**TEACHERS AVENUE CONSULT - 0243910155**

ANNUAL & TERMLY SCHEME OF LEARNING

2024/2025 ACADEMIC YEAR – **TERM 1**

**© BASIC FIVE**

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 | Descriptive Writing |
| Using Capitalisation | Naming Words | Using Adverbs |
| 2 | Songs  | Conversation  | Giving and Following Commands |
| Phonics | Vocabulary  | Comprehension  |
| Nouns  | Determiners  | Verbs  |
| Penmanship  | Writing as a Process | Descriptive Writing |
| Using Capitalisation | Naming Words | Using Adverbs |
| 3 | Poems  | Conversation | Presentation  |
| Phonics | Vocabulary  | Comprehension  |
| Nouns  | Determiners  | Verbs  |
| Penmanship  | Writing as a Process | 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 |
| 4 | Poems  | Conversation  | Presentation  |
| Word Families | Vocabulary  | Silent Reading |
| Nouns  | Pronouns | Adverbs  |
| Penmanship  | Writing as a Process | Argumentative Writing |
| Using Capitalisation | Using Action Words | Using Simple Prepositions |
| 5 | Poems  | Conversation  | Presentation  |
| Word Families | Vocabulary  | Silent Reading |
| Nouns  | Pronouns | Adverbs  |
| Penmanship  | Writing as a Process | Argumentative Writing |
| Using Capitalisation | Using Action Words | Using Simple Prepositions |
| 6 | Story  | Listening Comprehension | Presentation  |
| Word Families | Vocabulary  | Silent Reading |
| Nouns  | Adjectives  | Adverbs  |
| Paragraph Development | 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 |
| 7 | Story  | Listening Comprehension | Presentation  |
| Diphthongs | Vocabulary  | Silent Reading |
| Nouns  | Adjectives  | Idioms  |
| Paragraph Development | Writing as a Process | Argumentative Writing |
| Using Punctuation | Using Action Words | Using Conjunctions |
| 8 | Dramatization  | Listening Comprehension | Presentation  |
| Diphthongs | Comprehension  | Fluency |
| Nouns  | Verbs  | Idioms  |
| Paragraph Development | Narrative Writing | Argumentative Writing |
| Naming Words | Using Action Words | Using Conjunctions |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 9 | Dramatization | Listening Comprehension | Presentation  |
| Blends and Consonant Clusters | Comprehension  | Fluency |
| Determiners  | Verbs  | Conjunctions  |
| Paragraph Development | Narrative Writing | Informative Writing |
| Naming Words | Using Action Words | Using Simple, Compound and Complex Sentences |
| 10 | Dramatization  | Asking and Answering questions  | Presentation  |
| Blends and Consonant Clusters | Comprehension  | Summarizing  |
| Determiners  | Verbs  | Modals  |
| Paragraph Development | Creative Writing | Informative Writing |
| Naming Words | Using Action Words | 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 |
| 11 | Conversation | Asking and Answering questions  | Presentation  |
| Vocabulary  | Comprehension  | Summarizing  |
| Determiners  | Verbs  | Modals  |
| Paragraph Development | Creative Writing | Letter Writing |
| Naming Words | Using Adjectives | Spelling |
| 12 | Conversation  | Giving and Following Commands | Presentation  |
| Vocabulary  | Comprehension  | Summarizing  |
| Determiners  | Verbs  | Prepositions  |
| Paragraph Development | Descriptive Writing | Letter Writing |
| Naming Words | 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 | Oral Language | **Songs** B5.1.1.1: Demonstrate understanding of a variety of songs | B5.1.1.1.1Explain the central messages in songs |
| Reading | **Phonics**B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B5.2.2.1.1. Apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts |
| Grammar | **Nouns** B5.3.1.1: Apply knowledge of different types of nouns in communication | B5.3.1.1.1. Identify and use nouns or noun phrases to refer to quantities or units. |
| Writing | **Penmanship** B5.4.2.1: Copy and rewrite sentences correctly | B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B5.5.1.1: Use capital letters to start the first words in a direct speech | B5.5.1.1.1. Follow appropriate mechanical convention |
| 220/9/24 | Oral Language | **Songs** B5.1.1.1: Demonstrate understanding of a variety of songs | B5.1.1.1.2. Relate values in songs to real life experiences |
| Reading | **Phonics**B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B5.2.2.1.1. Apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts |
| Grammar | **Nouns** B5.3.1.1: Apply knowledge of different types of nouns in communication | B5.3.1.1.1. Identify and use nouns or noun phrases to refer to quantities or units. |
| Writing | **Penmanship** B5.4.2.1: Copy and rewrite sentences correctly | B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B5.5.1.1: Use capital letters to start the first words in a direct speech | B5.5.1.1.1. Follow appropriate mechanical convention |
| 327/9/24 | Oral Language | **Poems** B5.1.3.1: Appreciate poems and other pieces of literary materials | B5.1.3.1.1. Respond to poems by discussing their central messages and expressing own opinion |
| Reading | **Phonics**B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B5.2.2.1.2. Read two syllable words with suffixes and "r" controlled words (or, er, ar , ur) when reading continuous texts. |
| Grammar | **Nouns** B5.3.1.1: Apply knowledge of different types of nouns in communication | B5.3.1.1.2. Identify and use: − proper nouns refer to festivals; − Count/non-count |
| Writing | **Penmanship** B5.4.2.1: Copy and rewrite sentences correctly | B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B5.5.1.1: Use capital letters to start the first words in a direct speech | B5.5.1.1.1. Follow appropriate mechanical convention |
| Extensive Reading | Building the Love and Culture of ReadingB5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read |
| 44/10/24 | Oral Language | **Poems** B5.1.3.1: Appreciate poems and other pieces of literary materials | B5.1.3.1.2Relate values in poems to day-to-day life |
| Reading | **Word Families**B5.2.3.1: Identify minimal pairs and common digraphs | B5.2.3.1.1. Use common minimal pairs to decode words. e.g. – sash, wash |
| Grammar | **Nouns** B5.3.1.1: Apply knowledge of different types of nouns in communication | B5.3.1.1.2. Identify and use: − Singular − Plural (regular, irregular) − plural without plural marker |
| Writing | **Penmanship** B5.4.2.1: Copy and rewrite sentences correctly | B5.4.2.1.2. Write compound sentences clearly and correctly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B5.5.1.1: Use capital letters to start the first words in a direct speech | B5.5.1.1.2. Writing of lower case and capital letters. |
| 511/10/24 | Oral Language | **Poems** B5.1.3.1: Appreciate poems and other pieces of literary materials | B5.1.3.1.3. Compose six-line poems. |
| Reading | **Word Families**B5.2.3.1: Identify minimal pairs and common digraphs | B5.2.3.1.1. Use common minimal pairs to decode words. e.g. – sash, wash |
| Grammar | **Nouns** B5.3.1.1: Apply knowledge of different types of nouns in communication | B5.3.1.1.2. Identify and use: − Singular − Plural (regular, irregular) − plural without plural marker |
| Writing | **Penmanship** B5.4.2.1: Copy and rewrite sentences correctly | B5.4.2.1.2. Write compound sentences clearly and correctly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B5.5.1.1: Use capital letters to start the first words in a direct speech | B5.5.1.1.2. Writing of lower case and capital letters. |
| 618/10/24 | Oral Language | **Story** B5.1.4.1: Respond to stories | B5.1.4.1.1. Demonstrate understanding of lessons in stories by making relevant comments |
| Reading | **Word Families**B5.2.3.1: Identify minimal pairs and common digraphs | B5.2.3.1.2. Use words with digraphs to make meaningful sentences |
| Grammar | **Nouns** B5.3.1.1: Apply knowledge of different types of nouns in communication | B5.3.1.1.3 Identify and use collective nouns to refer to a group of objects and people |
| Writing | **Paragraph Development**B5.4.3.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and context | B5.4.3.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audiences and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features |
| Writing Conventions & Grammar Usage | **Using Punctuation**B5.5.2.1: Show understanding of how punctuations are used appropriately in writing | B5.5.2.1.1. Use punctuations: - (the comma) to write an address; - (the apostrophe) in contraction |
| Extensive Reading | Building the Love and Culture of ReadingB5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read |
| 725/10/24 | Oral Language | **Story** B5.1.4.1: Respond to stories | B5.1.4.1.2. Tell stories which are parallel to stories heard or read |
| Reading | **Diphthongs**B5.2.4.1: Identify and use diphthongs to decode | B5.2.4.1.1. Use closing diphthongs, e.g. /aƱ/, /eƱ/to make meaningful sentences |
| Grammar | **Nouns** B5.3.1.1: Apply knowledge of different types of nouns in communication | B5.3.1.1.3 Identify and use collective nouns to refer to a group of objects and people |
| Writing | **Paragraph Development**B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context | B5.4.3.1.1. 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 | **Using Punctuation**B5.5.2.1: Show understanding of how punctuations are used appropriately in writing | B5.5.2.1.1. Use punctuations: - (the comma) to write an address; - (the apostrophe) in contraction |
| 81/11/24 | Oral Language | **Dramatization** B5.1.5.1: Appreciate pieces of literary materials through dramatization | B5.1.5.1.1. Use costume to dramatize or role-play parts/whole of stories |
| Reading | **Diphthongs**B5.2.4.1: Identify and use diphthongs to decode | B5.2.4.1.1. Use closing diphthongs, e.g. /aƱ/, /eƱ/to make meaningful sentences |
| Grammar | **Nouns** B5.3.1.1: Apply knowledge of different types of nouns in communication | B5.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas |
| Writing | **Paragraph Development**B5.4.3.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and context | B5.4.3.1.2. Identify the main idea and minor ideas/supporting details in a paragraph |
| Writing Conventions & Grammar Usage | **Naming Words**B5.5.3.1: Apply knowledge of different types of nouns in communication | B5.5.3.1.1. Identify and use nouns or noun phrases to refer to quantities or units. |
| Extensive Reading | Building the Love and Culture of ReadingB5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read |
| 98/11/24 | Oral Language | **Dramatization**B5.1.5.2: Appreciate key issues in stories/sketches | B5.1.5.2.1-2. Interpret moral values in plays/storiesDevelop sketches from stories read or heard |
| Reading | **Blends and Consonant Clusters**B5.2.5.1: Identify and use consonant blends and clusters in reading | B5.2.5.1.1.Orally produce two-syllable words by blending sounds (phonemes), including consonant blends |
| Grammar | **Determiners** B5.3.2.1: Apply knowledge of different types of determiners in communication | B5.3.2.1.1. Identify and use indefinite and definite articles “a” and “an” to refer to a person, animal, event, time or objects in general |
| Writing | **Paragraph Development**B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context | B5.4.3.1.3. Elaborate on, explain and or justify the main ideas of a paragraph by providing explanations and examples |
| Writing Conventions & Grammar Usage | **Naming Words**B5.5.3.1: Apply knowledge of different types of nouns in communication | B5.5.3.1.2. Identify and use proper nouns to refer to festivals; common nouns: − Count/non-count − Singular − Plural (regular, irregular) − plural without plural marker |
| 1015/11/24 | Oral Language | **Dramatization** B5.1.5.2: Appreciate key issues in stories/sketches | B5.1.5.2.3. Analyse the actions of characters in sketches |
| Reading | **Blends and Consonant Clusters**B5.2.5.1: Identify and use consonant blends and clusters in reading | B5.2.5.1.2.Use the spelling-sound correspondences for common consonant digraphs |
| Grammar | **Determiners** B5.3.2.1: Apply knowledge of different types of determiners in communication | B5.3.2.1.2. Identify and use quantifiers to show qualities: − ordinal first, second etc.) − a few/a little etc. |
| Writing | **Paragraph Development**B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context | B5.4.3.1.3. Elaborate on, explain and or justify the main ideas of a paragraph by providing explanations and examples |
| Writing Conventions & Grammar Usage | **Naming Words**B5.5.3.1: Apply knowledge of different types of nouns in communication | B5.5.3.1.2. Identify and use proper nouns to refer to festivals; common nouns: − Count/non-count − Singular − Plural (regular, irregular) − plural without plural marker |
| Extensive Reading | Building the Love and Culture of ReadingB5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read |
| 1122/11/24 | Oral Language | **Conversation**B5.1.6.1: Use culturally acceptable language for communication | B5.1.6.1.1. Describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly |
| Reading | **Vocabulary** B5.2.6.1: Understand word meanings and usages | B5.2.6.1.1.Use level-appropriate content words (nouns, verbs, adjectives and adverbs), and function words (e.g. prepositions) appropriately in spoken and written communication |
| Grammar | **Determiners** B5.3.2.1: Apply knowledge of different types of determiners in communication | B5.3.2.1.2. Identify and use quantifiers to show qualities: − both each/every − another, other − fewer, less, etc. |
| Writing | **Paragraph Development**B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context | B5.4.3.1.4. Use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information |
| Writing Conventions & Grammar Usage | **Naming Words**B5.5.3.1: Apply knowledge of different types of nouns in communication | B5.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people |
| 1229/11/24 | Oral Language | **Conversation**B5.1.6.2: Demonstrate positive listening and viewing attitudes and behavior by showing attentiveness and understanding | B5.1.6.2.1. Maintain appropriate posture and facial expression |
| Reading | **Vocabulary** B5.2.6.1: Understand word meanings and usages | B5.2.6.1.2.Use the following terms: synonym, antonym, prefix, suffix, phrasal verb etc. in spoken and written expressions. |
| Grammar | **Determiners** B5.3.2.1: Apply knowledge of different types of determiners in communication | B5.3.2.1.3. Identify and use possessive pronouns to show possession |
| Writing | **Paragraph Development**B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context | B5.4.3.1.4. Use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information |
| Writing Conventions & Grammar Usage | **Naming Words**B5.5.3.1: Apply knowledge of different types of nouns in communication | B5.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people |
| Extensive Reading | Building the Love and Culture of ReadingB5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read |
| 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 | Decimal Fractions | Measurement- (Perimeter and Area) |
| **2** | Counting, Representation & Cardinality | Decimal Fractions | Measurement- (Perimeter and Area) |
| **3** | Counting, Representation & Cardinality | Patterns And Relationship | Measurement- (Perimeter and Area) |
| **4** | Counting, Representation & Cardinality | Patterns And Relationship | Measurement- (Perimeter and Area) |
| **5** | Counting, Representation & Cardinality | Patterns And Relationship | Measurement - Angles |
| **6** | Number Operations  | Patterns And Relationship | Measurement - Angles |
| **7** | Number Operations  | Algebraic Expressions | Geometric Reasoning |
| **8** | Number Operations  | Variables and Equations | Geometric Reasoning |
| **9** | Fractions | Variables and Equations | Data Collection & Organization |
| **10** | Fractions | Lines and Shapes | Data Collection & Organization |
| **11** | Fractions | Lines and Shapes | Chance (Probability) |
| **12** | Percentages  | Lines and Shapes | Chance (Probability) |

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 numerals up to 1000,000
 | B5.1.1.1.1-3Model number quantities up to 1,000,000 using graph sheets and multi-base blockRead and write numbers in figures and in words up to 1000,000 |
| **2****20/9/24** | Number  | **Counting, & Representation** * Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000
 | B5.1.1.1.4-6Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or =" |
| **3****27/9/24** | Number  | **Counting, & Representation*** Demonstrate understanding of Roman Numerals up to C (i.e. 100)
 | B5.1.1.2.1-2Recognize Roman Numerals system up to C |
| **4****4/10/24** | Number  | **Counting, & Representation*** Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100
 | B5.1.1.3.1-3Identify the factors of whole numbers 1 - 100 |
| **5****11/10/24** | Number  | **Counting, & Representation*** Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100
 | B5.1.1.3.4-5Determine the highest common factor of any 2 or 3 numbers by prime factorization |
| **6****18/10/24** | 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
 | B5.1.2.1.1-2Apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9sfacts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division facts |
| **7****25/10/24** | Number  | **Number Operations** * Demonstrate an understanding of multiplication of a 2 or 3-digit number by a 2 or 3-digit number.
 | B5.1.2.2.1/ B5. 1.2.3.1/ B5.1.2.4.1Multiply multi digit numbers by 2-digit numbers efficiently |
| **8****1/11/24** | Number  | **Number Operations** * Translate word problems into mathematical sentences and solve
 | B5.1.2.5.1 / B5.1.2.6.1Solve multi step word problems involving the four basic operations |
| **9****8/11/24** | Number  | **Fractions*** Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions
 | B5.1.3.1.1-2Determine equivalent fractions of given fractions |
| **10****15/11/24** | Number  | **Fractions*** Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions
 | B5.1.3.1.3-4Use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions (one denominator being a multiple of the other) |
| **11****22/11/24** | Number  | **Fractions*** Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions
 | B5.1.3.1.5-6Use models to explain the result of multiplying a fraction by whole number  |
| **12****29/11/24** | Number  | **Percentages** * Demonstrate understanding of decimals fractions and strategies for comparing, adding and subtracting decimal fraction
 | B5.1.5.1.1-3Describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions |
| **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  | Personal Hygiene and Sanitation  |
| **2** | Living and Non Living Things  | The Human Body system  | Personal Hygiene and Sanitation  |
| **3** | Materials  | The Solar System  | Personal Hygiene and Sanitation  |
| **4** | Materials | The Solar System  | Personal Hygiene and Sanitation  |
| **5** | Materials  | Ecosystem  | Diseases  |
| **6** | Earth Science  | 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  | Science and Industry  |
| **10** | Earth Science  | Electricity and Electronics  | Science and Industry  |
| **11** | Life Cycle of Organism  | Forces and Movements  | Climate Change  |
| **12** | Life Cycle of Organism  | Forces and Movements  | 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 and Non Living Things** Understand the physical features and life processes of living things and use this understanding to classify them | B5.1.1.1.1Know the life processes of living things (growth, sensitivity to the environment, respiration and excretion) |
| **2****20/9/24** | Diversity Of Matter | **Living and Non Living Things** * Demonstrate understanding of the differences between living things, non-living things, and things which have never been alive
 | B5.1.1.2.1Compare the differences among things that are living, dead and things that have never been alive |
| **3****27/9/24** | Diversity Of Matter | **Materials** * Recognize materials as important resources for providing human needs
 | B5.1.2.1.1Classify everyday materials based on their properties (soft, hard, rough, smooth, opaque, transparent and bendable) |
| **4****4/10/24** | Diversity Of Matter | **Materials*** Know that substances can exist in different physical states (solid, liquid, gas). Many substances can be changed from one state to another by heating or cooling
 | B5.1.2.2.1Know that some changes are reversible, while others cannot be reversed |
| **5****11/10/24** | Diversity Of Matter | **Materials** * Understand mixtures, the types, formation, uses and ways of separating them into their components
 | B5.1.2.3.1 Demonstrate formation and separation of mixtures (solid-liquid and liquid-liquid mixtures) |
| **6****18/10/24** | Diversity Of Matter | **Earth Science** * Recognize that some events in our environment occur recurrently
 | B5.2.1.1.1Know how day and night are formed |
| **7****25/10/24** | Diversity Of Matter | **Earth Science** * Recognize the relationship between the earth and the sun
 | B5.2.1.2.1Describe the benefits of the sun to the earth  |
| **8****1/11/24** | Diversity Of Matter | **Earth Science** * understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle
 | B5.2.1.3.1-2Demonstrate evaporation and condensation as important processes of the hydrological (water) cycle |
| **9****8/11/24** | Diversity Of Matter | **Earth Science** * Demonstrate understanding of how carbon and nitrogen are cycled in nature
 | B5.2.1.4.1Describe the uses of carbon dioxide and its effects on humans and life on earth |
| **10****15/11/24** | Diversity Of Matter | **Earth Science** * Recognize water and air as important natural resources
 | B5.2.1.5.1-2Identify human activities that make water unsuitable for human use |
| **11****22/11/24** | Diversity Of Matter | **Life Cycle of Organism** * Demonstrate understanding of life cycle of a plant
 | B5.2.2.1.1Relate structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform |
| **12****29/11/24** | Diversity Of Matter | **Life Cycle of Organism** * Demonstrate understanding of life cycle of a plant
 | B5.2. 2.1.2Compare the differences in germination of bean and maize 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 And Land Marks | Being A Citizen |
| **2** | Nature Of God | Map Making And Land Marks | 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 Neighboring Countries |
| **12** | Plants And Animals | Being A Leader | Our Neighboring 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 uniqueness of human beings among God’s creation
 | B5.1.1.1.1 Explain that human beings are unique compared to other creatures |
| **2****20/9/24** | All About Us | **Nature of God*** Demonstrate understanding of the uniqueness of human beings among God’s creation
 | B5.1.1.1.1 Explain that human beings are unique compared to other creatures |
| **3****27/9/24** | All About Us | **Myself**  * Demonstrate understanding of positive attitudes towards the changes that occur during adolescence
 | B5.1.2.1.1 Describe changes that occur during adolescence |
| **4****4/10/24** | All About Us | **My Family** * Demonstrate understanding of how to be committed to one’s Family
 | B5.1.3.1.1 Explain the need to be a committed member of the family |
| **5****11/10/24** | All About Us | **My Family** * Show understanding of staying safe on the road
 | B5.1.3.1.2 Identify things to do to stay safe on roads |
| **6****18/10/24** | All About Us | **My Family** * Demonstrate understanding of gender related issues in the environment
 | B5.1.3.3.1. Explain how gender equity can be promoted |
| **7****25/10/24** | All About Us | **Home And School*** Demonstrate understanding of skills for using peer groups for the benefit of the community
 | B5.1.4.1.1Describe skills for dealing with peer pressure |
| **8****1/11/24** | All About Us | **Home And School*** Demonstrate understanding of skills for using peer groups for the benefit of the community
 | B5.1.4.1.1Describe skills for dealing with peer pressure |
| **9****8/11/24** | All Around Us | **The Environment And The Weather*** Demonstrate understanding of human activities that contribute to abundant greenhouse gases in the atmosphere
 | B5.2.1.1.1Record human activities that cause over concentration of greenhouse gases and climate change |
| **10****15/11/24** | All Around Us | **The Environment And The Weather*** Demonstrate understanding of how to care for the environment
 | B5.2.1.2 .1. Explain ways to care for the environment |
| **11****22/11/24** | All Around Us | **The Environment And The Weather*** Demonstrate knowledge of the shape of the earth
 | B5.2.1.3.1. Describe the shape of the earth |
| **12****29/11/24** | All Around Us | **Plants And Animals*** Demonstrate knowledge of animal housing and how to care for pets
 | B5.2.2.1.1. Design and make a simple animal house and keep a pet |
| **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 & Attributes | **God The Creator*** Appreciate the nature of God as the Creator
 | B5.1.1.1.1 Explain how special each individual is |
| **2****20/9/24** | God’s Creation & Attributes | **God The Creator*** Appreciate the nature of God as the Creator
 | B5.1.1.1.2 State the qualities of God that humankind should demonstrate |
| **3****27/9/24** | God’s Creation & Attributes | **God The Creator*** Appreciate the nature of God as the Creator
 | B5.1.1.1.2 State the qualities of God that humankind should demonstrate |
| **4****4/10/24** | God’s Creation & Attributes | **God The Creator*** Appreciate the nature of God as the Creator
 | B5.1.1.1.3 Mention why individuals should maintain their God-given gifts of form and colour |
| **5****11/10/24** | God’s Creation & Attributes | **The Environment** * Explain how to care for the environment
 | B5.1.2.1.1. Discuss the effects of human activities on the environment |
| **6****18/10/24** | God’s Creation & Attributes | **The Environment** * Explain how to care for the environment
 | B5.1.2.1.1. Discuss the effects of human activities on the environment |
| **7****25/10/24** | God’s Creation & Attributes | **The Environment** * Explain how to care for the environment
 | B5.1.2.1.2: Demonstrate ways to care for the environment |
| **8****1/11/24** | God’s Creation & Attributes | **The Environment** * Explain how to care for the environment
 | B5.1.2.1.2: Demonstrate ways to care for the environment |
| **9****8/11/24** | Religious Practices | **Religious Worship** * Appreciate the importance of prayer, worship and other acts of worship
 | B5.2.1.1.1 Discuss the moral importance of worship |
| **10****15/11/24** | Religious Practices | **Religious Worship** * Appreciate the importance of prayer, worship and other acts of worship
 | B5.2.1.1.1 Discuss the moral importance of worship |
| **11****22/11/24** | Religious Practices | **Religious Worship** * Appreciate the importance of prayer, worship and other acts of worship
 | B5.2.1.1.2 Explain the moral significance of religious songs and recitations. |
| **12****29/11/24** | Religious Practices | **Religious Worship** * Appreciate the importance of prayer, worship and other acts of worship
 | B5.2.1.1.2 Explain the moral significance of religious songs and recitations. |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |

HISTORY - ANNUAL SCHEME OF LEARNING

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| **1** | The People Of Ghana | Social Development | Early Protest Movement |
| **2** | The People Of Ghana | Social Development | Early Protest Movement |
| **3** | The People Of Ghana | Social Development | Early Protest Movement |
| **4** | The People Of Ghana | Social Development | Early Protest Movement |
| **5** | Some Selected Individuals | Social Development | Early Protest Movement |
| **6** | Some Selected Individuals | Social Development | Early Protest Movement |
| **7** | Some Selected Individuals | Economic Development | The 1948 Riots |
| **8** | Some Selected Individuals | Economic Development | The 1948 Riots |
| **9** | International Trading Including Slave Trade | Economic Development | The 1948 Riots |
| **10** | International Trading Including Slave Trade | Economic Development | The 1948 Riots |
| **11** | International Trading Including Slave Trade | Economic Development | The 1948 Riots |
| **12** | International Trading Including Slave Trade | Economic Development | The 1948 Riots |

HISTORY - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | My Country Ghana  | **The People Of Ghana*** Demonstrate understanding of how life in ancient time was different from life today
 | B5.2.1.1.1Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today. |
| **2****20/9/24** | My Country Ghana  | **The People Of Ghana*** Demonstrate understanding of how life in ancient time was different from life today
 | B5.2.1.1.1Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today. |
| **3****27/9/24** | My Country Ghana  | **The People Of Ghana*** Demonstrate understanding of how life in ancient time was different from life today
 | B5.2.1.1.2 Describe some ancient towns in Ghana |
| **4****4/10/24** | My Country Ghana  | **The People Of Ghana*** Demonstrate understanding of how life in ancient time was different from life today
 | B5.2.1.1.2 Describe some ancient towns in Ghana |
| **5****11/10/24** | My Country Ghana  | **Some Selected Individuals*** Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally
 | B5.2.5.1.1Name Ghanaians who have made significant Contribution locally and internationally |
| **6****18/10/24** | My Country Ghana  | **Some Selected Individuals*** Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally
 | B5.2.5.1.1Name Ghanaians who have made significant Contribution locally and internationally |
| **7****25/10/24** | My Country Ghana  | **Some Selected Individuals*** Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally
 | B5.2.5.1.1Name Ghanaians who have made significant Contribution locally and internationally |
| **8****1/11/24** | My Country Ghana  | **Some Selected Individuals*** Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally
 | B5.2.5.1.1Name Ghanaians who have made significant Contribution locally and internationally |
| **9****8/11/24** | Europeans in Ghana  | **International Trading Including Slave Trade*** Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury
 | B5.3.2.1.1Investigate why the Europeans began trading in humans by the 16th century |
| **10****15/11/24** | Europeans in Ghana  | **International Trading Including Slave Trade*** Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury
 | B5.3.2.1.1Investigate why the Europeans began trading in humans by the 16th century |
| **11****22/11/24** | Europeans in Ghana  | **International Trading Including Slave Trade*** Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury
 | B5.3.2.1.1Investigate why the Europeans began trading in humans by the 16th century |
| **12****29/11/24** | Europeans in Ghana  | **International Trading Including Slave Trade*** Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury
 | B5.3.2.1.1Investigate why the Europeans began trading in humans by the 16th century |
| **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** |
| **1** | Thinking and exploring (Visual Arts) | Thinking and exploring (Visual Arts) | Thinking and exploring (Visual Arts) |
| **2** | Thinking and exploring(Performing Arts) | Thinking and exploring(Performing Arts) | Thinking and exploring(Performing Arts) |
| **3** | Planning, Making and Composing(Visual Arts) | Planning, Making and Composing(Visual Arts) | Planning, Making and Composing(Visual Arts) |
| **4** | Planning, Making and Composing(Performing Arts) | Planning, Making and Composing(Performing Arts) | Planning, Making and Composing(Performing Arts) |
| **5** | Displaying and sharing (Visual Arts) | Displaying and sharing (Visual Arts) | Displaying Anderson sharing (Visual Arts) |
| 6 | Displaying and sharing(Performing Arts) | Displaying and sharing(Performing Arts) | Displaying and sharing(Performing Arts) |
| 7 | Appreciating and Appraising(Visual Arts) | Appreciating and Appraising(Visual Arts) | Appreciating and Appraising(Visual Arts) |
| 8 | Appreciating and Appraising(Performing Arts) | Appreciating and Appraising(Performing Arts) | Appreciating and Appraising(Performing Arts) |
| **9** | Thinking and ExploringSchool based project(Visual Arts & performing Arts) | Thinking and ExploringSchool based project(Visual Arts & performing Arts) | Thinking and ExploringSchool based project(Visual Arts & performing Arts) |
| **10** | planning, making and composingSchool based project(Visual Arts & Performing Arts) | planning, making and composingSchool based project(Visual Arts & Performing | planning, making and composingSchool based project(Visual Arts & Performing |
| **11** | Displaying and sharingSchool based project(Visual Arts & Performing Arts) | Displaying and sharingSchool based project(Visual Arts & Performing Arts) | Displaying and sharingSchool based project(Visual Arts & Performing Arts) |
| **12** | Appreciating and appraisingSchool based project(Visual Arts & Performing Arts) | Appreciating and appraisingSchool based project(Visual Arts & Performing Arts) | Appreciating and appraisingSchool based project(Visual Arts & Performing Arts) |

CREATIVE ARTS - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1****13/9/24** | Visual Arts | **Thinking and Exploring Ideas** * 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
 | B5 1.1.1.1 Study some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa |
| **2****20/9/24** | Performing Arts | **Thinking and Exploring Ideas** * Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues
 | B5 2.1.1.1 Explore and study some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa |
| **3****27/9/24** | Visual Arts | **Planning, Making and Composing** 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 | B5 1.2.2.1 Experiment with available relevant visual arts media and methods to create own visual artworks that reflect the history and culture of the people of Africa |
| **4****4/10/24** | Performing Arts | **Planning, Making and Composing** 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 | B5 2.2.2.1 Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the history and culture of the people of Africa |
| **5****11/10/24** | Visual Arts | **Displaying and Sharing** Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production based on other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues | B5 1.2.3.1 Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa |
| **6****18/10/24** | Performing Arts | **Displaying and Sharing** Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues | B5 2.2.3.1 Create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa |
| **7****25/10/24** | Visual Arts | **Appreciating and Appraising** * 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
 | B5 1.3.4.1 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa |
| **8****1/11/24** | Performing Arts | **Appreciating and Appraising** * 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
 | B5 2.3.4.1 Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa |
| **9****8/11/24** | Visual Arts &Performing Arts | **Thinking and Exploring Ideas** School based project | B5. 1.1.1.4 Generate own ideas for designing and creating own visual artworks that reflect the physical and social environments of some African communities |
| **10****15/11/24** | Visual Arts &Performing Arts | **Planning, Making and Composing** School based project | B5. 2.1.1.5 Study the compositions and performances of Ghanaian and other African performing artists that reflect topical issues in Africa |
| **11****22/11/24** | Visual Arts &Performing Arts | **Displaying and Sharing**School based project | B5 1.3.4.1 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa |
| **12****29/11/24** | Visual Arts &Performing Arts | **Appreciating and Appraising**School based project | B5 2.4.7.3 Analyze and appreciate/appraise own or others’ performing artworks and present reports as feedback on compositions that reflect topical issues in Africa |
| **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** | SongsReading Texts, And Short Stories | Dramatization And Role Play | Asking & Answering Questions |
| **2** | PoemsReading Texts, And Short Stories | 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 | Argumentative Writing |
| **7** | Narrative Writing | Persuasive Writing | Informative/ Academic Writing |
| **8** | Creative/ Free Writing | Argumentative Writing | Literary 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** | Letter WritingBuilding the love and culture of reading in learners | Letter WritingRead Aloud with Children | Letter WritingReading 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 Language/Extensive Reading | **Songs*** Show an understanding of cradle songs/lullaby.

**Reading Texts, And Short Stories** | B5.1.1.1.1Sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretakerB5.6.3.1.1-2 |
| **2****20/9/24** | Oral Language/Extensive Reading | **Poems*** Demonstrate knowledge and understanding of selected poems by discussing them
* **Reading Texts, And Short Stories**
 | B5.1.3.1.1-2Recognize the key words in the poem and discuss the theme of the poem.* B5.6.3.1.3-4
 |
| **3****27/9/24** | Oral Language  | **Story telling*** Demonstrate knowledge on the structure and features of folktales
 | B5.1.4.1.1-2* Retell a folktale of about five scenes and discuss the moral/values of it
 |
| **4****4/10/24** | Reading  | **Phonics: letter and sound knowledge*** Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words
 | B5.2.4.1.1-4Read and recognize diagraphs in words found in paragraphs |
| **5****11/10/24** | Reading | **Vocabulary: sight and content vocabulary*** Show an understanding of recognizing and reading about things in their environment
 | B5.2.5.1.1-2* Read paragraphs of passages aloud with correct pronunciation and tone.
 |
| **6****18/10/24** | Writing | **Penmanship*** Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.
 | B5.3.1.1.1-3* 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 Comprehend and use punctuation marks in narrative writing.
 | B5.4.1.1.1-3* Recognize and use commas, full stops, and question marks appropriately in narrative writing
 |
| **8****1/11/24** | Composition Writing | **Creative/ Free Writing*** Show an understanding of creating and writing longer stories on their own.
 | B5.4.2.1.1-3* Create a story that relates to their environment
 |
| **9****8/11/24** | Writing Conventions | **Integrating grammar in written language (capitalization)*** Show an understanding in the use of capital letters appropriately
 | B5.5.1.1.1-3* Understand the use of capital letters begin proper nouns
 |
| **10****15/11/24** | Writing Conventions | **Integrating grammar in written language (punctuation)*** Demonstrate knowledge in the use of punctuation marks in passages
 | B5.5.2.1.1-3* Understand and use exclamation mark in writing appropriately
 |
| **11****22/11/24** | Writing Conventions | **Integrating Grammar In Written Language (Use Of Action Words)*** Demonstrate knowledge on use of action words appropriately
 | B5.5.3.1.1-3Use simple past tense action words in sentences |
| **12****29/11/24** | Writing/Extensive Reading | **Building the love and culture of reading in learners*** Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.
 | B5.6.1.1.1-2Read aloud passages from novels and newspapers with correct pronunciation and tone. |
| **13****5/12/24** |  |
| **14****13/12/24** |  |
| **15****20/12/24** |  |

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 | Body Management |
| **6** | Rhythmic Skills | Rhythmic Skills | Strategies |
| **7** | Space Awareness | Relations | Strength |
| **8** | Dynamics | Body Management | Safety And Injuries |
| **9** | Aerobic Capacity | Endurance | Substances |
| **10** | Strength | Flexibility | Body Composition |
| **11** | Fitness Programme | 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 competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B5.1.2.1.1Walk on straight lines edges |
| **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)
 | B5.1.3.1.2: Skip and leap continuously |
| **3****27/9/24** | Motor Skill and Movement Patterns | **Manipulative skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B5.1.4.1.3: Roll ball using a stick through obstacles (arranged cones) |
| **4****4/10/24** | Motor Skill and Movement Patterns | **Manipulative skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B5.1.5.1.4 Perform simple small-group balance stunts by distributing weight and base of support |
| **5****11/10/24** | Motor Skill and Movement Patterns | **Rhythmic skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B5 1.5.1.5Change direction quickly whiles walking with an object within obstacles but keep one’s balance |
| **6****18/10/24** | Motor Skill and Movement Patterns | **Rhythmic skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
 | B5.1.6.1.6 Striking a dropping light ball upward and forward to a teammate using the hands or 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
 | B5.2.1.2.1Describe ways to create more space between an offensive player and a defensive player |
| **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
 | B5.2.2.2.2Explain the differences in applying and receiving force when jumping for height and distance |
| **9****8/11/24** | Physical Fitness | **Aerobic Capacity*** Assess and maintain a level of physical fitness to improve health and performance
 | B5.3.1.3.1Perform 10 minutes jogging with music |
| **10****15/11/24** | Physical Fitness | **Strength*** Assess and maintain a level of physical fitness to improve health and performance
 | B5.3.2.3.2Perform continuous pull-ups |
| **11****22/11/24** | Physical Fitness Concepts | **Fitness Programme*** Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
 | B5.4.1.4.1Monitor the intensity of one’s heart rate during physical activity |
| **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
 | B5.5.1.5.1Participating independently in fitness and skill development activities outside school |
| **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 | Introduction To MS-PowerPoint | Favorite Places And Search Engines |
| **2** | Generation Of Computers | Introduction To Word Processing | Using Online Forms |
| **3** | Generation Of Computers | Introduction To Databases, Algorithm And Programming | Customizing Your Browser |
| **4** | Introduction To MS-Windows Interface | Introduction To Databases, Algorithm And Programming | Customizing Your Browser |
| **5** | Introduction To MS-Windows Interface | Introduction To Databases, Algorithm And Programming | Customizing Your Browser |
| **6** | Introduction To MS-Windows Interface | Introduction To Spreadsheet | Electronic Mail |
| **7** | Data, Sources And Usage | Network Overview | Electronic Mail |
| **8** | Data, Sources And Usage | Web Browsers And Webpages | Internet Of Things |
| **9** | Data, Sources And Usage | Web Browsers And Webpages | Internet Of Things |
| **10** | Data, Sources And Usage | Web Browsers And Webpages | Digital Literacy |
| **11** | Technology In The Community | Surfing The Worldwide Web | Network Etiquette |
| **12** | Technology In The Community | Surfing The Worldwide Web | Health Hazard With Using ICT Tools |

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
 | B5.1.1.1.1-3Describe the types of output device and identify their usesDistinguish the difference and similarities between analogue and digital devices |
| **2****20/9/24** | Introduction To Computing | **Generation Of Computers*** Identify parts of a computer and technology tools
 | B5.1.1.1.4-5Identify home row keys, top row, bottom row keys, numerical pad and type |
| **3****27/9/24** | Introduction To Computing | **Generation Of Computers*** Identify parts of a computer and technology tools
 | B5.1.1.1.6-7Summarize the generation of computers |
| **4****4/10/24** | Introduction To Computing | **Introduction To MS-Windows Interface*** Demonstrate the use of the Desktop Background as well as working with folders
 | B5.1.2.1.1-2Personalize the Desktop Background and edit its images (e.g. image, icons and Taskbar of the background) |
| **5****11/10/24** | Introduction To Computing | **Introduction To MS-Windows Interface*** Demonstrate the use of the Desktop Background as well as working with folders
 | B5.1.2.1.3-4Creating a short cut, adding or removing common icons on the desktop. |
| **6****18/10/24** | Introduction To Computing | **Introduction To MS-Windows Interface*** Demonstrate the use of the Desktop Background as well as working with folders
 | B5.1.2.1.5-6Demonstrate understanding of the File Explorer window and locations of the computer through the file explorer |
| **7****25/10/24** | Introduction To Computing | **Data, Sources And Usage*** Illustrate the use of Data and identify their sources.
 | B5.1.3.1.1-2Identify primary sources of information e.g. photographs, audio, video recordings, letters |
| **8****1/11/24** | Introduction To Computing | **Data, Sources And Usage*** Illustrate the use of Data and identify their sources.
 | B5.1.3.1.3-4Demonstrate sending and sharing information e.g. arranging data, sorting and calculations |
| **9****8/11/24** | Introduction To Computing | **Data, Sources And Usage*** Illustrate the use of Data and identify their sources.
 | B5.1.3.1.5-7Demonstrate sending and sharing information |
| **10****15/11/24** | Introduction To Computing | **Data, Sources And Usage*** Illustrate the use of Data and identify their sources.
 | B5.1.3.1.8-10Make simple tables and diagrams from the collected data |
| **11****22/11/24** | Introduction To Computing | **Technology In The Community**.* Demonstrate the use of Technology in the community
 | B5.1.4.1.1-2Explain the fundamentals of digital system components |
| **12****29/11/24** | Introduction To Computing | **Technology In The Community**.* Demonstrate the use of Technology in the community
 | B5.1.4.1.3-4Discuss the effects of technology on the community |
| **13****5/12/24** | REVISION |
| **14****13/12/24** | END OF TERM ASSESSMENT |
| **15****20/12/24** | VACATION AND SBA ACTIVITIES |