ANNUAL & TERMLY SCHEME OF LEARNING

2024/2025 ACADEMIC YEAR – **TERM 1**

**© BASIC SIX**

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  | Pronouns | Adverbs  |
| Penmanship  | Writing as a Process | Descriptive Writing |
| Using Capitalisation | Naming Words | Using Adverbs |
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| 2 | Songs  | Conversation | Presentation  |
| Phonics | Vocabulary  | Comprehension  |
| Nouns  | Pronouns | Adverbs  |
| 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 |
| 3 | Poems  | Conversation  | Presentation  |
| Phonics | Vocabulary  | Silent Reading |
| Nouns  | Adjectives | Idioms  |
| Penmanship  | Writing as a Process | Argumentative Writing |
| Using Capitalisation | Using Action Words | Using Simple Prepositions |
| Building the Love and Culture of Reading |  |  |
| 4 | Poems  | Listening Comprehension | Presentation  |
| Word Families | Vocabulary  | Silent Reading |
| Nouns  | Verbs  | Idioms  |
| Penmanship  | Writing as a Process | Argumentative Writing |
| Using Capitalisation | Using Action Words | Using Simple Prepositions |
|  | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 5 | Story  | Listening Comprehension | Presentation  |
| Word Families | Vocabulary  | Silent Reading |
| Nouns  | Verbs  | Conjunctions  |
| Paragraph Development | Writing as a Process | Argumentative Writing |
| Using Punctuation | Using Action Words | Using Conjunctions |
| Building the Love and Culture of Reading |  |  |
| 6 | Story  | Listening Comprehension | Presentation  |
| Diphthongs | Comprehension  | Fluency |
| Nouns  | Verbs  | Modals  |
| Paragraph Development | Narrative Writing | Argumentative Writing |
| Using Punctuation | Using Action Words | Using Conjunctions |
|  | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 7 | Dramatization  | Listening Comprehension | Presentation  |
| Diphthongs | Comprehension  | Fluency |
| Determiners  | Verbs  | Prepositions  |
| Paragraph Development | Narrative Writing | Informative Writing |
| Naming Words | Using Action Words | Using Simple, Compound and Complex Sentences |
| Building the Love and Culture of Reading |  |  |
| 8 | Dramatization | Asking and Answering questions  | Presentation  |
| Blends and Consonant Clusters | Comprehension  | Summarizing  |
| Determiners  | Verbs  | Adjectival Phrase |
| 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 |
| 9 | Dramatization | Asking and Answering questions  | Presentation  |
| Blends and Consonant Clusters | Comprehension  | Summarizing  |
| Determiners  | Verbs  | Adverbial Phrase |
| Paragraph Development | Creative Writing | Letter Writing |
| Naming Words | Using Adjectives | Spelling |
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| 10 | Dramatization  | Giving and Following Commands | Presentation  |
| Blends and Consonant Clusters | Comprehension  | Summarizing  |
| Determiners  | Verbs  | Direct & Reported Speech |
| 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 |
| 11 | Conversation | Giving and Following Commands | Presentation  |
| Vocabulary  | Comprehension  | Summarizing  |
| Determiners  | Verbs  | Direct & Reported Speech |
| 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 |
| 12 | Conversation  | Giving and Following Commands | Presentation  |
| Vocabulary  | Comprehension  | Summarizing  |
| Determiners  | Verbs  | Direct & Reported Speech |
| 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** |
| 1 | Oral Language | **Songs** B.6.1.1: Demonstrate understanding of variety of songs | B6.1.1.1.1Relate the central messages in songs to personal experiences |
| Reading | **Phonics**B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B6.2.2.1.1. Read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch |
| Grammar | **Nouns** B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.1. Identify and use nouns or noun phrases to describe conditions. |
| Writing | **Penmanship** B6.4.2.1: Copy and rewrite sentences correctly | B6.4.2.1.1 Write with a legible, fluent and personal handwriting style |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B6.5.1.1: Use capital letters to start the first word in direct speech. | B6.5.1.1.1. Follow appropriate mechanical convention. |
| Extensive Reading |  |  |
| 2 | Oral Language | **Songs** B.6.1.1: Demonstrate understanding of variety of songs | B6.1.1.1.2. Compose songs around values discussed |
| Reading | **Phonics**B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B6.2.2.1.1. Read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch |
| Grammar | **Nouns** B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.1. Identify and use nouns or noun phrases to describe conditions. |
| Writing | **Penmanship** B6.4.2.1: Copy and rewrite sentences correctly | B6.4.2.1.1 Write with a legible, fluent and personal handwriting style |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B6.5.1.1: Use capital letters to start the first word in direct speech. | B6.5.1.1.1. Follow appropriate mechanical convention. |
| Extensive Reading |  |  |
| 3 | Oral Language | **Poems** B6.1.3.1: Appreciate poems and other pieces of literary materials | B6.1.3.1.1Relate the central messages of poems to personal experiences |
| Reading | **Phonics**B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B6.2.2.1.2. Read ccvcc, cccvc words and multisyllabic words when reading continuous texts. |
| Grammar | **Nouns** B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.2. Identify and use: − Proper nouns to refer to organisations/events; − Count/non-count |
| Writing | **Penmanship** B6.4.2.1: Copy and rewrite sentences correctly | B6.4.2.1.1 Write with a legible, fluent and personal handwriting style |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B6.5.1.1: Use capital letters to start the first word in direct speech. | B6.5.1.1.1. Follow appropriate mechanical convention. |
| Extensive Reading | Building the Love and Culture of Reading |  |
| 4 | Oral Language | **Poems** B6.1.3.1: Appreciate poems and other pieces of literary materials | B6.1.3.1.2-3. Discuss values in poems and talk about the importance of these values in societyCompose eight-line poems |
| Reading | **Word Families**B6.2.3.1: Identify minimal pairs and common digraphs | B6.2.3.1.1. Use common minimal pairs to decode words |
| Grammar | **Nouns** B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.2. Identify and use: − Singular − Plural (regular, irregular) − Without plural marker |
| Writing | **Penmanship** B6.4.2.1: Copy and rewrite sentences correctly | B6.4.2.1.2. Write complex sentences clearly and correctly |
| Writing Conventions & Grammar Usage | **Using Capitalisation**B6.5.1.1: Use capital letters to start the first word in direct speech. | B6.5.1.1.1. Follow appropriate mechanical convention. |
| Extensive Reading |  |  |
| 5 | Oral Language | **Story** B6.1.4.1: Respond to stories | B6.1.4.1.1. Make connections between texts or stories and personal experiences |
| Reading | **Word Families**B6.2.3.1: Identify rhyming/endings words and common digraphs | B6.2.3.1.2. Use words with digraphs to make meaningful sentences |
| Grammar | **Nouns** B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.3. Use "- ing" nouns and noun phrases to refer to activities |
| Writing | **Paragraph Development**B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience, 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**B6.5.2.1: Show understanding of how punctuations are used appropriately in writing | B6.5.2.1.1. Use the comma around a phrase for the modifying of the proceeding noun; − quotation marks to indicate direct speech; − apostrophe to show plural possession; |
| Extensive Reading | Building the Love and Culture of ReadingB6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 6 | Oral Language | **Story** B6.1.4.1: Respond to stories | B6.1.4.1.2. Tell stories around given themes |
| Reading | **Diphthongs**B6.2.4.1: Identify and use diphthongs to decode texts | B6.2.3.1.1. Use words with centering diphthongs ( e.g. / iǝ, eǝ, Ʊǝ ) to make meaningful sentences |
| Grammar | **Nouns** B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1. 4. Identify and use abstract nouns to refer to concepts and ideas |
| Writing | **Paragraph Development**B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience, 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**B6.5.2.1: Show understanding of how punctuations are used appropriately in writing | B6.5.2.1.1. Use the quotation marks to indicate direct speech; − apostrophe to show plural possession; |
| Extensive Reading |  |  |
| 7 | Oral Language | **Dramatization** B6.1.5.1 Appreciate pieces of literary materials through dramatization | B6.1.5.1.1. Dramatise/role-play whole/parts of stories/scenes, events |
| Reading | **Diphthongs**B6.2.4.1: Identify and use diphthongs to decode texts | B6.2.3.1.1. Use words with centering diphthongs ( e.g. / iǝ, eǝ, Ʊǝ ) to make meaningful sentences |
| Grammar | **Determiners** B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6. 3.2.1.1. Identify and use definite and indefinite articles |
| Writing | **Paragraph Development**B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.2 use key words, phrases or clauses to introduce the main idea in the paragraph. |
| Writing Conventions & Grammar Usage | **Naming Words**B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.1.Identify and use nouns or noun phrases to describe conditions. |
| Extensive Reading | Building the Love and Culture of ReadingB6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 8 | Oral Language | **Dramatization**B6.1.5.2: Appreciate key issues in stories/sketches | B6.1.5.2.1 Express personal opinion about moral lessons in sketches |
| Reading | **Blends and Consonant Clusters**B6.2.5.1: Identify and use consonant blends and clusters in reading | B6.2.5.1.1.Orally produce three-syllable words by blending sounds (phonemes), including consonant blends |
| Grammar | **Determiners** B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2. 1.2. Identify and use quantifiers. − ordinal first, second etc. − Some, few/little etc. − No/both, all each/every − Another, other − Fewer, less, etc |
| Writing | **Paragraph Development**B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.3.Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples |
| Writing Conventions & Grammar Usage | **Naming Words**B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.2. Identify and use: proper nouns to refer to organisations/events − Count/non-count − Singular |
| Extensive Reading |  |  |
| 9 | Oral Language | **Dramatization**B6.1.5.2: Appreciate key issues in stories/sketches | B6.1.5.2.2. Write plays out of a story and perform them |
| Reading | **Blends and Consonant Clusters**B6.2.5.1: Identify and use consonant blends and clusters in reading | B6.2.5.1.1. Orally produce three-syllable words by blending sounds (phonemes), including consonant blends |
| Grammar | **Determiners** B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2. 1.2. Identify and use quantifiers. − ordinal first, second etc. − Some, few/little etc. − No/both, all each/every − Another, other − Fewer, less, etc |
| Writing | **Paragraph Development**B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.3.Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples |
| Writing Conventions & Grammar Usage | **Naming Words**B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.2. Identify and use: proper nouns to refer to organisations/events − Count/non-count − Singular |
| Extensive Reading |  |  |
| 10 | Oral Language | **Dramatization** B6.1.5.2: Appreciate key issues in stories/sketches | B6.1.5.2.3. Justify the central messages in sketches performed |
| Reading | **Blends and Consonant Clusters**B6.2.5.1: Identify and use consonant blends and clusters in reading | B6.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs |
| Grammar | **Determiners** B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2.1.3. Identify and use possessive pronouns to show possession |
| Writing | **Paragraph Development**B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.3.Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples |
| Writing Conventions & Grammar Usage | **Naming Words**B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.2. Identify and use: proper nouns to refer to organizations/events − Plural (regular, irregular) − without plural marker − Gender |
| Extensive Reading | Building the Love and Culture of ReadingB6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 11 | Oral Language | **Conversation**B6.1.6.1: Explore certain culturally acceptable language for communication | B6.1.6.1.1. Describe/talk about objects/personalities/ events in the country and the world |
| Reading | **Vocabulary** B6.2.6.1: Understand word meanings and usages | B6.2.6.1.1.Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication |
| Grammar | **Determiners** B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2.1.4. Identify and use demonstratives: this/that, these/those – concepts and ideas. |
| Writing | **Paragraph Development**B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.4. Use cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph. E.g. use connectors to link contrasting ideas. Show results and purpose. |
| Writing Conventions & Grammar Usage | **Naming Words**B6.5.3.1: Apply knowledge of different types of nouns in communication | B6. 5.3.1.3. Use the "-ing" nouns to refer to activities. |
| Extensive Reading |  |  |
| 12 | Oral Language | **Conversation** B6.1.6.2: Demonstrate positive listening and viewing attitudes and behavior by showing attentiveness and understanding | B6.1.6.2.1. View and listen attentively and for a sustained period, (e.g., look at the person speaking and maintain eye contact) and record the key issues in the discussion |
| Reading | **Vocabulary** B6.2.6.1: Understand word meanings and usages | B6.2.6.1.2. Use the following terms: compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions |
| Grammar | **Determiners** B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2.1.4. Identify and use demonstratives: this/that, these/those – concepts and ideas. |
| Writing | **Paragraph Development**B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.4. Use cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph. E.g. use connectors to link contrasting ideas. Show results and purpose. |
| Writing Conventions & Grammar Usage | **Naming Words**B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas. |
| Extensive Reading | Building the Love and Culture of ReadingB6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |

MATHEMATICS – ANNUAL SCHEME OF LEARNING

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| **1** | Counting, Representation And Cardinality  | Counting, Representation And Cardinality  | Geometric Reasoning  |
| **2** | Counting Representation And Cardinality | Counting Representation And Cardinality | Geometric Reasoning  |
| **3** | Counting, Representation And Cardinality  | Number Operations  | Geometric Reasoning  |
| **4** | Number Operations | Number Operations | Data Collection And Organization |
| **5** | Number Operations | Patterns And Relationship | Data Collection And Organization |
| **6** | Number Operations | Patterns And Relationship | Data Collection And Organization |
| **7** | Fractions  | Patterns And Relationship | Data Collection And Organization |
| **8** | Fractions  | Algebraic Expressions | Data Collection And Organization |
| **9** | Ratio And Proportion | Variables And Equations | Data Collection And Organization |
| **10** | Ratio And Proportion | Variables And Equations | Probability And Chance |
| **11** | Ratio And Proportion | Lines And Shapes | Probability And Chance |
| **12** | Ratio And Proportion | Lines And Shapes | Probability And Chance |

MATHEMATICS – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1** | Number | **Counting, Representation And Cardinality** * Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion
 | B6.1.1.1.1Model number quantities up to 1,000,000 using graph sheets and multi-base block |
| **2** | Number | **Counting Representation And Cardinality*** Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion
 | B6.1.1.1.2-3Read and write numbers in figures and in words up to 1,000,000,000Identify numbers in different positions around a given number in a number chart |
| **3** | Number | **Counting, Representation And Cardinality** * Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion
 | B6.1.1.1.4-5Compare and order whole numbers up to 100,000 and represent the comparison using ">,Round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens |
| **4** | Number | **Number Operations*** Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts
 | B6.1.2.1.1Apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts |
| **5** | Number | **Number Operations*** Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts
 | B6.1.2.1.2Apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property |
| **6** | Number | **Number Operations*** Manipulate numbers, using basic
* Demonstrate understanding of division of a 2 or 3-digit number by a 1 or 2-digit number
 | B6.1.2.3.1Determine basic division fact up to 81B6.1.2.4.1Divide 3-digit numbers by 1-digit number efficiently |
| **7** | Number | **Fractions** * Demonstrate an understanding of strategies for comparing, adding, subtracting, multiplying and dividing common, decimal a
 | B6.1.3.1.1-2Compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)Add and subtract unlike and mixed fractions |
| **8** | Number | **Fractions** * Demonstrate an understanding of strategies for comparing, adding, subtracting, multiplying and dividing common, decimal a
 | B6.1.3.1.3Use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction |
| **9** | Algebra | **Ratio And Proportion*** Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers
 | B6.1.4.1.1Use concrete models and pictorial representations to explain the concept ratio |
| **10** | Algebra | **Ratio And Proportion*** Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers
 | B6.1.4.1.2Express ratios in equivalent forms, compare and order ratios |
| **11** | Algebra | **Ratio And Proportion*** Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve real-world and mathematical problems.
 | B6.1.4.2.1Use models to explain proportion as a comparison between quantities with equal ratios |
| **12** | Data | **Ratio And Proportion*** Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve real-world and mathematical problems.
 | B6.1.4.2.3Use various strategies to solve proportional reasoning problems involving rates and scales |

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** | Materials  | The Solar System  | Personal Hygiene And Sanitation  |
| **4** | Materials | The Solar System  | Personal Hygiene And Sanitation  |
| **5** | Materials | Ecosystem  | Personal Hygiene And Sanitation  |
| **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** | Life Cycle Of Organism  | Electricity And Electronic | Science And Industry |
| **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** | Diversity Of Matter | **Living And Non- Living Things** Show understanding of the physical features and life processes of living things and use this understanding to classify them | B6.1.1.1.1Classify plants based on their root system |
| **2** | Diversity Of Matter | **Living And Non- Living Things** * Show understanding of the physical features and life processes of living things and use this understanding to classify them
 | B6.1.1.1.1Classify plants based on their root system |
| **3** | Diversity Of Matter | **Materials** * Recognize materials as important resources for providing human needs
 | B6.1.2.1.1Know the general properties of metals such as luster, malleability, conductivity and ductility |
| **4** | Diversity Of Matter | **Materials*** Recognize materials as important resources for providing human needs
 | B6.1.2.1.2Investigate the uses of metals in everyday life and link the uses to their properties |
| **5** | Diversity Of Matter | **Materials*** Demonstrate understanding of how carbon and nitrogen are cycled in nature
 | B6.1.2.2.1Examine some uses of mixtures in everyday life |
| **6** | Cycle | **Earth Science** * Recognize the relationship between the earth and the sun
 | B6.2.1.1.1 Describe the relative sizes of the earth and sun and their importance |
| **7** | Cycle | **Earth Science*** Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water)
 | B6.2.1.2.1 Explain how rain falls from clouds |
| **8** | Cycle | **Earth Science*** Demonstrate understanding of how carbon and nitrogen are cycled in nature
 | B6.2.1.3.1 Know the functions of carbon within the environment |
| **9** | Cycle | **Earth Science*** Recognize water and air as important natural resources
 | B6.2.1.4.1Investigate ways of conserving water in the home, school and community |
| **10** | Cycle | **Life Cycle Of Organism** * Demonstrate understanding of the life cycle of a plant
 | B6.2.2.1.1Know the materials needed for the survival of plants in the environment (water, carbon dioxide, oxygen, sunlight) |
| **11** | Cycle | **Life Cycle Of Organism*** Demonstrate understanding of the life cycle of a plant
 | B6.2.2.1.2Observe the life cycle of a plant (okra or maize plant) |
| **12** | Cycle | **Life Cycle Of Organism*** Recognize that different parts of the human body work interdependently to perform a specific function
 | B6.3.1.1.1 Explain the functions of organs in the excretory system of humans  |

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** | All About Us | **Nature Of God*** Demonstrate understanding of the Nature of God as the Creator
 | B6.1.1.1.1Describe the attributes of God |
| **2** | All About Us | **Nature Of God*** Demonstrate understanding of challenges that occur
 | B6.1.2.1. 1. Explain problems associated with adolescence |
| **3** | All About Us | **Myself*** Demonstrate understanding of challenges that occur
 | B6.1.2.1.1Explain problems associated with adolescence |
| **4** | All About Us | **Myself*** Demonstrate understanding of challenges that occur
 | B6.1.2.1.2Explain how to manage the problems that occur during adolescence. |
| **5** | All About Us | **My Family*** Demonstrate understanding of attitudes and behaviors of a responsible family member
 | B6.1.3.1.1Explain the need for cordial relationships among family members |
| **6** | All About Us | **My Family*** Demonstrate understanding of attitudes and behaviors of a responsible family member
 | B6.1.3.1.1Explain the need for cordial relationships among family members |
| **7** | All About Us | **Home And School*** Demonstrate knowledge of food safety practices
 | B6.1.4.1.1Identify ways of promoting food safely |
| **8** | All About Us | **Home And School*** Demonstrate knowledge of food safety practices
 | B6.1.4.1.1Identify ways of promoting food safely |
| **9** | All Around Us | **The Environment And The Weather*** Demonstrate understanding of the importance of trees in our environment
 | B6.2.1.1.1Plant trees in their communities as a civic duty |
| **10** | All Around Us | **The Environment And The Weather*** Demonstrate understanding of the importance of trees in our environment
 | B6.2.1.1.1Plant trees in their communities as a civic duty |
| **11** | All Around Us | **Plants And Animals*** Demonstrate understanding of the importance of animals to plants in the environment
 | B6.2.2.1.1Explain the importance of animal waste to plants |
| **12** | All Around Us | **Plants And Animals*** Demonstrate understanding of the importance of animals to plants in the environment
 | B6.2.2.1.1Explain the importance of animal waste to plants |

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 | Leaders Of The Three Major Religion  | Authority And Obedience |
| **6** | The Environment | Leaders Of The Three Major Religion  | Authority And Obedience |
| **7** | The Environment | Leaders Of The Three Major Religion  | Roles Relationship In The Family And Character Formation  |
| **8** | The Environment | 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** | God’s Creation And Attributes | **God The Creator*** Discuss the significance of religious festivals
 | B6 2.2.1.1Gather and record data on religious festivals. |
| **2** | God’s Creation And Attributes | **God The Creator*** Discuss the significance of religious festivals
 | B6 2.2.1.2Explain the need for celebrating various festivals |
| **3** | God’s Creation And Attributes | **God The Creator*** Discuss the significance of religious festivals
 | B6 2.2.1.3Discuss moral lessons from the festivals. |
| **4** | God’s Creation And Attributes | **God The Creator*** Discuss the significance of religious festivals
 | B6 2.2.1.3Discuss moral lessons from the festivals. |
| **5** | God’s Creation And Attributes | **The Environment*** Discuss the latter lives of the leaders of the three major religions in Ghana
 | B6 3.4.1.1 Narrate the story of the latter lives of the leaders of the major religions |
| **6** | God’s Creation And Attributes | **The Environment*** Discuss the latter lives of the leaders of the three major religions in Ghana
 | B6 3.4.1.1 Narrate the story of the latter lives of the leaders of the major religions |
| **7** | God’s Creation And Attributes | **The Environment*** Discuss the latter lives of the leaders of the three major religions in Ghana
 | B6 3.4.1.2Identify the moral lessons from the latter lives of the religious leaders. |
| **8** | God’s Creation And Attributes | **The Environment*** Discuss the latter lives of the leaders of the three major religions in Ghana
 | B6 3.4.1.2Identify the moral lessons from the latter lives of the religious leaders. |
| **9** | Religious Practices  | **Religious Worship** * Discuss the need to be committed to the community
 | B6 4.1.1.1Demonstrate ways they can commit themselves to the community. |
| **10** | Religious Practices  | **Religious Worship** * Discuss the need to be committed to the community
 | B6 4.1.1.1Demonstrate ways they can commit themselves to the community. |
| **11** | Religious Practices  | **Religious Worship** * Discuss the need to be committed to the community
 | B6 4.1.1.2Explain the need to be committed members of the community. |
| **12** | Religious Practices  | **Religious Worship** * Discuss the need to be committed to the community
 | B6 4.1.1.2Explain the need to be committed members of the community. |

HISTORY - ANNUAL SCHEME OF LEARNING

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| **1** | Impact Of European Presence | Formation Of Political Parties | The Republics |
| **2** | Impact Of European Presence | Formation Of Political Parties | The Republics |
| **3** | Impact Of European Presence | Formation Of Political Parties | The Republics |
| **4** | Impact Of European Presence | Formation Of Political Parties | The Republics |
| **5** | Impact Of European Presence | Formation Of Political Parties | The Republics |
| **6** | Impact Of European Presence | Formation Of Political Parties | The Republics |
| **7** | Political Development | Ghana Gains Independence | Military Rule |
| **8** | Political Development | Ghana Gains Independence | Military Rule |
| **9** | Political Development | Ghana Gains Independence | Military Rule |
| **10** | Political Development | Ghana Gains Independence | Military Rule |
| **11** | Political Development | Ghana Gains Independence | Military Rule |
| **12** | Political Development | Ghana Gains Independence | Military Rule |

HISTORY - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1** | Europeans In Ghana  | **Impact Of European Presence*** Demonstrate knowledge of the impact of European presence on Ghana
 | B6.3.4.1.1Assess the changes that the European presence brought to Ghana. |
| **2** | Europeans In Ghana  | **Impact Of European Presence*** Demonstrate knowledge of the impact of European presence on Ghana
 | B6.3.4.1.1Assess the changes that the European presence brought to Ghana. |
| **3** | Europeans In Ghana  | **Impact Of European Presence*** Demonstrate knowledge of the impact of European presence on Ghana
 | B6.3.4.1.1Assess the changes that the European presence brought to Ghana. |
| **4** | Europeans In Ghana  | **Impact Of European Presence*** Demonstrate knowledge of the impact of European presence on Ghana
 | B6.3.4.1.1Assess the changes that the European presence brought to Ghana. |
| **5** | Europeans In Ghana  | **Impact Of European Presence*** Demonstrate knowledge of the impact of European presence on Ghana
 | B6.3.4.1.1Assess the changes that the European presence brought to Ghana. |
| **6** | Europeans In Ghana  | **Impact Of European Presence*** Demonstrate knowledge of the impact of European presence on Ghana
 | B6.3.4.1.1Assess the changes that the European presence brought to Ghana. |
| **7** | Colonization & Development  | **Political Development*** Show understanding of Political developments under colonial rule, 1874-1957
 | B6.4.4.1.1Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874- 1957. |
| **8** | Colonization & Development  | **Political Development*** Show understanding of Political developments under colonial rule, 1874-1957
 | B6.4.4.1.1Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874- 1957. |
| **9** | Colonization & Development  | **Political Development*** Show understanding of Political developments under colonial rule, 1874-1957
 | B6.4.4.1.1Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874- 1957. |
| **10** | Colonization & Development  | **Political Development*** Show understanding of Political developments under colonial rule, 1874-1957
 | B6.4.4.1.1Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874- 1957. |
| **11** | Colonization & Development  | **Political Development*** Show understanding of Political developments under colonial rule, 1874-1957
 | B6.4.4.1.1Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874- 1957. |
| **12** | Colonization & Development  | **Political Development*** Show understanding of Political developments under colonial rule, 1874-1957
 | B6.4.4.1.1Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874- 1957. |

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** | Visual Arts | **Thinking and Exploring Ideas** **(Visual Arts)*** Investigate some traditional dances and their songs.
 | B6. 1.1.1.1Sing some traditional songs which are used for traditional dances and their correct rhythms |
| **2** | Performing Arts | **Thinking and Exploring Ideas** **(Performing Arts)*** Investigate some traditional dances and their songs.
 | B6. 2.1.1.1Discuss the importance and some moral lessons of the songs and the dances. |
| **3** | Visual Arts | **Planning, Making and Composing** **(Visual Arts)*** Demonstrate knowledge and understanding of selected poems by discussing them.

Demonstrate an understanding and comparison of folktales t | B6.1.3.1.1.Explore poems correctly and recognize the key words and talk about their themes.B6.1.4.1.1 Indicate the similarities and differences between folktales and stories.  |
| **4** | Performing Arts | **Planning, Making and Composing** **(Visual Arts)*** Demonstrate knowledge and understanding of selected poems by discussing them.
* Demonstrate an understanding and comparison of folktales t
 | B6.1.3.1.1.Explore poems correctly and recognize the key words and talk about their themes.B6.1.4.1.1 Indicate the similarities and differences between folktales and stories.  |
| **5** | Visual Arts | **Displaying and Sharing** **(Visual Arts)*** Demonstrate an understanding and comparison of folktales t
* Demonstrate an understanding of how to change a story into a drama.
 | B6.1.3.4.1Discuss the values or morals of folktales and of stories.B6.1.3.5.1Tell a story of about eight to ten characters, and recognize the characters, setting, costumes and the stage. |
| **6** | Performing Arts | **Displaying and Sharing** **(Visual Arts)*** Demonstrate an understanding and comparison of folktales t
* Demonstrate an understanding of how to change a story into a drama.
 | B6.1.3.4.1Discuss the values or morals of folktales and of stories.B6.1.3.5.1Tell a story of about eight to ten characters, and recognize the characters, setting, costumes and the stage. |
| **7** | Visual Arts | **Appreciating and Appraising** **(Visual Arts)*** Exhibit knowledge of the names of some towns, cities and villages and rivers in Ghana.
 | B6.1.6.1.1Explore and say the names of cities in Ghana. B6.1.6.1.2 Explore or say some towns and villages in Ghana.  |
| **8** | Performing Arts | **Appreciating and Appraising** **(Visual Arts)*** Exhibit knowledge of the names of some towns, cities and villages and rivers in Ghana.
 | B6.1.6.1.1Explore and say the names of cities in Ghana. B6.1.6.1.2 Explore or say some towns and villages in Ghana.  |
| **9** | Visual & Performing Arts | **Thinking and Exploring Ideas****(School Based Project)** | B6.1.6.1.3Discuss the major rivers in Ghana and those close to the area.B6.1.7.1.1Recognize the nuclear family and mention the members in it. |
| **10** | Visual & Performing Arts | **Planning, Making and Composing** **(School Based Project)** |  |
| **11** | Visual & Performing Arts | **Displaying and Sharing****(School Based Project)** |  |
| **12** | Visual & Performing Arts | **Appreciating and Appraising****(School Based Project)** |  |

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 Commands  |
| **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 And Handwriting | Descriptive Writing | Informative & Academic Writing |
| **7** | Narrative Writing | Argumentative Writing | Literary Writing |
| **8** | Creative Writing | Persuasive Writing | Letter Writing |
| **9** | Use Of Capitalization | Use Of Postpositions | Use Of Simple And Compound Sentences |
| **10** | Use Of Punctuation | Use Of Qualifying Words | Spelling |
| **11** | Use Of Action Words | Read Aloud With Children | Use Of Conjunction |
| **12** | Building The Love And Culture Of Reading | Reading Texts, Poems Narratives And Short Stories | Reading Texts, Poems, Narrative And Short Stories |

GHANAIAN LANGUAGE - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1** | Oral Language | **Songs** Investigate some traditional dances and their songs. | B6.1.1.1.1-2 Sing some traditional songs which are used for traditional dances and their correct rhythms |
| **2** | Oral Language | **Poems** * Demonstrate knowledge and understanding of selected poems by discussing them
 | B6.1.3.1.1. * Explore poems correctly and recognize the key words and talk about their themes
 |
| **3** | Oral Language | **Story Telling** * Demonstrate an understanding and comparison of folktales to stories.
 | B6.1.4.1.1-2 * Indicate the similarities and differences between folktales and stories
 |
| **4** | Reading | **Phonics: Letter And Sound Knowledge** * Demonstrate the ability to listen and pronounce words with identical sounds from a list of words
 | B6.2.4.1.1-3.Read and recognize words with diagraphs in sentences and paragraphs |
| **5** | Reading | **Vocabulary: Sight And Content Vocabulary** * Show an ability to recognize and read about things in the environment
 | B6.2.5.1.1-2. * Read dialogues aloud with correct pronunciation and tone.
 |
| **6** | Writing | **Penmanship And Handwriting** * Write sentences clearly and correctly, using correct capitalization where needed
 | B6.3.1.1.1-2 * Pay attention to ascending and descending letters that are not easy to write
 |
| **7** | Composition Writing | **Narrative Writing** * Show an understanding of writing a narrative composition.
 | B6.4.1.1.1-2 * Write a report or account of a particular events or activity in which they were involved
 |
| **8** | Composition Writing | **Creative Writing** * Show an understanding of writing good imaginative and real stories
 | B6.4.2.1.1-3 * Write a long real story of about five paragraphs
 |
| **9** | Writing Convention | **Use Of Capitalization** * Exhibit knowledge of using capital letters appropriately
 | B6.5.1.1.1-2 * Use the upper case letters after colons and question marks
 |
| **10** | Writing Convention | **Use Of Punctuation** * Show an understanding of using punctuation marks appropriately in writing.
 | B6.5.2.1.1-3 * Use punctuation marks appropriately in writing paragraphs.
 |
| **11** | Writing Convention | **Use Of Action Words** * Demonstrate knowledge on the appropriate use of action words
 | B6.5.3.1.1-3 Recognize and use perfect tense action words in sentences |
| **12** | Extensive Reading | **Building The Love And Culture Of Reading** * Exhibit knowledge of understanding and appreciating magazines
 | B6.6.1.1.2 Recognize features of articles for a class magazine |

PHYSICAL EDUCATION - ANNUAL SCHEME OF LEARNING

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| **WEEKS** | **TERM 1** | **TERM 2** | **TERM 3** |
| **1** | Locomotive Skills | Locomotive Skills | Locomotive Skills |
| **2** | Locomotive Skills | Locomotive Skills | Locomotive Skills |
| **3** | Manipulative Skills | Manipulative Skills | Manipulative Skills |
| **4** | Manipulative Skills | Manipulative Skills | Manipulative Skills |
| **5** | Rhythmic Skills | Rhythmic Skills | Rhythmic Skills |
| **6** | Rhythmic Skills | Relations | Strategies |
| **7** | Space Awareness | Body Management | Aerobic Capacity |
| **8** | Dynamics | Endurance | Safety And Injuries |
| **9** | Aerobic Capacity | Flexibility | Substances |
| **10** | Strength | Safety And Injuries | Body Composition |
| **11** | Fitness Programme | Substances | Group Dynamics |
| **12** | Healthy Diet | Self-Responsibility | Critical Thinking |

PHYSICAL EDUCATION - FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1** | 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 gym
 | B6.1.1.1.1Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person. |
| **2** | 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 gym
 | B6.1.2.1.2Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force. |
| **3** | 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 gym
 | B6.1.2.1.3Perform the differences in applying and receiving force when jumping for height and distance (high jump). |
| **4** | 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 gym
 | B6.1.3.1.4Roll ball using a stick in a game situation (hockey). |
| **5** | 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 gym
 | B6.1.4.1.5Perform simple small stunts while shifting base of support from one body part to the other |
| **6** | Movement Concepts | **Rhythmic Skills*** Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gym
 | B6 1.5.1.6Change direction quickly to maintain ones’ balance whiles running with an object through obstacles. |
| **7** | Movement Concepts | **Space Awareness*** Demonstrate knowledge of movement concepts, principles, strategies that apply to the learning and performance of physical activities
 | B6.2.1.2.1Explain the importance of open space in playing team games. |
| **8** | Physical Fitness | **Dynamics*** Demonstrate knowledge of movement concepts, principles, strategies that apply to the learning and performance of physical activities
 | B6.2.2.2.2Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke. |
| **9** | Physical Fitness | **Aerobic Capacity*** Assess and maintain a level of physical fitness to improve health and performance.
 | B6.3.1.3.1Perform 8 minutes running with or without music. |
| **10** | Physical Fitness Concepts | **Strength*** Assess and maintain a level of physical fitness to improve health and performance.
 | B6.3.2.3.2 Perform 15 continuous sit-ups |
| **11** | Values And Psycho-Social Concepts | **Fitness Programme*** Lemonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
 | B6.4.1.4.1Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness. |
| **12** | Values And Psycho-Social Concepts | **Healthy Diet*** Lemonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
 | B6.4.1.4.2Explain the role that weight bearing activities play in bone strength. |

COMPUTING – ANNUAL SCHEME OF LEARNING

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| **Weeks** | **Term 1** | **Term 2** | **Term 3** |
| **1** | Generation Of Computers | Introduction To Databases, Algorithm And Programming | Using Online Forms |
| **2** | Generation Of Computers | Introduction To Databases, Algorithm And Programming | Using Online Forms |
| **3** | Introduction To MS-Windows Interface | Introduction To Databases, Algorithm And Programming | Customizing Your Browser |
| **4** | Introduction To MS-Windows Interface | Introduction To Spreadsheet | Customizing Your Browser |
| **5** | Introduction To MS-Windows Interface | Introduction To Spreadsheet | Electronic Mail |
| **6** | Data, Sources And Usage | 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 | Digital Literacy |
| **10** | Technology In The Community | Surfing The Worldwide Web | Digital Literacy |
| **11** | Introduction To MS-PowerPoint | Surfing The Worldwide Web | Internet Etiquette |
| **12** | Introduction To Word Processing | Favorite Places And Search Engines | Health Hazard With Using ICT Tools |

COMPUTING – FIRST TERM SCHEME OF LEARNING

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| **WEEKS** | **STRAND** | **SUB STRANDS/ CONTENT STANDARD** | **INDICATORS** |
| **1** | Word Processing | **Generation Of Computers*** Identify parts of a computer, technology tools and history of computers
 | B6.1.1.1.1-2Learn about the Generation of ComputersIdentify parts of a computer, technology tools and history of computers |
| **2** | Word Processing | **Generation Of Computers*** Identify parts of a computer, technology tools and history of computers
 | B6.1.1.1.3-5Demonstrate proper use of keyboarding technique. |
| **3** | Word Processing | **Introduction To MS-Windows Interface*** Demonstrate the use of the Desktop Background as well as working with folders.
 | B6.1.2.1.1-3Demonstrate the use of the Recycle Bin or Trash Can.Perform permanent delete or Empty Trash can and restoring files or icons in the recycle bin. |
| **4** | Programming And Databases | **Introduction To MS-Windows Interface*** Demonstrate the use of the Desktop Background as well as working with folders.
 | B6.1.2.1.4-7Explore the use of Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu. |
| **5** | Programming And Database | **Introduction To MS-Windows Interface*** Demonstrate the use of the Desktop Background as well as working with folders.
 | B6.1.2.1.8-10Demonstrate the use of the navigation Pane of the File Explorer to access different locations of the computer from the navigation pane. |
| **6** | Programming And Databases | **Data, Sources And Usage*** Demonstrate the use of Data and identify sources of data
 | B6.1.3.1.1-3Identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.) Guide learners to discuss where. |
| **7** | Programming And Databases | **Data, Sources And Usage*** Demonstrate the use of Data and identify sources of data
 | B6.1.3.1.4-6Demonstrate how to collect data (e.g. listening to radio, reading newspapers, interviews use of questionnaires etc.) |
| **8** | Internet And Social Media | **Data, Sources And Usage*** Demonstrate the use of Data and identify sources of data
 | B6.1.3.1.7-9Demonstrate the use of the tools for collecting data. |
| **9** | Internet And Social Media | **Data, Sources And Usage*** Demonstrate the use of Data and identify sources of data
 | B6.1.3.1.10-11Manipulate data to gain required output (e.g. Finding sum, mean, grand totals, maximum, minimum, mode, division, multiplication |
| **10** | Internet And Social Media | **Technology In The Community*** Demonstrate the use of Technology in the community
 | B6.1.4.1.1-4Identify three more technological tools for communication in the community. |
| **11** | Internet And Social Media | **Introduction To MS-PowerPoint*** Demonstrate how to use Microsoft PowerPoint
 | B6.2.1.1.1-3Demonstrate how to use the File menu, the Insert and Design Ribbon from B5. |
| **12** | Internet And Social Media | **Introduction To MS-PowerPoint*** Demonstrate how to use Microsoft PowerPoint
 | B6.2.1.1.1-3Demonstrate how to use the File menu, the Insert and Design Ribbon from B5. |