**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 | Giving and Following Commands |
| Phonics | Vocabulary | Comprehension |
| Nouns | Determiners | Verbs |
| Penmanship | Writing as a Process | Argumentative Writing |
| Using Punctuation | Using Action Words | Using Simple Prepositions |
| 2 | Songs | Conversation | Presentation |
| Phonics | Vocabulary | Comprehension |
| Nouns | Pronouns | Verbs |
| Penmanship | 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 |
| 3 | Poems | Conversation | Presentation |
| Phonics | Vocabulary | Comprehension |
| Nouns | Pronouns | Adverb |
| Penmanship | Writing as a Process | Argumentative Writing |
| Using Punctuation | Using Action Words | Conjunctions |
| 4 | Poems | Listening Comprehension | Presentation |
| Phonics | Vocabulary | Silent Reading |
| Nouns | Adjectives | Adverb |
| Penmanship | Narrative Writing | Argumentative Writing |
| Naming words | Using Action Words | Conjunctions |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 5 | Poems | Listening Comprehension | Presentation |
| Phonics | Vocabulary | Silent Reading |
| Nouns | Adjectives | Idioms |
| Penmanship | Narrative Writing | Informative writing |
| Naming words | Using Action Words | Using Simple, Compound and Complex Sentences |
| 6 | Story Telling | Listening Comprehension | Presentation |
| Phonics | Vocabulary | Silent Reading |
| Nouns | Verbs | Idioms |
| Paragraph Development | Creative Writing | Informative writing |
| Naming words | Using Adjectives | Using Simple, Compound and Complex Sentences |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 7 | Story Telling | Listening Comprehension | Presentation |
| Word Families | Vocabulary | Fluency |
| Nouns | Verbs | Conjunctions |
| Paragraph Development | Creative Writing | Informative writing |
| Naming words | Using Adjectives | Using Simple, Compound and Complex Sentences |
| 8 | Dramatisation and Role Play | Listening Comprehension | Presentation |
| Word Families | Comprehension | Fluency |
| Determiners | Verbs | Modals |
| Paragraph Development | Descriptive Writing | Letter Writing |
| Naming words | Using Adjectives | Using Simple, Compound and Complex Sentences |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 9 | Dramatisation and Role Play | Asking and Answering Questions | Presentation |
| Diphthongs | Comprehension | Summarizing |
| Determiners | Verbs | Modals |
| Writing as a Process | Descriptive Writing | Letter Writing |
| Naming words | Using Adjectives | Spelling |
| 10 | Conversation | Asking and Answering Questions | Presentation |
| Blends and Consonant Clusters | Comprehension | Summarizing |
| Determiners | Verbs | Modals |
| Writing as a Process | Argumentative Writing | Letter Writing |
| Naming words | Using Adverbs | Spelling |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 11 | Conversation | Giving and Following Commands | Presentation |
| Blends and Consonant Clusters | Comprehension | Summarizing |
| Determiners | Verbs | Prepositions |
| Writing as a Process | Argumentative Writing | Letter Writing |
| Naming words | Using Adverbs | Spelling |
| 12 | Conversation | Giving and Following Commands | Presentation |
| Vocabulary | Comprehension | Summarizing |
| Determiners | Verbs | Prepositions |
| Writing as a Process | Argumentative Writing | Letter Writing |
| Naming words | Using Adverbs | 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** |
| 1  13/9/24 | Oral Language | **Songs**  B4.1.1.1: Demonstrate understanding of variety of songs | B4.1.1.1.1  Listen attentively to songs and sing them with appropriate stress, rhythm and actions |
| Reading | **Phonics**  B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (e.g. initial/final consonants – m, j, f, s, etc., initial short vowels”– a, e, i, o, u”, final “y” as vowel, silent letters etc.) |
| Grammar | **Nouns**  B4.3.1.1: Apply knowledge of different types of nouns in communication | B4.3.1.1.1. Identify and use nouns to identify people, animals, events and objects |
| Writing | **Penmanship**  B4.4.2.1: Copy and rewrite sentences correctly | B4.4.2.1.1. Write clearly using joined letters of consistent size |
| Writing Conventions & Grammar Usage | **Using Punctuation**  B4.5.2.1: Show understanding of how punctuations are used appropriately in writing | B4.5.2.1.1. Use the comma before and after "Yes" and "No" in sentences |
| 2  20/9/24 | Oral Language | **Songs**  B4.1.1.1: Demonstrate understanding of variety of songs | B4.1.1.1.2.  Identify and discuss values in songs |
| Reading | **Phonics**  B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (e.g. initial/final consonants – m, j, f, s, etc., initial short vowels”– a, e, i, o, u”, final “y” as vowel, silent letters etc.) |
| Grammar | **Nouns**  B4.3.1.1: Apply knowledge of different types of nouns in communication | B4.3.1.1.1. Identify and use nouns to identify people, animals, events and objects |
| Writing | **Penmanship**  B4.4.2.1: Copy and rewrite sentences correctly | B4.4.2.1.1. Write clearly using joined letters of consistent size |
| Writing Conventions & Grammar Usage | **Using Punctuation**  B4.5.2.1: Show understanding of how punctuations are used appropriately in writing | B4.5.2.1.1. Use the comma before and after "Yes" and "No" in sentences |
| 3  27/9/24 | Oral Language | **Poems**  B4.1.3.1: Appreciate poems and other pieces of literary materials | B4.1.3.1: Appreciate poems and other pieces of literary materials |
| Reading | **Phonics**  B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B4. 2.2.1.2. Read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts |
| Grammar | **Nouns**  B4.3.1.1: Apply knowledge of different types of nouns in communication | B4.3.1.1.2. Identify and use: proper nouns – refer to cities and countries and), Common nouns |
| Writing | **Penmanship**  B4.4.2.1: Copy and rewrite sentences correctly | B4.4.2.1.1. Write clearly using joined letters of consistent size |
| Writing Conventions & Grammar Usage | **Using** **Punctuation**  B4.5.2.1: Show understanding of how punctuations are used appropriately in writing | B4.5.2.1.1. Use the comma after addressing a person, e.g. Kofi, can you help me? |
| Extensive Reading | Building the Love and Culture of Reading  B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas | B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read |
| 4  4/10/24 | Oral Language | **Poems**  B4.1.3.1: Appreciate poems and other pieces of literary materials | B4.1. 3.1.2  Identify and discuss values in poems |
| Reading | **Phonics**  B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B4. 2.2.1.3. Use words with consonant digraphs to make meaningful sentences |
| Grammar | **Nouns**  B4.3.1.1: Apply knowledge of different types of nouns in communication | B4.3.1.1.2. Identify and use: proper nouns – refer to cities and countries and), Common nouns |
| Writing | **Penmanship**  B4.4.2.1: Copy and rewrite sentences correctly | B4.4.2.1.2. Use simple sentences clearly and correctly |
| Writing Conventions & Grammar Usage | **Naming** **words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.1. Identify and use nouns in sentences to identify people, animals, events and objects |
| 5  11/10/24 | Oral Language | **Poems**  B4.1.3.1: Appreciate poems and other pieces of literary materials | B4.1. 3.1.3.  Compose four-line poems |
| Reading | **Phonics**  B4.2.2.1: Connect sounds to letters; and blend letters/syllables to read and write | B4. 2.2.1.3. Use words with consonant digraphs to make meaningful sentences |
| Grammar | **Nouns**  B4.3.1.1: Apply knowledge of different types of nouns in communication | B4.3.1.1.2. Identify and use: proper nouns – refer to cities and countries and), Common nouns |
| Writing | **Penmanship**  B4.4.2.1: Copy and rewrite sentences correctly | B4.4.2.1.2. Use simple sentences clearly and correctly |
| Writing Conventions & Grammar Usage | **Naming** **words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.1. Identify and use nouns in sentences to identify people, animals, events and objects |
| 6  18/10/24 | Oral Language | **Story Telling**  B4.1.4.1: Respond to stories | B4.1.4.1.1. Retell stories sequentially, including key details |
| Reading | **Phonics**  B4.2.2.2: Use reading readiness and word identification skills | B4.2.2.2.1. Recognise and read words using a variety of cues (e.g. prefixes – word beginning) |
| Grammar | **Nouns**  B4.3.1.1: Apply knowledge of different types of nouns in communication | B4.3.1.1.3. Identify and use collective nouns to refer to a group of objects and people |
| Writing | **Paragraph Development**  B4.4.6.1: Develop, organize and express ideas cohesively in writing for a variety of purposes, audience, and contexts | B4. 4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audiences, and contexts, and organize facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features |
| Writing Conventions & Grammar Usage | **Naming words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.1. Identify and use nouns in sentences to identify people, animals, events and objects |
| Extensive Reading | Building the Love and Culture of Reading  B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas | B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read |
| 7  25/10/24 | Oral Language | **Story Telling**  B4.1.4.1: Respond to stories | B4. 1.4.1.2. Tell own stories |
| Reading | **Word Families**  B4.2.3.1: Identify rhyming/endings words and common digraphs | B4.2.3.1.1.Use common rhyming/ending words to decode words. e. g. at, pat, mat, fat, etc. |
| Grammar | **Nouns**  B4.3.1.1: Apply knowledge of different types of nouns in communication | B4.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas. |
| Writing | **Paragraph Development**  B4.4.6.1: Develop, organize and express ideas cohesively in writing for a variety of purposes, audience, and contexts | B4. 4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audiences, and contexts, and organize facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features |
| Writing Conventions & Grammar Usage | **Naming words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.2. Identify and use Proper nouns (refer to cities and countries) |
| 8  1/11/24 | Oral Language | **Dramatisation and Role Play**  B4.1.5.1: Perform stories | B4.1.5.1.1. Role-play a story/play |
| Reading | **Word Families**  B4.2.3.1: Identify rhyming/endings words and common digraphs | B4.2.3.1.2. Read words with digraphs to make meaningful sentences |
| Grammar | **Determiners**  B4.3.2.1: Apply knowledge of different types of determiners in communication | B4. 3.2.1.1. Identify and use the definite and indefinite articles “a” and “an” to refer to a person, animal, event, time or objects in general |
| Writing | **Paragraph Development**  B4.4.6.1: Develop, organize and express ideas cohesively in writing for a variety of purposes, audience, and contexts | B4.4.6.1.2. Identify the main idea and minor ideas/supporting details in a paragraph |
| Writing Conventions & Grammar Usage | **Naming words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.2. Identify and use Common nouns |
| Extensive Reading | Building the Love and Culture of Reading  B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas | B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read |
| 9  8/11/24 | Oral Language | **Dramatisation and Role Play**  B4.1.5.2: Talk about key issues in stories/sketches | B4.1.5.2.1. Identify moral values in sketches and relate them to real life situations |
| Reading | **Diphthongs**  B4.2.4.1: Identify and use diphthongs to decode words | B4.2.4.1.1. Use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences |
| Grammar | **Determiners**  B4.3.2.1: Apply knowledge of different types of determiners in communication | B4.3.2.1.2. Identify and use quantifiers to show quantities − Numerals (cardinals: one, two) − Some, few/little, etc. − No, all/every |
| Writing | **Writing as a Process**  B4.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing | B4. 4.9.1.1 Select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing |
| Writing Conventions & Grammar Usage | **Naming words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people |
| 10  15/11/24 | Oral Language | **Conversation**  B4.1.6.1: Use culturally acceptable language for communication | B4.1.6.1.1. Describe/talk about objects, events, dates and time |
| Reading | **Blends and Consonant Clusters**  B4.2.5.1: Identify and use consonant blends and clusters in reading | B4.2.5.1.1. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends |
| Grammar | **Determiners**  B4.3.2.1: Apply knowledge of different types of determiners in communication | B4.3.2.1.2. Identify and use quantifiers to show quantities − Numerals (cardinals: one, two) − Some, few/little, etc. − No, all/every |
| Writing | **Writing as a Process**  B4. 4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing | B4. 4.9.1.1 Select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing |
| Writing Conventions & Grammar Usage | **Naming words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people |
| Extensive Reading | Building the Love and Culture of Reading  B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas | B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read |
| 11  22/11/24 | Oral Language | **Conversation**  B4.1.6.2: Demonstrate positive listening and viewing attitudes and behavior by showing attentiveness and understanding | B4.1.6.2.1. Listen and view attentively and for a sustained period (e.g., look at the person speaking) and maintain eye contact. |
| Reading | **Blends and Consonant Clusters**  B4.2.5.1: Identify and use consonant blends and clusters in reading | B4.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs |
| Grammar | **Determiners**  B4.3.2.1: Apply knowledge of different types of determiners in communication | B4.3.2.1.3. Identify and use possessive pronouns to show possession |
| Writing | **Writing as a Process**  B4.4.9.2: Develop and express ideas coherently and cohesively in writing | B4.4.9.2.1. Develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity |
| Writing Conventions & Grammar Usage | **Naming words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas |
| 12  29/11/24 | Oral Language | **Conversation**  B4.1.6.2: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding | B4.1.6.2.2. Listen and view for the entire duration of a text, a speech, a presentation, a video etc. |
| Reading | **Vocabulary**  B4.2.6.1: Understand word meanings and usages | B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication |
| Grammar | **Determiners**  B4.3.2.1: Apply knowledge of different types of determiners in communication | B4.3.2.1.4. Identify and use demonstratives: − this/that, these/those |
| Writing | **Writing as a Process**  B4.4.9.3: Apply strategies for improving drafts for publishing | B4.4.9.3.1. Review and revise the one-paragraph draft taking out irrelevant details |
| Writing Conventions & Grammar Usage | **Naming words**  B4.5.3.1: Apply knowledge of different types of nouns in communication | B4.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas |
| Extensive Reading | Building the Love and Culture of Reading  B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas | B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read |
| 13  5/12/24 | REVISION | | |
| 14  13/12/24 | END OF TERM ASSESSMENT | | |
| 15  20/12/24 | 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 | 2D and 3D Shapes |
| **2** | Counting, Representation & Cardinality | Counting, Representation & Cardinality | Position / Transformation |
| **3** | Counting, Representation & Cardinality | Decimal Fractions | Unknown Expression And Equations |
| **4** | Counting, Representation & Cardinality | Decimal Fractions | Unknown Expression And Equations |
| **5** | Counting, Representation & Cardinality | Percentages | Measurement- (Perimeter and Area) |
| **6** | Counting, Representation & Cardinality | Patterns And Relationship | Measurement- (Perimeter and Area) |
| **7** | Number Operations | Patterns And Relationship | Measurement- (Perimeter and Area) |
| **8** | Number Operations | Patterns And Relationship | Measurement- (Perimeter and Area) |
| **9** | Number Operations | Patterns And Relationship | Measurement -Time |
| **10** | Fractions | Unknown Expression And Equations | Measurement -Time |
| **11** | Fractions | Unknown Expression And Equations | Data Collection And Organization |
| **12** | Fractions | Unknown Expression And Equations | 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** | Number | **Counting, & Representation**   * Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000 | B4. 1.1.1.1-2  Model number quantities, place value for multi-digit using graph sheets or multi-base materials up to 100,000 |
| **2**  **20/9/24** | Number | **Counting, & Representation**   * Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000 | B4. 1.1.1.3-4  Identify numbers in different positions around a given number in a number chart |
| **3**  **27/9/24** | Number | **Counting, & Representation**   * Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000 | B4. 1.1.1.5-6  Round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens |
| **4**  **4/10/24** | Number | **Counting, & Representation**   * Demonstrate understanding of Roman numerals up XXX (30) | B4.1.1.2.1-2  Develop an understanding of Roman Numeral system up XXX (i.e. 30) |
| **5**  **11/10/24** | Number | **Counting, & Representation**   * Demonstrate an understanding of factors, multiples and squared numbers | B4.1.1.3.1-2  Determine set of factors of a given numbers up to 50 |
| **6**  **18/10/24** | Number | **Counting, & Representation**   * Demonstrate an understanding of factors, multiples and squared numbers | B4. 1.1.3.3-4  Determine the lowest common multiple (LCM) of at least any two given numbers up to 100 |
| **7**  **25/10/24** | Number | **Number Operations**   * Recall basic multiplication fact up to 𝟏𝟐 × 𝟏𝟐 | B4.1.2.1.1-2  Determine basic multiplication facts up to 𝟏𝟐 × 𝟏𝟐 |
| **8**  **1/11/24** | Number | **Number Operations**   * Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts * Demonstrate an understanding of multiplication (2 or 3- digit by 1-digit ) * Recall basic division fact up to 100 | B4.1.2.2.2, B4.1.2.3.1, B4.1.2.4.1  Apply mental mathematics strategies and number properties, such as skip counting from a known fact using doubling or halving using patterns in the 9s facts using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts |
| **9**  **8/11/24** | Number | **Number Operations**   * Demonstrate an understanding of division (2- or 3-digit by one digit number) | B4.1.2.5.1, B4.1.2.6.1  Divide 2-digit numbers by 1-digit number efficiently |
| **10**  **15/11/24** | Number | **Fractions**   * Develop an understanding of equivalent and improper fractions 𝟏𝟐 × 𝟏𝟐 | B4.1.3.1.1-2  Generate unit fractions and locate a unit fraction, e.g. one-eighth, on a number line by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts and that each part has size 𝟏 𝟖 . |
| **11**  **22/11/24** | Number | **Fractions**   * Demonstrate an understanding of strategies for comparing, adding and subtracting fractions (same denominator, or one being a multiple of the others) 𝟏𝟐 × 𝟏𝟐 | B4.1.3.1.3-4  Recognize fractions that are greater than one (i.e. improper fractions), draw and label such fractions with their symbols |
| **12**  **29/11/24** | Number | **Fractions**   * Demonstrate an understanding of strategies for comparing, adding and subtracting fractions (same denominator, or one being a multiple of the others) | B4.1.3.2.1-2  Compare and order fractions with like denominators by using pictorial representations and finding equivalent fractions using the Lowest Common Denominator (LCD) |
| **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 And Non-Living Things | The Human Body System | Forces And Movements |
| **2** | Living And Non-Living Things | The Human Body System | Forces And Movement |
| **3** | Living And Non-Living Things | The Solar System | Personal Hygiene And Sanitation |
| **4** | Living And Non-Living Things | The Solar System | Personal Hygiene And Sanitation |
| **5** | Materials | Ecosystem | Personal Hygiene And Sanitation |
| **6** | Materials | Ecosystem | Diseases |
| **7** | Earth Science | Sources And Forms Of  Energy | Diseases |
| **8** | Earth Science | Sources And Forms Of Energy | Diseases |
| **9** | Earth Science | Electricity And Electronics | Climate Change |
| **10** | Earth Science | Electricity And Electronic | Climate Change |
| **11** | Life Cycle Of Organism | Electricity And Electronic | Climate Change |
| **12** | Life Cycle Of Organism | Electricity And Electronic | Climate Change |

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**  Understand the physical features and life processes of living things and use this understanding to classify them | B4.1.1.1.1  Classify animals into insects, birds, mammals and reptiles |
| **2**  **20/9/24** | Diversity of matter | **Living & Non-Living Things**   * Understand the physical features and life processes of living things and use this understanding to classify them | B4.1.1.1.2  Know life processes of animals (movement, nutrition and reproduction) |
| **3**  **27/9/24** | Diversity of matter | **Living & Non-Living Things**   * Understand the differences between living things and things which have never been alive | B4.1.1.2.2 Describe the physical appearance of different types of plants (trees, shrubs, climbing, creeping) |
| **4**  **4/10/24** | Diversity of matter | **Living & Non-Living Things**   * Understand the differences between living things and things which have never been alive | B4.1.1.2.3 Describe the physical features of mammals, reptiles, insects and amphibians |
| **5**  **11/10/24** | Diversity of matter | **Materials**   * Understand mixtures, their types, formation, uses and ways of separating them into their components | B4.1.2.1.1  Identify a liquid-liquid mixture and describe how to separate its components |
| **6**  **18/10/24** | Diversity of matter | **Materials**   * Understand mixtures, their types, formation, uses and ways of separating them into their components | B4.1.2.1.1  Identify a liquid-liquid mixture and describe how to separate its components |
| **7**  **25/10/24** | Cycles | **Earth Science**   * Recognize that some events in our environment occur recurrently | B4.2.1.1.1  Demonstrate understanding of cyclic movements in the environment |
| **8**  **1/11/24** | Cycles | **Earth Science**   * Recognize the relationship between the earth and the sun | B4.2.1.2.1 Identify the objects in the sky during day and night |
| **9**  **8/11/24** | Cycles | **Earth Science**   * Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle | B4.2.1.3.1 Demonstrate the process of evapotranspiration |
| **10**  **15/11/24** | Cycles | **Earth Science**   * Recognize water and air as important natural resources | B4.2.1.5.1 Demonstrate ways of making water safe for use |
| **11**  **22/11/24** | Cycles | **Life Cycle Of Organism**   * Demonstrate understanding of the life cycle of plants | B4.2.2.1.1  Observe, identify and give functions of the parts of a plant |
| **12**  **29/11/24** | Cycles | **Life Cycle Of Organism**   * Demonstrate understanding of the life cycle of plants | B4.2.2.1.2. Examine some common seeds and how they germinate |
| **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 | Being A Citizen |
| **2** | Nature Of God | Map Making and Landmarks | Being A Citizen |
| **3** | Myself | Population And Settlement | Authority And Power |
| **4** | Myself | Population And Settlement | Authority And Power |
| **5** | My Family | Worship | Responsible Use Of Resources |
| **6** | My Family | Worship | Responsible Use Of Resources |
| **7** | Home And School | Festivals | Responsible Use Of Resources |
| **8** | Home And School | Festivals | Farming In Ghana |
| **9** | The Environment And The Weather | Basic Human Rights | Farming In Ghana |
| **10** | The Environment And The Weather | Basic Human Rights | Farming In Ghana |
| **11** | Plants And Animals | Being A Leader | Our Neighbouring Countries |
| **12** | Plants And Animals | Being A Leader | Our Neighbouring Countries |

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 Nature of God as the Creator of human beings | B4.1.1.1.1  Explain how special each individual is |
| **2**  **20/9/24** | All about us | **Nature Of God**   * Demonstrate understanding of the Nature of God as the Creator of human beings | B4.1.1.1.1  Explain how special each individual is |
| **3**  **27/9/24** | All about us | **Myself**   * Demonstrate understanding of self-awareness and living peacefully with others | B4.1.2.1.1. Identify one’s strengths and weaknesses and how to promote interpersonal relations |
| **4**  **4/10/24** | All about us | **Myself**   * Demonstrate understanding of self-awareness and living peacefully with others | B4.1.2.1. 2. Mention reasons to live in harmony with one another as a responsible citizen |
| **5**  **11/10/24** | All about us | **My Family**   * Demonstrate understanding of family relationships | B4.1.3.1.1  Explain and appreciate the importance of being a committed member of the family |
| **6**  **18/10/24** | All about us | **My Family**   * Recognize and appreciate people in the community | B4.1.3.2.1. Identify people in the community |
| **7**  **25/10/24** | All about us | **Home And School**   * Demonstrate understanding of work as a civic responsibility | B4.1.4.1.1  Explain importance of education and work as a responsible citizen |
| **8**  **1/11/24** | All around us | **The Environment & The Weather**   * Demonstrate knowledge of environmental safety | B4.2.1.1.1  Explain ways of making the environment safe |
| **9**  **8/11/24** | All around us | **The Environment & The Weather**   * Demonstrate knowledge of reducing environmental pollution | B4.2.1.2 .1. Prevent pollution on the environment by performing simple activities |
| **10**  **15/11/24** |  | **The Environment & The Weather**   * Recognize the sun as an important body in our global environment. | B4.2.1.3 .1. Describe the sun as the source of light and heat to the earth |
| **11**  **22/11/24** | All around us | **Plants And Animals**   * Demonstrate understanding of how living and non-living things in the environment are related. | B4.2.2.1.1  Explore the relationship between living and non-living things in the environment |
| **12**  **29/11/24** | All around us | **Plants And Animals**   * Demonstrate understanding of how living and non-living things in the environment are related. | B4.2.2.1.2  Recognize the need to preserve living and non-living things in the environment as a responsible |
| **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 | Authority And Obedience |
| **2** | God the Creator | Religious Festivals | Authority And Obedience |
| **3** | God the Creator | Religious Festivals | Authority And Obedience |
| **4** | God the Creator | Religious Festivals | Authority And Obedience |
| **5** | The Environment | The call of the leaders of the three major religion | Authority And Obedience |
| **6** | The Environment | The call of the leaders of the three major religion | Authority And Obedience |
| **7** | The Environment | The call of the leaders of the three major religion | Roles, Relationship in the family and character formation |
| **8** | The Environment | The call of the leaders of the three major religion | Roles, Relationship in the family and character formation |
| **9** | Religious Worship | Roles And Relationships | Roles, Relationship in the family and character formation |
| **10** | Religious Worship | Roles And Relationships | Roles, Relationship in the family and character formation |
| **11** | Religious Worship | Roles And Relationships | Roles, Relationship in the family and character formation |
| **12** | Religious Worship | Roles And Relationships | Roles, Relationship in the family and character formation |

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**   * Explore the nature of God as the Creator | B4.1.1.1.1  Explain the nature of God as the Creator |
| **2**  **20/9/24** | God’s creation and attributes | **God the Creator**   * Explore the nature of God as the Creator | B4.1.1.1.1  Explain the nature of God as the Creator |
| **3**  **27/9/24** | God’s creation and attributes | **God the Creator**   * Appreciate the uniqueness of humankind and other creatures | B4.1.1.2.1: Identify the uniqueness of humankind from other creatures |
| **4**  **4/10/24** | God’s creation and attributes | **God the Creator**   * Appreciate the uniqueness of humankind and other creatures | B4.1.1.2.1: Identify the uniqueness of humankind from other creatures |
| **5**  **11/10/24** | God’s creation and attributes | **The Environment**   * Explain the effects of human activities on the environment | B4.1.2.1.1  Discuss the effects of human activities on the environment. |
| **6**  **18/10/24** | God’s creation and attributes | **The Environment**   * Explain the effects of human activities on the environment | B4.1.2.1.1  Discuss the effects of human activities on the environment. |
| **7**  **25/10/24** | God’s creation and attributes | **The Environment**   * Explain the effects of human activities on the environment | B4.1.2.1.1  Discuss the effects of human activities on the environment. |
| **8**  **1/11/24** | God’s creation and attributes | **The Environment**   * Explain the effects of human activities on the environment | B4.1.2.1.1  Discuss the effects of human activities on the environment. |
| **9**  **8/11/24** | Religious Practices | **Religious Worship**   * Appreciate the importance of prayer, worship and other acts of worship | B4.2.1.1.1  Name the various forms of worship |
| **10**  **15/11/24** | Religious Practices | **Religious Worship**   * Appreciate the importance of prayer, worship and other acts of worship | B4.2.1.1.1  Name the various forms of worship |
| **11**  **22/11/24** | Religious Practices | **Religious Worship**   * Appreciate the importance of prayer, worship and other acts of worship | B4.2.1.1.2  State the purpose of worship in the three main religions. |
| **12**  **29/11/24** | Religious Practices | **Religious Worship**   * Appreciate the importance of prayer, worship and other acts of worship | B4.2.1.1.3  Differentiate between religious and non-religious songs |
| **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** | Why & How We Study History | Some Selected Individuals | Establishing Colonial Rule In Ghana |
| **2** | Why & How We Study History | Some Selected Individuals | Establishing Colonial Rule In Ghana |
| **3** | Why & How We Study History | Some Selected Individuals | Establishing Colonial Rule In Ghana |
| **4** | Why & How We Study History | Some Selected Individuals | Establishing Colonial Rule In Ghana |
| **5** | The People of Ghana | Some Selected Individuals | Establishing Colonial Rule In Ghana |
| **6** | The People of Ghana | Some Selected Individuals | Establishing Colonial Rule In Ghana |
| **7** | The People of Ghana | Missionary Activities | The Republics |
| **8** | The People of Ghana | Missionary Activities | The Republics |
| **9** | Major Historical Location | Missionary Activities | The Republics |
| **10** | Major Historical Location | Missionary Activities | The Republics |
| **11** | Major Historical Location | Missionary Activities | The Republics |
| **12** | Major Historical Location | Missionary Activities | The Republics |

HISTORY - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1**  **13/9/24** | My country Ghana | **Why & how we study History**   * Show understanding of the importance of studying history | B4.2.1.1.1  Explain the importance of studying the history of Ghana |
| **2**  **20/9/24** | My country Ghana | **Why & how we study History**   * Show understanding of the importance of studying history | B4.2.1.1.1  Explain the importance of studying the history of Ghana |
| **3**  **27/9/24** | My country Ghana | **Why & how we study History**   * Understand the sources for writing history | B4.1.1.2.1  Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc |
| **4**  **4/10/24** | My country Ghana | **Why & how we study History**   * Understand the sources for writing history | B4.1.1.2.1  Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc |
| **5**  **11/10/24** | My country Ghana | **The People of Ghana**   * Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom | B4.2.1.1.1  Describe how one major Kingdom was formed and the reasons behind its expansion |
| **6**  **18/10/24** | My country Ghana | **The People of Ghana**   * Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom | B4.2.1.1.1  Describe how one major Kingdom was formed and the reasons behind its expansion |
| **7**  **25/10/24** | My country Ghana | **The People of Ghana**   * Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom | B4.2.1.1.2  State the factors that led to decline of the Kingdom you have studied |
| **8**  **1/11/24** | My country Ghana | **The People of Ghana**   * Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom | B4.2.1.1.2  State the factors that led to decline of the Kingdom you have studied |
| **9**  **8/11/24** | My country Ghana | **Major Historical Location**   * Demonstrate knowledge of the history of some historical locations in Ghana | B4.2.2.1.1  Describe the history of Ghana’s major historical locations, |
| **10**  **15/11/24** | My country Ghana | **Major Historical Location**   * Demonstrate knowledge of the history of some historical locations in Ghana | B4.2.2.1.1  Describe the history of Ghana’s major historical locations, |
| **11**  **22/11/24** | My country Ghana | **Major Historical Location**   * Demonstrate knowledge of the history of some historical locations in Ghana | B4.2.2.1.1  Describe the history of Ghana’s major historical locations, |
| **12**  **29/11/24** | My country Ghana | **Major Historical Location**   * Demonstrate knowledge of the history of some historical locations in Ghana | B4.2.2.1.1  Describe 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: Artworks of Ghanaian Visual and Performing artist that reflect the history and culture of the people of Ghana. | Concept: Artworks of Ghanaian visual and performing artist that reflect the natural and man – made environment of Ghana. | Concept: Artworks of Ghanaian visual and performing artist that reflect topical issues that are of concern 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 |
| **12** | 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: Artworks of Ghanaian Visual and Performing artist that reflect the history and culture of the people of Ghana. |  |
| **1**  **13/9/24** | REVISION | | |
|  | VISUAL ARTS | | |
| **2**  **20/9/24** | Performing Arts | Thinking and Exploring Ideas   * B4 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 | B4 1.1.1.1 Study and talk about visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana  B4. 1.1.1.2. Study and talk about visual artworks created by selected Ghanaian visual artists to generate ideas for designing and making own visual artworks |
| **3**  **27/9/24** | Visual Arts | Planning, Making and Composing   * B4 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, culture, environment and topical local/national/global issues of other communities. | B4 1.2.2.1. Experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana  B4 1.2.3.1 Create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana |
| **4**  **4/10/24** | Performing Arts | Displaying and Sharing   * B4 1.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance. | B4 1.3.4.1 Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana  B4 1.3.5.1 Display own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana |
| **5**  **11/10/24** | Visual Arts | Appreciation and Appraisal   * B4 1.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports. | B4 1.4.6.1 Develop guidelines for appreciating and appraising own and others’ visual artworks that reflect the history and culture of the people of Ghana  B4 1.4.7.1 Analyse and appreciate own and others’ visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana |
|  | PERFORMING ARTS | | |
| **6**  **18/10/24** | Performing Arts | Thinking and Exploring Ideas  B4 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 | B4 2.1.1.1. Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana  B4. 2.1.1.2. Generate ideas from the performing artworks of some Ghanaian performing artists studied for planning own compositions and performances that will reflect the history and culture of the people of Ghana |
| **7**  **25/10/24** | Visual Arts | Planning, Making and Composing   * B4 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, culture, environment and topical local/national/global issues of other communities. | B4 2.2.2.1. Experiment with available performing arts media and techniques to create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana  B4 2.2.3.1 Create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the history and culture of the people of Ghana |
| **8**  **1/11/24** | Performing Arts | Displaying and Sharing   * B4 2.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance. | B4 2.3.4.1 Plan a performance of compositions to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana  B4 2.3.5.1 Perform own compositions to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana |
| **9**  **8/11/24** | Visual Arts  &  Performing Arts | Appreciation and Appraisal  B4 2.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports. | B4 2.4.6.1 Develop guidelines for appraising and appreciating own and others’ performing artworks that reflect the history and culture of the people of Ghana  B4 2.4.7.1 Analyse and appraise own or others’ compositions and performances and present reports/feedback on works that reflect the history and culture of the people of Ghana |
|  | PROJECT WORK (VISUAL & PERFORMING ARTS) | | |
| **10**  **15/11/24** |  | Thinking and Exploring Ideas **/** Planning, Making and Composing |  |
| **11**  **22/11/24** |  | Displaying and Sharing |  |
| **12**  **29/11/24** |  | Appreciating and Appraising |  |
| **13**  **5/12/24** | REVISION | | |
| **14**  **13/12/24** | END OF TERM ASSESSMENT | | |
| **15**  **20/12/24** | VACATION AND SBA ACTIVITIES | | |

GHANAIAN LANGUAGE - ANNUAL SCHEME OF LEARNING

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| **1** | Songs | Dramatization And Role Play | Asking & Answering Questions |
| **2** | Poems | Conversation | Giving & Following Instructions |
| **3** | Story telling | Talking About Oneself, Family, People And Places | Presentation |
| **4** | Phonics: letter and sound knowledge | Comprehension | Fluency |
| **5** | Vocabulary: sight and content vocabulary | Silent Reading | Summarizing |
| **6** | Penmanship/Handwriting | Descriptive Writing | Informative/Academic Writing |
| **7** | Narrative Writing | Persuasive Writing | Literary Writing |
| **8** | Creative/ Free Writing | Argumentative Writing | Letter Writing |
| **9** | Integrating grammar in written language (capitalization) | Integrating Grammar In Written Language (Use Of Qualifying Words) | Integrating Grammar In Written Language (Spelling) |
| **10** | Integrating grammar in written language (punctuation) | Integrating Grammar In Written Language (Use Of Postpositions) | Integrating Grammar In Written Language (Use Of Conjunction) |
| **11** | Integrating Grammar In Written Language (Use Of Action Words) | Integrating Grammar In Written Language (Use Of Simple And Compound Sentence) | Reading Texts, Poems, Narratives And Short Stories |
| **12** | Building the love and culture of reading in learners | Building the love and culture of reading in learners | Reading Texts, And Short Stories |

GHANAIAN LANGUAGE - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1**  **13/9/24** | Oral Reading | **Songs**   * Exhibit knowledge of traditional and occupational songs by recognizing their types and their related songs. | B4.1.1.1.1.  Sing and discuss songs connected to traditional occupations and their importance. |
| **2**  **20/9/24** | Oral Reading | **Poems**   * Demonstrate knowledge and understanding of selected poems by discussing them | B4.1.2.1.1   * Explore the poems of about five lines correctly and discuss the moral lessons in the poem. |
| **3**  **27/9/24** | Oral Reading | **Story telling**   * Demonstrate knowledge on the structure and features of folktales | B4.1.4.1.1   * Retell a folktale of about three scenes and recognize its beginning and end and discuss the features of the folktale |
| **4**  **4/10/24** | Reading | **Phonics: letter and sound knowledge**   * Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words. | B4.2.4.1.1-4  Read and recognize diagraphs in sentences |
| **5**  **11/10/24** | Reading | **Vocabulary: sight and content vocabulary**   * Show an understanding of, recognize and read about things in their environment | B4.2.5.1.1.1-3   * Find meanings of unfamiliar words from context |
| **6**  **18/10/24** | Writing | **Penmanship/Handwriting**   * Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly | B4.3.1.1.1-4   * Recognize that a comma is used to separate a list of items. It serves as a pause in sentences and speech |
| **7**  **25/10/24** | Composition Writing | **Narrative Writing**   * Show an understanding in using punctuation marks appropriately in writing sentences | B4.4.1.1.1-3   * Recognize and use the question marks, Full stops, commas appropriately in narrative writing |
| **8**  **1/11/24** | Composition Writing | **Creative/ Free Writing**   * Show an understanding of composing short simple stories | B4.4.2.1.1-2   * Create a scene and write a short story on it |
| **9**  **8/11/24** | Writing Convention And Grammar Usage | **Integrating grammar in written language (capitalization**)   * Exhibit knowledge of using capital letters appropriately | B4.5.1.1.1-3   * Demonstrate an understanding of the use of capital letters after colons |
| **10**  **15/11/24** | Writing Convention And Grammar Usage | **Integrating grammar in written language (punctuation)**   * Demonstrate an understanding on the use of punctuation marks appropriately in writing sentences | B4.5.2.1.1-3   * Recognize and use the question marks appropriately in writing |
| **11**  **22/11/24** | Writing Convention And Grammar Usage | **Integrating Grammar In Written Language (Use Of Action Words)**   * Demonstrate knowledge on recognition and use of action words | B4.5.3.1.1-3  Recognize past tense action words in short sentences |
| **12**  **29/11/24** | Extensive Reading | **Building the love and culture of reading in learners**   * Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation | B4.6.1.1.1-2  Read long 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 | Skills |
| **6** | Rhythmic Skills | Dynamics | Body Management |
| **7** | Space Awareness | Relationship | Strategies |
| **8** | Aerobic Capacity | Endurance | Flexibility |
| **9** | Strength | Strength | Body Composition |
| **10** | Fitness | Safety Injury | Substance |
| **11** | Healthy Diet | Healthy Diet | 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 And Movement Patterns | **Locomotive Skills**   * Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | B4.1.1.1.1:  Demonstrate the difference between slow and fast, heavy and light, hard and soft while moving |
| **2**  **20/9/24** | Motor Skill And Movement Patterns | **Locomotive Skills**   * Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | B4.1.2.1.2  Enter, jump, and leave a long swinging rope turned by others repeatedly |
| **3**  **27/9/24** | Motor Skill And Movement Patterns | **Locomotive Skills**   * Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | B4.1.3.1.3  Roll ball with a stick to a target |
| **4**  **4/10/24** | Motor Skill And Movement Patterns | **Locomotive Skills**   * Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | B4.1.4.1.4Perform an inverted balance (tripod) by evenly distributing weight on body parts |
| **5**  **11/10/24** | Motor Skill And Movement Patterns | **Locomotive Skills**   * Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | B4.1.5.1.5Balance while moving and manipulating objects on a ground-level balance beam |
| **6**  **18/10/24** | Motor Skill And Movement Patterns | **Locomotive Skills**   * Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) | B4.1.6.1.6Strike a bounce ball with the hands and feet |
| **7**  **25/10/24** | Movement Concepts, | **Space Awareness**   * Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities | B4.2.1.2.1Distinguish between self-space and open space |
| **8**  **1/11/24** | Physical Fitness | **Aerobic Capacity**   * Assess and maintain a level of physical fitness to improve health and performance | B4.3.1.3.1 Perform 15 minutes’ brisk walk with music |
| **9**  **8/11/24** | Physical Fitness | **Strength**   * Assess and maintain a level of physical fitness to improve health and performance | B4.3.2.3.2Perform continuous ‘v’ push-up |
| **10**  **15/11/24** | Physical Fitness Concepts | **Fitness**   * Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance | B4.4.1.4.1  Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity |
| **11**  **22/11/24** | Physical Fitness Concepts | **Healthy Diet**   * Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance | B4.4.1.4.2  Discuss how prolong physical activity increases endurance, allowing movement to occur for longer periods of time |
| **12**  **29/11/24** | Values And Psycho-Social Concepts | **Self-Responsibility**   * Demonstrate value and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity | B4.5.1.5.1  Accept 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 | | |

COMPUTING – ANNUAL SCHEME OF LEARNING

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| **Weeks** | **Term 1** | **Term 2** | **Term 3** |
| **1** | generation Of Computers | Data Sources and Usage | Introduction to MS PowerPoint |
| **2** | generation Of Computers | Data Sources and Usage | Introduction to MS PowerPoint |
| **3** | generation Of Computers | Data Sources and Usage | Introduction to MS PowerPoint |
| **4** | generation Of Computers | Data Sources and Usage | Introduction to MS PowerPoint |
| **5** | generation Of Computers | Data Sources and Usage | Introduction to MS PowerPoint |
| **6** | generation Of Computers | Data Sources and Usage | Introduction to MS PowerPoint |
| **7** | Introduction to MS Windows Interface | Data Sources and Usage | Introduction to Word Processing |
| **8** | Introduction to MS Windows Interface | Data Sources and Usage | Introduction to Word Processing |
| **9** | Introduction to MS Windows Interface | Technology In the Community | Introduction to Word Processing |
| **10** | Introduction to MS Windows Interface | Technology In the Community | Introduction to Word Processing |
| **11** | Introduction to MS Windows Interface | Technology In the Community | Introduction to Word Processing |
| **12** | Introduction to MS Windows Interface | Technology In the Community | Introduction to Word Processing |

COMPUTING – FIRST TERM SCHEME OF LEARNING

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| --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1**  **13/9/24** | Introduction To Computing | **generation of computers**   * Identify parts of a computer and technology tools | B4.1.1.1.1. Identify parts of a computer and technology tools (the mouse, etc. |
| **2**  **20/9/24** | Introduction To Computing | **generation of computers**   * Identify parts of a computer and technology tools | B4.1.1.1.1. Identify parts of a computer and technology tools (the mouse, etc. |
| **3**  **27/9/24** | Introduction To Computing | **generation of computers**   * Identify parts of a computer and technology tools | B4.1.1.1.2  Describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc. Bring input devices to class |
| **4**  **4/10/24** | Introduction To Computing | **generation of computers**   * Identify parts of a computer and technology tools | B4.1.1.1.3  Differentiate between RAM and ROM |
| **5**  **11/10/24** | Introduction To Computing | **generation of computers**   * Identify parts of a computer and technology tools | B4.1.1.1.4  Type short phrases |
| **6**  **18/10/24** | Introduction To Computing | **generation of computers**   * Identify parts of a computer and technology tools | B4.1.1.1.5  Summarize the first generation of computers which used vacuum tubes as a major piece of technology |
| **7**  **25/10/24** | Introduction To Computing | **Introduction to MS Windows Interface**   * Demonstrate the use of the Desktop Background as well as working with folders | B4.1.2.1.1  Describe the desktop background and explain its features |
| **8**  **1/11/24** | Introduction To Computing | **Introduction to MS Windows Interface**   * Demonstrate the use of the Desktop Background as well as working with folders | B4.1.2.1.2  Demonstrate how to Personalize the Desktop Background using required tools and settings |
| **9**  **8/11/24** | Introduction To Computing | **Introduction to MS Windows Interface**   * Demonstrate the use of the Desktop Background as well as working with folders | B4.1.2.1.3  Demonstrate the use of the Sections of the Taskbar; Start Menu and Notification Area |
| **10**  **15/11/24** | Introduction To Computing | **Introduction to MS Windows Interface**   * Demonstrate the use of the Desktop Background as well as working with folders | B4.1.2.1.4  Adding and removing icons from the desktop |
| **11**  **22/11/24** | Introduction To Computing | **Introduction to MS Windows Interface**   * Demonstrate the use of the Desktop Background as well as working with folders | B4.1.2.1.5  Moving, selecting and hiding multiple icons on the desktop. |
| **12**  **29/11/24** | Introduction To Computing | **Introduction to MS Windows Interface**   * Demonstrate the use of the Desktop Background as well as working with folders | B4.1.2.1.6  Creating, naming and renaming a folder |
| **13**  **5/12/24** | REVISION | | |
| **14**  **13/12/24** | END OF TERM ASSESSMENT | | |
| **15**  **20/12/24** | VACATION AND SBA ACTIVITIES | | |