 | Rhymes  | Conversation  | Asking and Answering Questions |
| Phonics | Vocabulary | Comprehension |
| Writing /Copying Letters | Guided Composition | Descriptive Writing |
| Using Capitalisation | Using Action Words | Using Adverbs |
| 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 | Fluency |
| Labelling items | Writing as a Process | Descriptive Writing |
| Using Capitalisation | Using Action Words | Using Simple Prepositions |
| 7 | Story  | Conversation  | Giving and Responding to Commands |
| Word Families | Vocabulary | Fluency |
| Labelling items | Writing as a Process | Argumentative Writing |
| Using Punctuation | 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 |
| 8 | Story  | Conversation  | Giving and Responding to Commands |
| Word Families | Comprehension | Fluency |
| Writing Simple Words and Sentences | Writing as a Process | Argumentative Writing |
| Using Punctuation | Using Action Words | Using Simple and Compound Sentences |
| 9 | Story | Conversation  | Presentation |
| Word Families | Comprehension | Fluency |
| Writing Simple Words and Sentences | Writing as a Process | Academic Writing |
| Using Punctuation | 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 |
| 10 | Dramatisation and Role Play | Conversation  | Presentation |
| Diphthongs | Comprehension | Fluency |
| Writing Simple Words and Sentences | Writing as a Process | Academic Writing |
| Using Punctuation | Using Adjectives | Spelling |
| 11 | Songs | Conversation  | Listening Comprehension |
| Phonics | Blends and Consonant Clusters | Comprehension |
| Penmanship | Writing Simple Words and Sentences | Narrative Writing |
| Using Capitalisation | Using Punctuation | Using Adverbs |
| 12 | Conversation  | Listening Comprehension | Presentation |
| Diphthongs | Comprehension | Fluency |
| Writing Simple Words and Sentences | Writing as a Process | Academic Writing |
| Using Punctuation | Using Adjectives | 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 | REVISION |
| 220/9/24 | Oral Language | **Songs**B3.1.1.1: Demonstrate understanding of a variety of songs | B3.1.1.1.1. Talk about the benefits of songs |
| Reading | **Phonics**B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech |
| Writing | **Penmanship**B3.4.2.1: Copy and write sentences correctly | B3.4.2.1.1. Copy short paragraphs clearly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B3.5.1.1: Apply knowledge of capitalization in writing | B3.5.1.1.1. Use capital letters to write initials and abbreviations |
| 327/9/24 | Oral Language | **Songs**B3.1.1.1: Demonstrate understanding of a variety of songs | B3.1.1.1.1. Talk about the benefits of songs |
| Reading | **Phonics**B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words |
| Writing | **Penmanship**B3.4.2.1: Copy and write sentences correctly | B3.4.2.1.1. Copy short paragraphs clearly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B3.5.1.1: Apply knowledge of capitalization in writing | B3.5.1.1.1. Use capital letters to write initials and abbreviations |
| Extensive Reading | Building the Love and Culture of ReadingB3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them |
| 44/10/24 | Oral Language | **Rhymes** B3.1.2.1: Appreciate a variety of literary pieces | B3.1.2.1.1. Compose short rhymes and tongue-twisters and recite them |
| Reading | **Phonics**B3.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words |
| Writing | **Writing /Copying Letters**B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly | B3.4.3.1.1. Use letter-sound relationships to represent most letters in words correctly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B3.5.1.1: Apply knowledge of capitalisation in writing | B3.5.1.1.1. Use capital letters to write initials and abbreviations |
| 511/10/24 | Oral Language | **Rhymes** B3.1.2.1: Appreciate a variety of literary pieces | B3.1.2.1.1. Compose short rhymes and tongue-twisters and recite them |
| Reading | **Phonics**B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | B3.2.2.1.3. Use basic elements of structural analysis (e.g prefixes, suffixes, compound, root words) to decode unknown words |
| Writing | **Writing /Copying Letters**B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly | B3.4.3.1.1. Use letter-sound relationships to represent most letters in words correctly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B3.5.1.1: Apply knowledge of capitalisation in writing | B3.5.1.1.2. Demonstrate the ability to capitalise titles of texts |
| Extensive Reading | Building the Love and Culture of ReadingB3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them |
| 618/10/24 | Oral Language | **Story** B3.1.4.1: Respond to stories | B3.1.4.1.1. Respond to and ask questions based on stories heard |
| Reading | **Phonics**B3.2.2.1: Connect sounds to letters and blend letters/syllables to read and write | B3.2.2.1.3. Use basic elements of structural analysis (e.g prefixes, suffixes, compound, root words) to decode unknown words |
| Writing | **Labelling items**B3.4.4.1: Draw and label simple pictures | B3.4.4.1.1. Make a list of objects found in the environment |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B3.5.1.1: Apply knowledge of capitalization in writing | B3.5.1.1.2. Demonstrate the ability to capitalise titles of texts |
| 725/10/24 | Oral Language | **Story** B3.1.4.1: Respond to stories | B3.1.4.1.2. Tell parallel stories |
| Reading | **Word Families**B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension | B3.2.3.1.1. Use common rhyming/endings words for decoding of words |
| Writing | **Labelling items**B3.4.4.1: Draw and label simple pictures | B3.4.4.1.1. Make a list of objects found in the environment |
| Writing Conventions & Grammar Usage | **Using Punctuation**B3.5.2.1: Apply knowledge of the use of punctuation in communication | B3.5.2.1.1. Use full stops in initials and abbreviations |
| Extensive Reading | Building the Love and Culture of ReadingB3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them |
| 81/11/24 | Oral Language | **Story** B3.1.4.1: Respond to stories | B3.1.4.1.3. Create own events to extend stories heard |
| Reading | **Word Families**B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension | B3.2.3.1.2. Use words containing digraphs to make meaningful sentences |
| Writing | **Writing Simple Words and Sentences**B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar | B3.4.5.1.1. Write simple sentences to express personal opinions about favourite characters in texts |
| Writing Conventions & Grammar Usage | **Using Punctuation**B3.5.2.1: Apply knowledge of the use of punctuation in communication | B3.5.2.1.1. Use full stops in initials and abbreviations |
| 98/11/24 | Oral Language | **Dramatisation and Role Play**B3.1.5.1: Perform stories | B3.1.5.1.1. Dramatize and role-play stories heard and read |
| Reading | **Word Families**B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension | B3.2.3.1.2. Use words containing digraphs to make meaningful sentences |
| Writing | **Writing Simple Words and Sentences**B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar | B3.4.5.1.2. Write simple meaningful sentences to express feelings and opinions about people and things |
| Writing Conventions & Grammar Usage | **Using Punctuation**B3.5.2.1: Apply knowledge of the use of punctuation in communication | B3.5.2.1.1. Use full stops in initials and abbreviations |
| Extensive Reading | Building the Love and Culture of ReadingB3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them |
| 1015/11/24 | Oral Language | **Dramatisation and Role Play**B3.1.5.1: Perform stories | B3.1.5.1.1. Dramatize and role-play stories heard and read |
| Reading | **Diphthongs**B3.2.4.1: Show understanding of diphthongs | B3.2.4.1.1. Use diphthongs to build words |
| Writing | **Writing Simple Words and Sentences**B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar | B3.4.5.1.3. Draw pictures and write, at least, three sentences to share an opinion |
| Writing Conventions & Grammar Usage | **Using Punctuation**B3.5.2.1: Apply knowledge of the use of punctuation in communication | B3.5.2.1.2. Use commas appropriately to list items |
| 1122/11/24 | Oral Language | **Conversation** B3.1.6.1: Explore using certain culturally acceptable language for communication | B3.1.6.2.1. Demonstrate turn-taking in conversation in different topics |
| Reading | **Diphthongs**B3.2.4.1: Show understanding of diphthongs | B3.2.4.1.1. Use diphthongs to build words |
| Writing | **Writing Simple Words and Sentences**B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar | B3.4.5.1.3. Draw pictures and write, at least, three sentences to share an opinion |
| Writing Conventions & Grammar Usage | **Using Punctuation**B3.5.2.1: Apply knowledge of the use of punctuation in communication | B3.5.2.1.2. Use commas appropriately to list items |
| Extensive Reading | Building the Love and Culture of ReadingB3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them |
| 1229/11/24 | Oral Language | **Conversation** B3.1.6.1: Explore using certain culturally acceptable language for communication | B3.1.6.2.1. Demonstrate turn-taking in conversation in different topics |
| Reading | **Diphthongs**B3.2.4.1: Show understanding of diphthongs | B3.2.4.1.1. Use diphthongs to build words |
| Writing | **Writing Simple Words and Sentences**B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar | B3.4.5.1.3. Draw pictures and write, at least, three sentences to share an opinion |
| Writing Conventions & Grammar Usage | **Using Punctuation**B3.5.2.1: Apply knowledge of the use of punctuation in communication | B3.5.2.1.2. Use commas appropriately to list items |
| Extensive Reading | Building the Love and Culture of ReadingB3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them |
| 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 & Ordinality | Counting, Representation, Cardinality & Ordinality | Counting, Representation, Cardinality & Ordinality |
| **2** | Counting, Representation, Cardinality & Ordinality | Counting, Representation, Cardinality & Ordinality | Number Operations |
| **3** | Counting, Representation, Cardinality & Ordinality | Counting, Representation, Cardinality & Ordinality | Number Operations |
| **4** | Number Operations | Number Operations | Number Operations |
| **5** | Number Operations | Number Operations | Measurement – Length, Mass, Time |
| **6** | Number Operations | Number Operations | Measurement – Length, Mass, Time |
| **7** | Number Operations | Number Operations | Measurement – Length, Mass, Time |
| **8** | Fractions  | 2D & 3D Shapes | Measurement – Length, Mass, Time |
| **9** | Fractions  | 2D & 3D Shapes | Measurement – Length, Mass, Time |
| **10** | Fractions  | 2D & 3D Shapes | Measurement – Length, Mass, Time |
| **11** | Money  | 2D & 3D Shapes | Data Collection |
| **12** | Patterns and Relationship | Position/ Transformation | Data Collection |

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 10,000
 | B3.1.1.1.1-2Use number names and the counting sequence to count and estimate quantities up to 10,000.Identify numbers in different positions around a given number in a number chart |
| **3****27/9/24** | Number  | **Counting & Representation,*** Count and estimate quantities from 0 to 10,000
 | B3.1.1.1.3-4 Describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value conceptCompare and order whole numbers up to 10,000 and represent comparisons using the symbols >, |
| **4****4/10/24** | Number  | **Number Operations*** Develop and use standard strategies for adding and subtracting within 1000
 | B3.1.2.1.1Use standard strategy or procedure to do addition or subtraction within 1000 |
| **5****11/10/24** | Number  | **Number Operations*** Demonstrate an understanding of the concept of “equality” and “not equal to” in addition and subtraction problems with sums up to 1000
 | B3.1.2.2.1Use the concept of "equal to" and "not equal to" |
| **6****18/10/24** | Number  | **Number Operations*** Develop and use strategies for mentally computing basic addition and subtraction facts within 100
 | B3.1.2.3.1Use strategies to mentally add and subtract whole numbers within 100 |
| **7****25/10/24** | Number  | **Number Operations*** Develop and use strategies for mentally computing basic addition and subtraction facts within 100
 | B3.1.2.3.1Use strategies to mentally add and subtract whole numbers within 100 |
| **8****1/11/24** | Number  | **Fractions*** Develop an understanding of fractions using concrete and pictorial representations and write fractions
 | B3.1.3.1.1Understand a unit fraction by explaining the fraction 𝟏 𝒇 as the quantity obtained by taking 1 part when a whole is partitioned into f equal parts and that a fraction 𝟏 𝒇 is the quantity obtained by taking parts of the 𝟏 𝒇 size |
| **9****8/11/24** | Number  | **Fractions*** Develop an understanding of fractions using concrete and pictorial representations and write fractions
 | B3.1.3.1.2Understand, explain and demonstrate that fractions can be used to |
| **10****15/11/24** | Number  | **Fractions*** Develop an understanding of fractions using concrete and pictorial representations and write fractions
 | B3.1.3.1.3Compare and order unit fractions and fractions with like denominators |
| **11****22/11/24** | Number  | **Money*** Determine the value of coins and notes in order to solve monetary transactions
 | B3.1.4.1.1Use different denominations of money (1,2, 5, 10, 20, 50 cedis notes an pesewas coins) to buy and give change |
| **12****29/11/24** | Algebra | **Patterns and Relationship*** Recognise, create, extend, describe, and use patterns and rules to solve mathematical tasks
 | B3.2.1.1.1Demonstrate an understanding of increasing and decreasing patterns by extending the next two or three terms and identifying errors or missing elements |
| **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  | Forces And Movements  |
| **2** | Living & Non-Living Things | The Human Body System |  Forces And Movements  |
| **3** | Materials  | The Human Body System | Forces And Movements  |
| **4** | Materials | The Solar System  | Personal Hygiene And Sanitation  |
| **5** | Materials | The Solar System | Personal Hygiene And Sanitation  |
| **6** | Materials | Ecosystem  | Diseases  |
| **7** | Earth Science  | Ecosystems | Diseases |
| **8** | Earth Science | Sources And Forms Of Energy  | Diseases |
| **9** | Earth Science | Sources And Forms Of Energy | Science And Industry  |
| **10** | Earth Science | Sources And Forms Of Energy | Diseases |
| **11** | Life Cycle Of Organism  | Electricity And Electronics  | Climate Change  |
| **12** | Life Cycle Of Organisms | Electricity And Electronic | Diseases |

SCIENCE – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONT STANDARD** | **INDICATORS** |
| **1****13/9/24** | Diversity Of Matter | **Living & Non-Living Things**Show understanding of the physical features and life processes of living things and use this understanding to classify them | B3.1.1.1.1Classify living things into plants and animals by their life processes |
| **2****20/9/24** | Diversity Of Matter | **Living & Non-Living Things*** Show understanding of the physical features and life processes of living things and use this understanding to classify them
 | B3.1.1.1.1Classify living things into plants and animals by their life processes |
| **3****27/9/24** | Diversity Of Matter | **Materials*** Recognize materials as important resources for
 | B3.1.2.1.1Identify the uses of everyday materials and link the uses to their properties |
| **4****4/10/24** | Diversity Of Matter | **Materials*** Recognize materials as important resources for
 | B3.1.2.1.2Demonstrate understanding that an object is made of one or more materials |
| **5****11/10/24** | Diversity Of Matter | **Materials*** Understand mixtures, types, formation, uses and ways of separating them into their components
 | B3.1.2.2.1Describe a solid-liquid mixture and explain how to separate the components |
| **6****18/10/24** | Diversity Of Matter | **Materials*** Know that substances can exist in different physical state (solid, liquid, Gas). Many substances can be changed from one state to another by heating or cooling
 | B3.1.2.3.1Explain how substances change state between solid, liquid and gas |
| **7****25/10/24** | Cycles | **Earth Science*** Recognize that some events in our environment occur recurrently
 | B3.2.1.1.1Describe some cyclic events like day and night, wet and dry seasons and their intervals/periods |
| **8****1/11/24** | Cycles | **Earth Science*** Recognize the relationship between the Earth and the Sun
 | B3.2.1.2.1Know the importance of the sun to the earth |
| **9****8/11/24** | Cycles | **Earth Science*** Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle
 | B3.2.1.3.1Identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them |
| **10****15/11/24** | Cycles | **Earth Science*** Recognize water and air as important natural resources
 | B3.2.1.4.1-2Identify things that make water impureDescribe the properties of air |
| **11****22/11/24** | Cycles | **Life Cycle Of Organism*** Demonstrate understanding of life cycle of a plant
 | B3.2. 2.1.2Observe the germination of maize and bean seeds |
| **12****29/11/24** | Cycles | **Life Cycle Of Organisms*** Demonstrate understanding of life cycle of a plant
 | B3.2. 2.1.2Observe the germination of maize and bean seeds |
| **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 & Landmarks | Responsible Use Of Resources |
| **2** | Nature Of God | Population & 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 And The Weather | Being A Citizen | Sources Of Information |
| **10** | The Environment And 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 understanding of the purpose of God’s creation
 | B3.1.1.1.1Examine the purpose of God’s creation of human beings |
| **2****20/9/24** | All About Us | **Nature Of God*** Appreciate God’s promises to humankind
 | B3.1.1.2.1. Explain God’s promises to humankind B3.1.1.2.2.Identify benefits of responding to God’s call |
| **3****27/9/24** | All About Us | **My Self*** Demonstrate knowledge of promoting personal hygiene and safety
 | B3.1.2.1.1Explain ways of promoting personal hygiene and safety as a responsible citizen  |
| **4****4/10/24** | All About Us | **My Self*** Demonstrate knowledge of promoting personal hygiene and safety
 | B3.1.2.1.1Explain ways of promoting personal hygiene and safety as a responsible citizen  |
| **5****11/10/24** | All About Us | **My Family & The Community*** Show understanding of roles in the family and community
 | B3.1.3.1.1Explain factors that promote good relationships at home, school and community |
| **6****18/10/24** | All About Us | **My Family & The Community*** Show understanding of roles in the family and community
 | B3.1.3.1.1Explain factors that promote good relationships at home, school and community |
| **7****25/10/24** | All About Us | **Home And School*** Demonstrate understanding of the home and other important locations in the neighborhood
 | B3.1.4.1.1Sketch a map of the neighbourhood showing major home, major routes and other important locations |
| **8****1/11/24** | All About Us | **Home And School*** Demonstrate understanding of the home and other important locations in the neighborhood
 | B3.1.4.1.1Sketch a map of the neighborhood showing major home, major routes and other important locations |
| **9****8/11/24** | All Around Us | **The Environment And The Weather*** Appreciate the problems associated with the use of land and water
 | B3.2.1.1. 1. Explain problems with the use of land and water  |
| **10****15/11/24** | All Around Us | **The Environment And The Weather*** Appreciate the problems associated with the use of land and water
 | B3.2.1.1.2Identify ways of protecting land and water as a responsible citizen |
| **11****22/11/24** | All Around Us | **Plants And Animals*** Demonstrate understanding of the importance of gardening
 | B3.2.2.1.1Explain how to make and maintain a garden |
| **12****29/11/24** | All Around Us | **Plants And Animals*** Demonstrate understanding of the importance of gardening
 | B3.2.2.1.1Explain how to make and maintain a garden |
| **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 Festivals  | Roles & Relationships |
| **2** | God the Creator | Religious Festivals  | Roles & Relationships |
| **3** | God the Creator | Religious Festivals  | Roles & Relationships |
| **4** | God the Creator | Religious Festivals  | Roles & Relationships |
| **5** | Purpose of God’s creation | Religious Festivals  | Roles & Relationships |
| **6** | Purpose of God’s creation | Religious Festivals  | Roles & Relationships |
| **7** | Purpose of God’s creation | Early life of the three major religion in Ghana | Personal Safety in the Community |
| **8** | Purpose of God’s creation | Early life of the three major religion in Ghana | Personal Safety in the Community |
| **9** | Religious Worship | Early life of the three major religion in Ghana | Personal Safety in the Community |
| **10** | Religious Worship | Early life of the three major religion in Ghana | Personal Safety in the Community |
| **11** | Religious Worship | Early life of the three major religion in Ghana | Personal Safety in the Community |
| **12** | Religious Worship | Early life of the three major religion in Ghana | 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 & Attributes | **God the Creator*** Identify ways of ensuring environmental safety
 | B3.1.2.1.1Demonstrate ways to care for the environment. |
| **2****20/9/24** | God’s Creation & Attributes | **God the Creator*** Demonstrate ways to care for the environment.
 | B3.1.2.1.1Demonstrate ways to care for the environment. |
| **3****27/9/24** | God’s Creation & Attributes | **God the Creator*** Demonstrate ways to care for the environment.
 | B3.1.2.1.1Demonstrate ways to care for the environment. |
| **4****4/10/24** | God’s Creation & Attributes | **God the Creator*** Demonstrate ways to care for the environment.
 | B3.1.2.1.1Demonstrate ways to care for the environment. |
| **5****11/10/24** | God’s Creation & Attributes | **Purpose of God’s creation*** Explain the purpose of God’s creation
 | B3.1.3.1.1Explain the purpose of God’s creation of humankind |
| **6****18/10/24** | God’s Creation & Attributes | **Purpose of God’s creation*** Explain the purpose of God’s creation COND’
 | B3.1.3.1.2Give reasons for protecting God’s creation. |
| **7****25/10/24** | God’s Creation & Attributes | **Purpose of God’s creation*** Explain the purpose of God’s creation COND’
 | B3.1.3.1.3Explain the need for good relationship among people of different ethnic groups. |
| **8****1/11/24** | God’s Creation & Attributes | **Purpose of God’s creation*** Explain the purpose of God’s creation COND’
 | B3.1.3.1.3Explain the need for good relationship among people of different ethnic groups. |
| **9****8/11/24** | Religious Practices | **Religious Worship*** Appreciate the importance of religious worship
 | B3.2.1.1.1Name the sacred scriptures of the three major religions. |
| **10****15/11/24** | Religious Practices | **Religious Worship*** Appreciate the importance of religious worship
 | B3.2.1.1.1Name the sacred scriptures of the three major religions. |
| **11****22/11/24** | Religious Practices | **Religious Worship*** Appreciate the importance of religious worship
 | B3.2.1.1.2Give reasons for studying the sacred scriptures of the three major religions among their followers. |
| **12****29/11/24** | Religious Practices | **Religious Worship*** Appreciate the importance of religious worship
 | B3.2.1.1.2Give reasons for studying the sacred scriptures of the three major religions among their followers. |
| **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** | The People Of Ghana | Major Historical Location | Some Selected Individuals |
| **2** | The People Of Ghana | Major Historical Location | Some Selected Individuals |
| **3** | The People Of Ghana | Major Historical Location | Some Selected Individuals |
| **4** | The People Of Ghana | Major Historical Location | Arrival of Europeans |
| **5** | The People Of Ghana | Major Historical Location | Arrival of Europeans |
| **6** | The People Of Ghana | Major Historical Location | Arrival of Europeans |
| **7** | Inter Group Relations | Major Historical Location | Arrival of Europeans |
| **8** | Inter Group Relations | Major Historical Location | Arrival of Europeans |
| **9** | Inter Group Relations | Major Historical Location | Arrival of Europeans |
| **10** | Inter Group Relations | Some Selected Individuals | Arrival of Europeans |
| **11** | Inter Group Relations | Some Selected Individuals | Arrival of Europeans |
| **12** | Inter Group Relations | Some Selected Individuals | Arrival of Europeans |

HISTORY - FIRST TERM SCHEME OF LEARNING

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | My Country Ghana  | **The People Of Ghana*** Exhibit knowledge of the unique history of the major
 | B3.2.1.1.1Discuss the origins of the major ethnic groups in Ghana |
| **2****20/9/24** | My Country Ghana  | **The People Of Ghana*** Exhibit knowledge of the unique history of the major
 | B3.2.1.1.1Discuss the origins of the major ethnic groups in Ghana |
| **3****27/9/24** | My Country Ghana  | **The People Of Ghana*** Exhibit knowledge of the unique history of the major
 | B3.2.1.1.1Discuss the origins of the major ethnic groups in Ghana |
| **4****4/10/24** | My Country Ghana  | **The People Of Ghana*** Exhibit knowledge of the unique history of the major
 | B3.2.1.1.1Discuss the origins of the major ethnic groups in Ghana |
| **5****11/10/24** | My Country Ghana  | **The People Of Ghana*** Exhibit knowledge of the unique history of the major
 | B3.2.1.1.1Discuss the origins of the major ethnic groups in Ghana |
| **6****18/10/24** | My Country Ghana  | **The People Of Ghana*** Exhibit knowledge of the unique history of the major
 | B3.2.1.1.1Discuss the origins of the major ethnic groups in Ghana |
| **7****25/10/24** | My Country Ghana  | **Inter Group Relations*** Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges
 | B3.2.2.1.1Discuss the nature of exchanges among the ethnic groups. |
| **8****1/11/24** | My Country Ghana  | **Inter Group Relations*** Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges
 | B3.2.2.1.1Discuss the nature of exchanges among the ethnic groups. |
| **9****8/11/24** | My Country Ghana  | **Inter Group Relations*** Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges
 | B3.2.2.1.1Discuss the nature of exchanges among the ethnic groups. |
| **10****15/11/24** | My Country Ghana  | **Inter Group Relations*** Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges
 | B3.2.2.1.1Discuss the nature of exchanges among the ethnic groups. |
| **11****22/11/24** | My Country Ghana  | **Inter Group Relations*** Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges
 | B3.2.2.1.1Discuss the nature of exchanges among the ethnic groups. |
| **12****29/11/24** | My Country Ghana  | **Inter Group Relations*** Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges
 | B3.2.2.1.1Discuss the nature of exchanges among the ethnic groups. |
| **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 African communities. | Concept: The artworks of people of other African cultures that reflect the natural and man-made environment. | Concept: Emerging topical issues of people of other African cultures: |
|  | 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 other African communities. |
| **1****13/9/24** | REVISION |
|  | VISUAL ARTS |
| **2****20/9/24** | Visual Arts | Thinking and Exploring IdeasB3 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 | B3 1.1.1.1 Study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in AfricaB3 1.1.1.2 Generate ideas from visual artworks produced or found in other African communities for making own visual artworks that reflect people in those areas in Africa |
| **3****27/9/24** | Visual Arts | Planning, Making and ComposingB3 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. | (B3.1.2.2.1, B3.1.2.3.1)B3 1.2.2.1 Plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in AfricaB3 1.2.3.1 Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities |
| **4****4/10/24** | Visual Arts | Displaying and SharingB3 1.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance. | B3 1.3.4.1 Plan a display of own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communitiesB3 1.3.5.1 Display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities |
| **5****11/10/24** | Visual Arts | Appreciation and AppraisalB3 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), the recordings and reports | B3 1.4.6.1 Agree on guidelines for viewing artworks and expressing own feelings and thoughts about own and others’ displayed visual artworks as representations of artworks produced or found in other African communities |
|  |  | PERFORMING ARTS |  |
| **6****18/10/24** | Performing Arts | Thinking and Exploring IdeasB3 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 topical local/national/global issues | B3 2.1.1.1 Study and talk about performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in AfricaB3 2.1.1.2 Generate ideas from performing artworks produced or performed in other African communities for creating own artworks that reflect people in those areas in Africa |
| **7****25/10/24** | Performing Arts | Planning, Making and ComposingB3 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 | B3 2.2.2.1 Plan own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of AfricaB3 2.2.3.1 Create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas |
| **8****1/11/24** | Performing Arts | Displaying and SharingB3 2.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance. | B3 2.3.4.1 Plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communitiesB3 2.3.5.1 Perform own artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities |
| **9****8/11/24** | Performing Arts | Appreciation and AppraisalB3 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 | B3 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 African communities |
|  | PROJECT WORK (VISUAL & PERFORMING ARTS) |
| **10****15/11/24** | Visual Arts &Performing Arts | Thinking and Exploring Ideas**School based project** |  |
| **11****22/11/24** | Visual Arts &Performing Arts | Planning, Making and Composing**School based project** |  |
| **12****29/11/24** | Visual Arts &Performing Arts | Displaying and sharing **/** Appreciating and Appraising**School based project** |  |
| **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 | Asking & Answering Questions |
| **2** | Rhymes | Conversation | Giving & Following Instructions |
| **3** | Poems | Talking about Oneself, Family, People and Places | Presentation |
| **4** | Story telling | Listening comprehension | Listening Comprehension |
| **5** | Phonological and phonemic awareness | Vocabulary (Sight and Content Vocabulary) | Silent Reading |
| **6** | Phonics: letter and sound knowledge | Comprehension | Fluency |
| **7** | Penmanship | Labelling Items in the Environment/Classroom | Fluency |
| **8** | Writing Simple Words/Names of People and Places (Proper Nouns) | Integrating Grammar in Written Language (Use of Action Words) | Writing And Copying Simple Sentence 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 And Compound Sentence) |
| **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 | Reading Short Stories and Respond to Them |
| **12** | Reading aloud | Read Aloud with Children | Reading Short Poems and Respond to Them |

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 an understanding of some selected songs by telling what the songs are about.
 | B3.1.1.1.1-3Sing songs with the correct rhythms and discuss the meaning and moral values of the song. |
| **2****20/9/24** | Oral Language  | **Rhymes*** Show an understanding of some rhymes.
 | B3.1.2.1.1-3* Recognize rhyming words
 |
| **3****27/9/24** | Oral Language  | **Poems*** 1 Demonstrate knowledge of poem recitation with the correct stress and rhythm by listening attentively.
 | B3.1.3.1.1-3* Explore poems and note the words and discuss what the poem is about.
 |
| **4****4/10/24** | Oral Language  | **Story** **telling*** Exhibit knowledge of listening to and reading simple and interesting stories.
 | B3.1.4.1.1-3* Mention some of the key words in a story
* Mention issues and morals in a story.

Dramatize the story. |
| **5****11/10/24** | Reading  | **Phonological and phonemic awareness*** Demonstrate knowledge of listening, recognizing and differentiating sounds in spoken words.
 | B3.2.3.1.1-3* Recognize and separate syllables.
* Add individual sounds in simple one-syllable words to make up new words
* Substitute one sound in two-syllable words to make up new words.
 |
| **6****18/10/24** | Reading | **Phonics: letter and sound knowledge*** Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.
 | B3.2.4.1.1-3* Use alphabetic awareness to decode words
* Use alphabetic awareness to decode compound words
* Read simple short sentences that include compound word.
 |
| **7****25/10/24** | Writing  | **Penmanship*** Write simple words/names of people and places (proper nouns).
 | B3.3.1.1.1-3* Write simple words/names of people and places.
 |
| **8****1/11/24** | Writing Conventions | **Writing Simple Words/Names of People and Places (Proper Nouns)*** Write simple words/names of people and places (proper nouns).
 | B3.3.3.1.1* Write simple words/names of people and places.
 |
| **9****8/11/24** | Writing Conventions | **Integrating grammar in written language (capitalization)*** Show an understanding of using punctuation marks appropriately
 | B3.5.2.1.1-3* Understand and use full stops and commas.
* Understand the use of full stops at the end of sentences
* Recognize and use punctuation marks in sentences.
 |
| **10****15/11/24** | Writing Conventions | **Integrating grammar in written language (punctuation)*** Demonstrate knowledge on recognition of action words
 | B3.5.3.1.1-3* Recognize present continuous action words in sentences
* Write present continuous action words correctly
* Use present continuous action words in simple sentences
 |
| **11****22/11/24** | Extensive Reading | **Building the love and culture of reading in learners*** Demonstrate knowledge by reading short stories with correct intonation.
 | B3.6.1.1.1Read short stories aloud correctly. |
| **12****29/11/24** | Extensive Reading | **Reading aloud*** Demonstrate knowledge by reading short stories with correct intonation.
 | B3.6.2.1.1Read short stories aloud correctly |
| **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 | Space Awareness | Body Management |
| **7** | Space Awareness | Relationship | Strategies |
| **8** | Dynamics | Strength | Flexibility |
| **9** | Aerobic Capacity | Endurance | Body Composition |
| **10** | Fitness | Safety Injury | Substance |
| **11** | Healthy Diet | Healthy Diet | Group Dynamics |
| **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 And Movement Patterns | **Locomotive Skills*** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physic
 | B3.1.1.1.1Change direction from forward and back and right and left while walking, running, hopping, and jumping (i.e., locomotors skills). |
| **2****20/9/24** | Motor Skill And Movement Patterns | **Locomotive Skills*** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physic
 | B3.1.2.1.2Jump continuously forward and backward over a turning rope. |
| **3****27/9/24** | Motor Skill And Movement Patterns | **Manipulative Skills*** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities(games, athletics gymnastics and dance) CONT’D
 | B3.1.2.1.3:Jump continuously a self forward turning rope in a circle (skipping with rope). |
| **4****4/10/24** | Motor Skill And Movement Patterns | **Manipulative Skills*** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities(games, athletics gymnastics and dance) CONT’D
 | B3.1.3.1.4Roll a ball from stationary forward and back, using sticks. |
| **5****11/10/24** | Motor Skill And Movement Patterns | **Rhythmic Skills*** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities(games, athletics gymnastics and dance) CONT’D
 | B3 1.4.1.5:Manipulate an object whiles distributing weight and base of support. |
| **6****18/10/24** | Motor Skill And Movement Patterns | **Rhythmic Skills*** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities(games, athletics gymnastics and dance) CONT’D
 | B3.1.5.1.6Balance while moving and manipulating an object on a ground level balance beam. |
| **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.
 | B3.2.1.2.1Identify general 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.
 | B3.2.2.2.2Compare and contrast locomotor movements conducted to even and uneven beats |
| **9****8/11/24** | Physical Fitness | **Aerobic Capacity*** Assess and maintain a level of physical fitness to improve health and performance.
 | B3.3.1.3.1Perform 10 minutes dance with music. |
| **10****15/11/24** | Physical Fitness Concepts | **Fitness*** Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
 | B3.4.1.4.1Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities. |
| **11****22/11/24** | Physical Fitness Concepts | **Healthy Diet*** Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
 | B3.4.1.4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health. |
| **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.
 | B3.5.1.5.1Set a personal goal to improve a motor skill and work toward that goal in non-school time. |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |