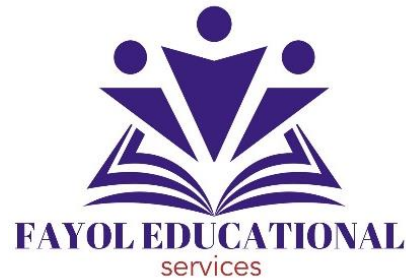


FAYOL



# **FAYOL EDUCATIONAL SERVICES**

ANNUAL & TERMLY SCHEME OF LEARNING

2024/2025 ACADEMIC YEAR – **TERM I**

© **BASIC THREE**

# FAYOL

## ENGLISH LANGUAGE - ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
1	Songs	Conversation	Listening Comprehension
	Phonics	Blends and Consonant Clusters	Comprehension
	Penmanship	Writing Simple Words and Sentences	Narrative Writing
	Using Capitalisation	Using Punctuation	Using Adverbs
2	Songs	Conversation	Listening Comprehension
	Phonics	Blends and Consonant Clusters	Comprehension
	Penmanship	Writing Simple Words and Sentences	Narrative Writing
	Using Capitalisation	Using Punctuation	Using Adverbs
3	Songs	Conversation	Asking and Answering Questions
	Phonics	Blends and Consonant Clusters	Comprehension

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	Penmanship	Writing Simple Words and Sentences	Narrative Writing
	Using Capitalisation	Using Punctuation	Using Adverbs
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Rhymes	Conversation	Asking and Answering Questions
	Phonics	Vocabulary	Comprehension
	Writing /Copying Letters	Guided Composition	Narrative Writing
	Using Capitalisation	Using Action Words	Using Adverbs
5	Rhymes	Conversation	Asking and Answering Questions
	Phonics	Vocabulary	Comprehension
	Writing /Copying Letters	Guided Composition	Descriptive Writing
	Using Capitalisation	Using Action Words	Using Adverbs
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

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6	Story	Conversation	Giving and Responding to Commands
	Phonics	Vocabulary	Fluency
	Labelling items	Writing as a Process	Descriptive Writing
	Using Capitalisation	Using Action Words	Using Simple Prepositions
7	Story	Conversation	Giving and Responding to Commands
	Word Families	Vocabulary	Fluency
	Labelling items	Writing as a Process	Argumentative Writing
	Using Punctuation	Using Action Words	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Story	Conversation	Giving and Responding to Commands
	Word Families	Comprehension	Fluency
	Writing Simple Words and Sentences	Writing as a Process	Argumentative Writing

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	Using Punctuation	Using Action Words	Using Simple and Compound Sentences
9	Story	Conversation	Presentation
	Word Families	Comprehension	Fluency
	Writing Simple Words and Sentences	Writing as a Process	Academic Writing
	Using Punctuation	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Dramatisation and Role Play	Conversation	Presentation
	Diphthongs	Comprehension	Fluency
	Writing Simple Words and Sentences	Writing as a Process	Academic Writing
	Using Punctuation	Using Adjectives	Spelling
11	Songs	Conversation	Listening Comprehension

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	Phonics	Blends and Consonant Clusters	Comprehension
	Penmanship	Writing Simple Words and Sentences	Narrative Writing
	Using Capitalisation	Using Punctuation	Using Adverbs
12	Conversation	Listening Comprehension	Presentation
	Diphthongs	Comprehension	Fluency
	Writing Simple Words and Sentences	Writing as a Process	Academic Writing
	Using Punctuation	Using Adjectives	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

# FAYOL

## ENGLISH LANGUAGE - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 13/9/24	Oral Language	<b>Songs</b> B3.1.1.1: Demonstrate understanding of a variety of songs	B3.1.1.1.1. Talk about the benefits of songs
	Reading	<b>Phonics</b> B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech
	Writing	<b>Penmanship</b> B3.4.2.1: Copy and write sentences correctly	B3.4.2.1.1. Copy short paragraphs clearly
	Writing Conventions & Grammar Usage	<b>Using Capitalisation</b> B3.5.1.1: Apply knowledge of capitalization in writing	B3.5.1.1.1. Use capital letters to write initials and abbreviations
2 20/9/24	Oral Language	<b>Songs</b> B3.1.1.1: Demonstrate understanding of a variety of songs	B3.1.1.1.1. Talk about the benefits of songs
	Reading	<b>Phonics</b> B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech
	Writing	<b>Penmanship</b> B3.4.2.1: Copy and write sentences correctly	B3.4.2.1.1. Copy short paragraphs clearly
	Writing Conventions & Grammar Usage	<b>Using Capitalisation</b> B3.5.1.1: Apply knowledge of capitalization in writing	B3.5.1.1.1. Use capital letters to write initials and abbreviations

# FAYOL

3 27/9/24	Oral Language	<b>Songs</b> B3.1.1.1: Demonstrate understanding of a variety of songs	B3.1.1.1.1. Talk about the benefits of songs
	Reading	<b>Phonics</b> B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words
	Writing	<b>Penmanship</b> B3.4.2.1: Copy and write sentences correctly	B3.4.2.1.1. Copy short paragraphs clearly
	Writing Conventions & Grammar Usage	<b>Using Capitalisation</b> B3.5.1.1: Apply knowledge of capitalization in writing	B3.5.1.1.1. Use capital letters to write initials and abbreviations
	Extensive Reading	Building the Love and Culture of Reading B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them
4 4/10/24	Oral Language	<b>Rhymes</b> B3.1.2.1: Appreciate a variety of literary pieces	B3.1.2.1.1. Compose short rhymes and tongue-twisters and recite them
	Reading	<b>Phonics</b> B3.2.2.1: Connect sounds to letters and blend letters/syllables to read and write	B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words
	Writing	<b>Writing /Copying Letters</b> B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly	B3.4.3.1.1. Use letter-sound relationships to represent most letters in words correctly
	Writing Conventions & Grammar Usage	<b>Using Capitalisation</b> B3.5.1.1: Apply knowledge of capitalisation in writing	B3.5.1.1.1. Use capital letters to write initials and abbreviations
5	Oral Language	<b>Rhymes</b> B3.1.2.1: Appreciate a variety of literary pieces	B3.1.2.1.1. Compose short rhymes and tongue-twisters and recite them



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11/10/24	Reading	<b>Phonics</b> B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B3.2.2.1.3. Use basic elements of structural analysis (e.g prefixes, suffixes, compound, root words) to decode unknown words
	Writing	<b>Writing /Copying Letters</b> B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly	B3.4.3.1.1. Use letter-sound relationships to represent most letters in words correctly
	Writing Conventions & Grammar Usage	<b>Using Capitalisation</b> B3.5.1.1: Apply knowledge of capitalisation in writing	B3.5.1.1.2. Demonstrate the ability to capitalise titles of texts
	Extensive Reading	Building the Love and Culture of Reading B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them
6 18/10/24	Oral Language	<b>Story</b> B3.1.4.1: Respond to stories	B3.1.4.1.1. Respond to and ask questions based on stories heard
	Reading	<b>Phonics</b> B3.2.2.1: Connect sounds to letters and blend letters/syllables to read and write	B3.2.2.1.3. Use basic elements of structural analysis (e.g prefixes, suffixes, compound, root words) to decode unknown words
	Writing	<b>Labelling items</b> B3.4.4.1: Draw and label simple pictures	B3.4.4.1.1. Make a list of objects found in the environment
	Writing Conventions & Grammar Usage	<b>Using Capitalisation</b> B3.5.1.1: Apply knowledge of capitalization in writing	B3.5.1.1.2. Demonstrate the ability to capitalise titles of texts
7 25/10/24	Oral Language	<b>Story</b> B3.1.4.1: Respond to stories	B3.1.4.1.2. Tell parallel stories
	Reading	<b>Word Families</b> B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B3.2.3.1.1. Use common rhyming/endings words for decoding of words
	Writing	<b>Labelling items</b> B3.4.4.1: Draw and label simple pictures	B3.4.4.1.1. Make a list of objects found in the environment

# FAYOL

	Writing Conventions & Grammar Usage	<b>Using Punctuation</b> B3.5.2.1: Apply knowledge of the use of punctuation in communication	B3.5.2.1.1. Use full stops in initials and abbreviations
	Extensive Reading	Building the Love and Culture of Reading B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them
8 1/11/24	Oral Language	<b>Story</b> B3.1.4.1: Respond to stories	B3.1.4.1.3. Create own events to extend stories heard
	Reading	<b>Word Families</b> B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B3.2.3.1.2. Use words containing digraphs to make meaningful sentences
	Writing	<b>Writing Simple Words and Sentences</b> B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar	B3.4.5.1.1. Write simple sentences to express personal opinions about favourite characters in texts
	Writing Conventions & Grammar Usage	<b>Using Punctuation</b> B3.5.2.1: Apply knowledge of the use of punctuation in communication	B3.5.2.1.1. Use full stops in initials and abbreviations
9 8/11/24	Oral Language	<b>Dramatisation and Role Play</b> B3.1.5.1: Perform stories	B3.1.5.1.1. Dramatize and role-play stories heard and read
	Reading	<b>Word Families</b> B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B3.2.3.1.2. Use words containing digraphs to make meaningful sentences
	Writing	<b>Writing Simple Words and Sentences</b> B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar	B3.4.5.1.2. Write simple meaningful sentences to express feelings and opinions about people and things
	Writing Conventions & Grammar Usage	<b>Using Punctuation</b> B3.5.2.1: Apply knowledge of the use of punctuation in communication	B3.5.2.1.1. Use full stops in initials and abbreviations

# FAYOL

	Extensive Reading	Building the Love and Culture of Reading B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them
10 15/11/24	Oral Language	<b>Dramatisation and Role Play</b> B3.1.5.1: Perform stories	B3.1.5.1.1. Dramatize and role-play stories heard and read
	Reading	<b>Diphthongs</b> B3.2.4.1: Show understanding of diphthongs	B3.2.4.1.1. Use diphthongs to build words
	Writing	<b>Writing Simple Words and Sentences</b> B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar	B3.4.5.1.3. Draw pictures and write, at least, three sentences to share an opinion
	Writing Conventions & Grammar Usage	<b>Using Punctuation</b> B3.5.2.1: Apply knowledge of the use of punctuation in communication	B3.5.2.1.2. Use commas appropriately to list items
11 22/11/24	Oral Language	<b>Conversation</b> B3.1.6.1: Explore using certain culturally acceptable language for communication	B3.1.6.2.1. Demonstrate turn-taking in conversation in different topics
	Reading	<b>Diphthongs</b> B3.2.4.1: Show understanding of diphthongs	B3.2.4.1.1. Use diphthongs to build words
	Writing	<b>Writing Simple Words and Sentences</b> B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar	B3.4.5.1.3. Draw pictures and write, at least, three sentences to share an opinion
	Writing Conventions & Grammar Usage	<b>Using Punctuation</b> B3.5.2.1: Apply knowledge of the use of punctuation in communication	B3.5.2.1.2. Use commas appropriately to list items

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	Extensive Reading	Building the Love and Culture of Reading B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them
12 29/11/24	Oral Language	<b>Conversation</b> B3.1.6.1: Explore using certain culturally acceptable language for communication	B3.1.6.2.1. Demonstrate turn-taking in conversation in different topics
	Reading	<b>Diphthongs</b> B3.2.4.1: Show understanding of diphthongs	B3.2.4.1.1. Use diphthongs to build words
	Writing	<b>Writing Simple Words and Sentences</b> B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar	B3.4.5.1.3. Draw pictures and write, at least, three sentences to share an opinion
	Writing Conventions & Grammar Usage	<b>Using Punctuation</b> B3.5.2.1: Apply knowledge of the use of punctuation in communication	B3.5.2.1.2. Use commas appropriately to list items
	Extensive Reading	Building the Love and Culture of Reading B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarize them
13 5/12/24	REVISION		
14 13/12/24	END OF TERM ASSESSMENT		
15 20/12/24	VACATION AND SBA ACTIVITIES		

# FAYOL

## MATHEMATICS – ANNUAL SCHEME OF LEARNING

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>1</b>	Counting, Representation, Cardinality & Ordinality	Counting, Representation, Cardinality & Ordinality	Counting, Representation, Cardinality & Ordinality
<b>2</b>	Counting, Representation, Cardinality & Ordinality	Counting, Representation, Cardinality & Ordinality	Number Operations
<b>3</b>	Counting, Representation, Cardinality & Ordinality	Counting, Representation, Cardinality & Ordinality	Number Operations
<b>4</b>	Number Operations	Number Operations	Number Operations
<b>5</b>	Number Operations	Number Operations	Measurement – Length, Mass, Time
<b>6</b>	Number Operations	Number Operations	Measurement – Length, Mass, Time
<b>7</b>	Number Operations	Number Operations	Measurement – Length, Mass, Time
<b>8</b>	Fractions	2D & 3D Shapes	Measurement – Length, Mass, Time
<b>9</b>	Fractions	2D & 3D Shapes	Measurement – Length, Mass, Time
<b>10</b>	Fractions	2D & 3D Shapes	Measurement – Length, Mass, Time
<b>11</b>	Money	2D & 3D Shapes	Data Collection
<b>12</b>	Patterns and Relationship	Position/ Transformation	Data Collection

# FAYOL

## MATHEMATICS – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 13/9/24	REVISION		
2 20/9/24	Number	<b>Counting &amp; Representation,</b> <ul style="list-style-type: none"> <li>Count and estimate quantities from 0 to 10,000</li> </ul>	B3.1.1.1.1-2 Use number names and the counting sequence to count and estimate quantities up to 10,000.  Identify numbers in different positions around a given number in a number chart
3 27/9/24	Number	<b>Counting &amp; Representation,</b> <ul style="list-style-type: none"> <li>Count and estimate quantities from 0 to 10,000</li> </ul>	B3.1.1.1.3-4 Describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value concept  Compare and order whole numbers up to 10,000 and represent comparisons using the symbols >,
4 4/10/24	Number	<b>Number Operations</b> <ul style="list-style-type: none"> <li>Develop and use standard strategies for adding and subtracting within 1000</li> </ul>	B3.1.2.1.1 Use standard strategy or procedure to do addition or subtraction within 1000
5 11/10/24	Number	<b>Number Operations</b>	B3.1.2.2.1 Use the concept of "equal to" and "not equal to"

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		<ul style="list-style-type: none"> <li>Demonstrate an understanding of the concept of “equality” and “not equal to” in addition and subtraction problems with sums up to 1000</li> </ul>	
<p><b>6</b> <b>18/10/24</b></p>	Number	<p><b>Number Operations</b></p> <ul style="list-style-type: none"> <li>Develop and use strategies for mentally computing basic addition and subtraction facts within 100</li> </ul>	<p>B3.1.2.3.1</p> <p>Use strategies to mentally add and subtract whole numbers within 100</p>
<p><b>7</b> <b>25/10/24</b></p>	Number	<p><b>Number Operations</b></p> <ul style="list-style-type: none"> <li>Develop and use strategies for mentally computing basic addition and subtraction facts within 100</li> </ul>	<p>B3.1.2.3.1</p> <p>Use strategies to mentally add and subtract whole numbers within 100</p>
<p><b>8</b> <b>1/11/24</b></p>	Number	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of fractions using concrete and pictorial representations and write fractions</li> </ul>	<p>B3.1.3.1.1</p> <p>Understand a unit fraction by explaining the fraction <math>\frac{1}{f}</math> as the quantity obtained by taking 1 part when a whole is partitioned into <math>f</math> equal parts and that a fraction <math>\frac{1}{f}</math> is the quantity obtained by taking parts of the <math>\frac{1}{f}</math> size</p>
<p><b>9</b> <b>8/11/24</b></p>	Number	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of fractions using concrete and pictorial representations and write fractions</li> </ul>	<p>B3.1.3.1.2</p> <p>Understand, explain and demonstrate that fractions can be used to</p>
<p><b>10</b> <b>15/11/24</b></p>	Number	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of fractions using concrete and pictorial representations and write fractions</li> </ul>	<p>B3.1.3.1.3</p> <p>Compare and order unit fractions and fractions with like denominators</p>

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<b>11</b> <b>22/11/24</b>	Number	<b>Money</b> <ul style="list-style-type: none"> <li>Determine the value of coins and notes in order to solve monetary transactions</li> </ul>	B3.1.4.1.1 Use different denominations of money (1,2, 5, 10, 20, 50 cedis notes an pesewas coins) to buy and give change
<b>12</b> <b>29/11/24</b>	Algebra	<b>Patterns and Relationship</b> <ul style="list-style-type: none"> <li>Recognise, create, extend, describe, and use patterns and rules to solve mathematical tasks</li> </ul>	B3.2.1.1.1 Demonstrate an understanding of increasing and decreasing patterns by extending the next two or three terms and identifying errors or missing elements
<b>13</b> <b>5/12/24</b>	REVISION		
<b>14</b> <b>13/12/24</b>	END OF TERM ASSESSMENT		
<b>15</b> <b>20/12/24</b>	VACATION AND SBA ACTIVITIES		



# FAYOL

## SCIENCE – ANNUAL SCHEME OF LEARNING

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>1</b>	Living and non-living things	Materials	Life cycles
<b>2</b>	Living and non-living things	Materials	Life cycles
<b>3</b>	Earth science	Materials	Solar system
<b>4</b>	Earth science	Materials	Solar system
<b>5</b>	Earth science	Materials	Forces
<b>6</b>	Earth science	Human body	Forces
<b>7</b>	Earth science	Human body	Forces
<b>8</b>	Earth science	Electricals and electronics	Science and industry
<b>9</b>	Sources of energy	Electricals and electronics	Science and industry
<b>10</b>	Sources of energy	Diseases	Climate change

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<b>11</b>	Sources of energy	Diseases	Climate change
<b>12</b>	Personal hygiene	Diseases	

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## SCIENCE – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
<b>1</b> <b>13/9/24</b>	REVISION		
<b>2</b> <b>20/9/24</b>	Diversity Of Matter	Living and non-living things B3.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them	B3.1.1.1 Classify living things into plants and animals by their life processes
<b>3</b> <b>27/9/24</b>	Cycles	Earth science B3.2.1.1 Recognise that some events in our environment occur recurrently	B3.2.1.1.1 Describe some cyclic events like day and night, wet and dry seasons and their intervals/periods
<b>4</b> <b>4/10/24</b>	Cycles	Earth science B3.2.1.2 Recognise the relationship between the Earth and the Sun	B3.2.1.2.1 Know the importance of the sun to the earth
<b>5</b> <b>11/10/24</b>	Cycles	Earth science B3.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle	B3.2.1.3.1 Identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them
<b>6</b> <b>18/10/24</b>	Cycles	Earth science	B3.2.1.4.1 Identify things that make water impure

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		B3.2.1.4 Recognise water and air as important natural resources	
<b>7</b> <b>25/10/24</b>	Cycles	Earth science B3.2.1.4 Recognise water and air as important natural resources	B3.2.1.4.2 Describe the properties of air
<b>8</b> <b>1/11/24</b>	Cycles	Earth science B3.2.1.4 Recognise water and air as important natural resources	B3.2.1.4.2 Describe the properties of air
<b>9</b> <b>8/11/24</b>	Forces & Energy	Sources of energy B3.4.1.1 Demonstrate understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved	B3.4.1.1.1 Know that light is a form of energy
<b>10</b> <b>15/11/24</b>	Forces & Energy	Sources of energy B3.4.1.2 Show understanding of the concept of heat in terms of its sources, effects, importance, and transfer from one medium to another	B3.4.1.2.1 Know heat as a form of energy and identify some sources of heat
<b>11</b> <b>22/11/24</b>	Forces & Energy	Sources of energy B3.4.1.2 Show understanding of the concept of heat in terms of its sources, effects, importance, and transfer from one medium to another	B3.4.1.2.2 Know everyday uses of heat.
<b>12</b> <b>29/11/24</b>	Humans and the Environment	Personal hygiene B3.5.1.1 Recognise the importance of personal hygiene	B3.5.1.1.1 Describe ways of keeping the environment clean

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<b>13</b> <b>5/12/24</b>	REVISION
<b>14</b> <b>13/12/24</b>	END OF TERM ASSESSMENT
<b>15</b> <b>20/12/24</b>	VACATION AND SBA ACTIVITIES

# FAYOL

## OUR WORLD OUR PEOPLE – ANNUAL SCHEME OF LEARNING

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>1</b>	Nature of God	My Family and the Community	Home and School
<b>2</b>	Nature of God	My Family and the Community	Home and School
<b>3</b>	Nature of God	Plants and Animals	Population and Settlement
<b>4</b>	Myself	Plants and Animals	Population and Settlement
<b>5</b>	The Environment and the Weather	Map Making and Land Marks	Basic Human Rights
<b>6</b>	The Environment and the Weather	Map Making and Land Marks	Basic Human Rights
<b>7</b>	Worship	Festivals	Being a Leader
<b>8</b>	Being a Citizen	Festivals	Being a Leader
<b>9</b>	Authority and Power	Responsible Use of Resources	Farming in Ghana
<b>10</b>	Authority and Power	Responsible Use of Resources	Farming in Ghana
<b>11</b>	Our Neighbouring Countries	Introduction to Computing	Introduction to Computing
<b>12</b>	Our Neighbouring Countries	Sources of Information	Technology in Communication

# FAYOL

## OUR WORLD OUR PEOPLE – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
<b>1</b> <b>13/9/24</b>	<b>REVISION</b>		
<b>2</b> <b>20/9/24</b>	All About Us	Nature of God <ul style="list-style-type: none"> <li>B3.1.1.1. Demonstrate understanding of the purpose of God's creation</li> </ul>	B3.1.1.1.1. Examine the purpose of God's creation of human beings
<b>3</b> <b>27/9/24</b>	All About Us	Nature of God <ul style="list-style-type: none"> <li>B3.1.1.2. Appreciate God's promises to humankind</li> </ul>	B3.1.1.2.1. Explain God's promises to humankind
<b>4</b> <b>4/10/24</b>	All About Us	Nature of God <ul style="list-style-type: none"> <li>B3.1.1.2. Appreciate God's promises to humankind</li> </ul>	B3.1.1.2.2. Identify benefits of responding to God's call
<b>5</b> <b>11/10/24</b>	All About Us	Myself <ul style="list-style-type: none"> <li>B3.1.2.1. Demonstrate knowledge of promoting personal hygiene and safety</li> </ul>	B3.1.2.1.1. Explain ways of promoting personal hygiene and safety as a responsible citizen
<b>6</b> <b>18/10/24</b>	All Around Us	The Environment and the Weather <ul style="list-style-type: none"> <li>B3.2.1.1. Appreciate the problems associated with the use of land and water</li> </ul>	B3.2.1.1. 1. Explain problems with the use of land and water

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<b>7</b> <b>25/10/24</b>	All Around Us	The Environment and the Weather <ul style="list-style-type: none"> <li>B3.2.1.1. Appreciate the problems associated with the use of land and water</li> </ul>	B3.2.1.1. 2. Identify ways of protecting land and water as a responsible citizen
<b>8</b> <b>1/11/24</b>	Our Beliefs and Values	Worship <ul style="list-style-type: none"> <li>B3.3.1.1. Demonstrate understanding of the importance of religious worship</li> </ul>	B3.3.1.1.1. Explain the reasons for studying the sacred scriptures of the three major religions among their followers
<b>9</b> <b>8/11/24</b>	Our Nation Ghana	Being a Citizen <ul style="list-style-type: none"> <li>B3.4.1.1. Demonstrate knowledge of good manners in the society</li> </ul>	B3.4.1.1. 1. Identify good manners in the community
<b>10</b> <b>15/11/24</b>	Our Nation Ghana	Authority and Power <ul style="list-style-type: none"> <li>B3.4.2.1. Demonstrate how law and order is maintained in the community</li> </ul>	B3.4.2.1.1. Explain how law and order is maintained in the community
<b>11</b> <b>22/11/24</b>	Our Nation Ghana	Authority and Power <ul style="list-style-type: none"> <li>B3.4.2.2. Demonstrate respect for symbols of authority</li> </ul>	B3.4.2.2. 1. Show respect to national symbol
<b>12</b> <b>29/11/24</b>	My Global Community	Our Neighbouring Countries <ul style="list-style-type: none"> <li>B3.5.1.1. Demonstrate knowledge of Ghana's neighbours</li> </ul>	B3.5.1.1. 1. Describe the location of Ghana and her neighbouring countries
<b>13</b> <b>5/12/24</b>	<b>REVISION</b>		



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<b>14</b> <b>13/12/24</b>	<b>END OF TERM ASSESSMENT</b>
<b>15</b> <b>20/12/24</b>	<b>VACATION AND SBA ACTIVITIES</b>

# FAYOL

## RELIGIOUS AND MORAL EDUCATION – ANNUAL SCHEME OF LEARNING

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>1</b>	God the Creator	Religious Festivals	Roles & Relationships
<b>2</b>	God the Creator	Religious Festivals	Roles & Relationships
<b>3</b>	God the Creator	Religious Festivals	Roles & Relationships
<b>4</b>	God the Creator	Religious Festivals	Roles & Relationships
<b>5</b>	Purpose of God's creation	Religious Festivals	Roles & Relationships
<b>6</b>	Purpose of God's creation	Religious Festivals	Roles & Relationships
<b>7</b>	Purpose of God's creation	Early life of the three major religion in Ghana	Personal Safety in the Community
<b>8</b>	Purpose of God's creation	Early life of the three major religion in Ghana	Personal Safety in the Community
<b>9</b>	Religious Worship	Early life of the three major religion in Ghana	Personal Safety in the Community

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<b>I0</b>	Religious Worship	Early life of the three major religion in Ghana	Personal Safety in the Community
<b>I1</b>	Religious Worship	Early life of the three major religion in Ghana	Personal Safety in the Community
<b>I2</b>	Religious Worship	Early life of the three major religion in Ghana	Personal Safety in the Community

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## RELIGIOUS AND MORAL EDUCATION – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 13/9/24	God's Creation & Attributes	<b>God the Creator</b> <ul style="list-style-type: none"> <li>Identify ways of ensuring environmental safety</li> </ul>	B3.1.2.1.1 Demonstrate ways to care for the environment.
2 20/9/24	God's Creation & Attributes	<b>God the Creator</b> <ul style="list-style-type: none"> <li>Demonstrate ways to care for the environment.</li> </ul>	B3.1.2.1.1 Demonstrate ways to care for the environment.
3 27/9/24	God's Creation & Attributes	<b>God the Creator</b> <ul style="list-style-type: none"> <li>Demonstrate ways to care for the environment.</li> </ul>	B3.1.2.1.1 Demonstrate ways to care for the environment.
4 4/10/24	God's Creation & Attributes	<b>God the Creator</b> <ul style="list-style-type: none"> <li>Demonstrate ways to care for the environment.</li> </ul>	B3.1.2.1.1 Demonstrate ways to care for the environment.
5 11/10/24	God's Creation & Attributes	<b>Purpose of God's creation</b> <ul style="list-style-type: none"> <li>Explain the purpose of God's creation</li> </ul>	B3.1.3.1.1 Explain the purpose of God's creation of humankind
6 18/10/24	God's Creation & Attributes	<b>Purpose of God's creation</b> <ul style="list-style-type: none"> <li>Explain the purpose of God's creation COND'</li> </ul>	B3.1.3.1.2 Give reasons for protecting God's creation.

# FAYOL

<b>7</b> <b>25/10/24</b>	God's Creation & Attributes	<b>Purpose of God's creation</b> <ul style="list-style-type: none"> <li>Explain the purpose of God's creation</li> </ul>	<b>B3.1.3.1.3</b> Explain the need for good relationship among people of different ethnic groups.
<b>8</b> <b>1/11/24</b>	God's Creation & Attributes	<b>Purpose of God's creation</b> <ul style="list-style-type: none"> <li>Explain the purpose of God's creation</li> </ul>	<b>B3.1.3.1.3</b> Explain the need for good relationship among people of different ethnic groups.
<b>9</b> <b>8/11/24</b>	Religious Practices	<b>Religious Worship</b> <ul style="list-style-type: none"> <li>Appreciate the importance of religious worship</li> </ul>	<b>B3.2.1.1.1</b> Name the sacred scriptures of the three major religions.
<b>10</b> <b>15/11/24</b>	Religious Practices	<b>Religious Worship</b> <ul style="list-style-type: none"> <li>Appreciate the importance of religious worship</li> </ul>	<b>B3.2.1.1.1</b> Name the sacred scriptures of the three major religions.
<b>11</b> <b>22/11/24</b>	Religious Practices	<b>Religious Worship</b> <ul style="list-style-type: none"> <li>Appreciate the importance of religious worship</li> </ul>	<b>B3.2.1.1.2</b> Give reasons for studying the sacred scriptures of the three major religions among their followers.
<b>12</b> <b>29/11/24</b>	Religious Practices	<b>Religious Worship</b> <ul style="list-style-type: none"> <li>Appreciate the importance of religious worship</li> </ul>	<b>B3.2.1.1.2</b> Give reasons for studying the sacred scriptures of the three major religions among their followers.
<b>13</b> <b>5/12/24</b>	<b>REVISION</b>		

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<b>14</b> <b>13/12/24</b>	END OF TERM ASSESSMENT
<b>15</b> <b>20/12/24</b>	VACATION AND SBA ACTIVITIES

# FAYOL

## HISTORY - ANNUAL SCHEME OF LEARNING

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>1</b>	The People Of Ghana	Major Historical Location	Some Selected Individuals
<b>2</b>	The People Of Ghana	Major Historical Location	Some Selected Individuals
<b>3</b>	The People Of Ghana	Major Historical Location	Some Selected Individuals
<b>4</b>	The People Of Ghana	Major Historical Location	Arrival of Europeans
<b>5</b>	The People Of Ghana	Major Historical Location	Arrival of Europeans
<b>6</b>	The People Of Ghana	Major Historical Location	Arrival of Europeans
<b>7</b>	Inter Group Relations	Major Historical Location	Arrival of Europeans
<b>8</b>	Inter Group Relations	Major Historical Location	Arrival of Europeans
<b>9</b>	Inter Group Relations	Major Historical Location	Arrival of Europeans

# FAYOL

<b>10</b>	Inter Group Relations	Some Selected Individuals	Arrival of Europeans
<b>11</b>	Inter Group Relations	Some Selected Individuals	Arrival of Europeans
<b>12</b>	Inter Group Relations	Some Selected Individuals	Arrival of Europeans



# FAYOL

## HISTORY - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
1 13/9/24	My Country Ghana	<b>The People Of Ghana</b> <ul style="list-style-type: none"> <li>Exhibit knowledge of the unique history of the major</li> </ul>	B3.2.1.1.1 Discuss the origins of the major ethnic groups in Ghana
2 20/9/24	My Country Ghana	<b>The People Of Ghana</b> <ul style="list-style-type: none"> <li>Exhibit knowledge of the unique history of the major</li> </ul>	B3.2.1.1.1 Discuss the origins of the major ethnic groups in Ghana
3 27/9/24	My Country Ghana	<b>The People Of Ghana</b> <ul style="list-style-type: none"> <li>Exhibit knowledge of the unique history of the major</li> </ul>	B3.2.1.1.1 Discuss the origins of the major ethnic groups in Ghana
4 4/10/24	My Country Ghana	<b>The People Of Ghana</b> <ul style="list-style-type: none"> <li>Exhibit knowledge of the unique history of the major</li> </ul>	B3.2.1.1.1 Discuss the origins of the major ethnic groups in Ghana
5 11/10/24	My Country Ghana	<b>The People Of Ghana</b> <ul style="list-style-type: none"> <li>Exhibit knowledge of the unique history of the major</li> </ul>	B3.2.1.1.1 Discuss the origins of the major ethnic groups in Ghana
6 18/10/24	My Country Ghana	<b>The People Of Ghana</b> <ul style="list-style-type: none"> <li>Exhibit knowledge of the unique history of the major</li> </ul>	B3.2.1.1.1 Discuss the origins of the major ethnic groups in Ghana

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<b>7</b> <b>25/10/24</b>	My Country Ghana	<b>Inter Group Relations</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges</li> </ul>	B3.2.2.1.1 Discuss the nature of exchanges among the ethnic groups.
<b>8</b> <b>1/11/24</b>	My Country Ghana	<b>Inter Group Relations</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges</li> </ul>	B3.2.2.1.1 Discuss the nature of exchanges among the ethnic groups.
<b>9</b> <b>8/11/24</b>	My Country Ghana	<b>Inter Group Relations</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges</li> </ul>	B3.2.2.1.1 Discuss the nature of exchanges among the ethnic groups.
<b>10</b> <b>15/11/24</b>	My Country Ghana	<b>Inter Group Relations</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges</li> </ul>	B3.2.2.1.1 Discuss the nature of exchanges among the ethnic groups.
<b>11</b> <b>22/11/24</b>	My Country Ghana	<b>Inter Group Relations</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges</li> </ul>	B3.2.2.1.1 Discuss the nature of exchanges among the ethnic groups.
<b>12</b> <b>29/11/24</b>	My Country Ghana	<b>Inter Group Relations</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges</li> </ul>	B3.2.2.1.1 Discuss the nature of exchanges among the ethnic groups.
<b>13</b> <b>5/12/24</b>	<b>REVISION</b>		

# FAYOL

<b>14</b> <b>13/12/24</b>	<b>END OF TERM ASSESSMENT</b>
<b>15</b> <b>20/12/24</b>	<b>VACATION AND SBA ACTIVITIES</b>

# FAYOL

## CREATIVE ARTS - ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
	Concept: The history and culture of people in other African communities.	Concept: The artworks of people of other African cultures that reflect the natural and man-made environment.	Concept: Emerging topical issues of people of other African cultures:
	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS
1	Thinking and Exploring Ideas	Thinking and Exploring Ideas	Thinking and Exploring Ideas
2	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing
3	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
4	Appreciation and Appraisal	Appreciation and Appraisal	Appreciation and Appraisal
	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS
5	Thinking and Exploring Ideas	Thinking and Exploring Ideas	Thinking and Exploring Ideas
6	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing
7	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
8	Appreciation and Appraisal	Appreciation and Appraisal	Appreciation and Appraisal
	PROJECT WORK (VISUAL & PERFORMING ARTS)	PROJECT WORK (VISUAL & PERFORMING ARTS)	PROJECT WORK (VISUAL & PERFORMING ARTS)
9	Thinking and Exploring Ideas	Thinking and Exploring Ideas	Thinking and Exploring Ideas
10	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing

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<b>I1</b>	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
<b>I2</b>	Appreciation and Appraisal	Appreciation and Appraisal	Appreciation and Appraisal

# FAYOL

## CREATIVE ARTS - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
	Concept: The history and culture of people in other African communities.		
<b>1</b> <b>13/9/24</b>	<b>REVISION</b>		
	<b>VISUAL ARTS</b>		
<b>2</b> <b>20/9/24</b>	Visual Arts	<p>Thinking and Exploring Ideas</p> <p>B3 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p>B3 1.1.1.1 Study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa</p> <p>B3 1.1.1.2 Generate ideas from visual artworks produced or found in other African communities for making own visual artworks that reflect people in those areas in Africa</p>
<b>3</b> <b>27/9/24</b>	Visual Arts	<p>Planning, Making and Composing</p> <p>B3 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.</p>	<p>(B3.1.2.2.1, B3.1.2.3.1)</p> <p>B3 1.2.2.1 Plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</p>

# FAYOL

			B3 1.2.3.1 Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities
<b>4</b> <b>4/10/24</b>	Visual Arts	<p>Displaying and Sharing</p> <p>B3 1.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.</p>	<p>B3 1.3.4.1 Plan a display of own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities</p> <p>B3 1.3.5.1 Display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</p>
<b>5</b> <b>11/10/24</b>	Visual Arts	<p>Appreciation and Appraisal</p> <p>B3 1.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</p>	B3 1.4.6.1 Agree on guidelines for viewing artworks and expressing own feelings and thoughts about own and others' displayed visual artworks as representations of artworks produced or found in other African communities
		<b>PERFORMING ARTS</b>	
<b>6</b>	Performing Arts	Thinking and Exploring Ideas	B3 2.1.1.1 Study and talk about performing artworks produced or performed in other African communities

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<p><b>18/10/24</b></p>		<p>B3 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues</p>	<p>that reflect the history and culture or way of life of people in those areas in Africa</p> <p>B3 2.1.1.2 Generate ideas from performing artworks produced or performed in other African communities for creating own artworks that reflect people in those areas in Africa</p>
<p><b>7</b> <b>25/10/24</b></p>	<p>Performing Arts</p>	<p>Planning, Making and Composing</p> <p>B3 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities</p>	<p>B3 2.2.2.1 Plan own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</p> <p>B3 2.2.3.1 Create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas</p>
<p><b>8</b> <b>1/11/24</b></p>	<p>Performing Arts</p>	<p>Displaying and Sharing</p> <p>B3 2.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance.</p>	<p>B3 2.3.4.1 Plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</p>



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			B3 2.3.5.1 Perform own artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities
<b>9</b> <b>8/11/24</b>	Performing Arts	Appreciation and Appraisal  B3 2.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	B3 2.4.6.1 Agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances as representations of artworks produced or found in other African communities
<b>PROJECT WORK (VISUAL &amp; PERFORMING ARTS)</b>			
<b>10</b> <b>15/11/24</b>	Visual Arts & Performing Arts	Thinking and Exploring Ideas  <b>School based project</b>	
<b>11</b> <b>22/11/24</b>	Visual Arts & Performing Arts	Planning, Making and Composing  <b>School based project</b>	
<b>12</b> <b>29/11/24</b>	Visual Arts & Performing Arts	Displaying and sharing / Appreciating and Appraising  <b>School based project</b>	
<b>13</b> <b>5/12/24</b>	<b>REVISION</b>		

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<b>14</b> <b>13/12/24</b>	<b>END OF TERM ASSESSMENT</b>
<b>15</b> <b>20/12/24</b>	<b>VACATION AND SBA ACTIVITIES</b>

# FAYOL

## GHANAIAN LANGUAGE - ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
1	Songs	Dramatization and Role Play	Asking & Answering Questions
2	Rhymes	Conversation	Giving & Following Instructions
3	Poems	Talking about Oneself, Family, People and Places	Presentation
4	Story telling	Listening comprehension	Listening Comprehension
5	Phonological and phonemic awareness	Vocabulary (Sight and Content Vocabulary)	Silent Reading
6	Phonics: letter and sound knowledge	Comprehension	Fluency
7	Penmanship	Labelling Items in the Environment/Classroom	Fluency
8	Writing Simple Words/Names of People and Places (Proper Nouns)	Integrating Grammar in Written Language (Use of Action Words)	Writing And Copying Simple Sentence With Correct Spacing
9	Integrating grammar in written language (capitalization)	Integrating Grammar in Written Language (Use of Qualifying Words)	Integrating Grammar In Written Language (Use Of Simple And Compound Sentence)

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<b>10</b>	Integrating grammar in written language (punctuation)	Integrating Grammar in Written Language (Use of Postpositions)	Integrating Grammar In Written Language (Spelling)
<b>11</b>	Building the love and culture of reading in learners	Building the Love and Culture of Reading	Reading Short Stories and Respond to Them
<b>12</b>	Reading aloud	Read Aloud with Children	Reading Short Poems and Respond to Them

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## GHANAIAN LANGUAGE - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
1 13/9/24	Oral Language	<b>Songs</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of some selected songs by telling what the songs are about.</li> </ul>	B3.1.1.1.1-3 Sing songs with the correct rhythms and discuss the meaning and moral values of the song.
2 20/9/24	Oral Language	<b>Rhymes</b> <ul style="list-style-type: none"> <li>Show an understanding of some rhymes.</li> </ul>	B3.1.2.1.1-3 <ul style="list-style-type: none"> <li>Recognize rhyming words</li> </ul>
3 27/9/24	Oral Language	<b>Poems</b> <ul style="list-style-type: none"> <li>I Demonstrate knowledge of poem recitation with the correct stress and rhythm by listening attentively.</li> </ul>	B3.1.3.1.1-3 <ul style="list-style-type: none"> <li>Explore poems and note the words and discuss what the poem is about.</li> </ul>
4 4/10/24	Oral Language	<b>Story telling</b> <ul style="list-style-type: none"> <li>Exhibit knowledge of listening to and reading simple and interesting stories.</li> </ul>	B3.1.4.1.1-3 <ul style="list-style-type: none"> <li>Mention some of the key words in a story</li> <li>Mention issues and morals in a story.</li> </ul> Dramatize the story.
5 11/10/24	Reading	<b>Phonological and phonemic awareness</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of listening, recognizing and differentiating sounds in spoken words.</li> </ul>	B3.2.3.1.1-3 <ul style="list-style-type: none"> <li>Recognize and separate syllables.</li> <li>Add individual sounds in simple one-syllable words to make up new words</li> </ul>

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			<ul style="list-style-type: none"> <li>Substitute one sound in two-syllable words to make up new words.</li> </ul>
<b>6</b> <b>18/10/24</b>	Reading	<b>Phonics: letter and sound knowledge</b> <ul style="list-style-type: none"> <li>Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.</li> </ul>	<b>B3.2.4.1.1-3</b> <ul style="list-style-type: none"> <li>Use alphabetic awareness to decode words</li> <li>Use alphabetic awareness to decode compound words</li> <li>Read simple short sentences that include compound word.</li> </ul>
<b>7</b> <b>25/10/24</b>	Writing	<b>Penmanship</b> <ul style="list-style-type: none"> <li>Write simple words/names of people and places (proper nouns).</li> </ul>	<b>B3.3.1.1.1-3</b> <ul style="list-style-type: none"> <li>Write simple words/names of people and places.</li> </ul>
<b>8</b> <b>1/11/24</b>	Writing Conventions	<b>Writing Simple Words/Names of People and Places (Proper Nouns)</b> <ul style="list-style-type: none"> <li>Write simple words/names of people and places (proper nouns).</li> </ul>	<b>B3.3.3.1.1</b> <ul style="list-style-type: none"> <li>Write simple words/names of people and places.</li> </ul>
<b>9</b> <b>8/11/24</b>	Writing Conventions	<b>Integrating grammar in written language (capitalization)</b> <ul style="list-style-type: none"> <li>Show an understanding of using punctuation marks appropriately</li> </ul>	<b>B3.5.2.1.1-3</b> <ul style="list-style-type: none"> <li>Understand and use full stops and commas.</li> <li>Understand the use of full stops at the end of sentences</li> <li>Recognize and use punctuation marks in sentences.</li> </ul>
<b>10</b> <b>15/11/24</b>	Writing Conventions	<b>Integrating grammar in written language (punctuation)</b>	<b>B3.5.3.1.1-3</b> <ul style="list-style-type: none"> <li>Recognize present continuous action words in sentences</li> </ul>

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		<ul style="list-style-type: none"> <li>Demonstrate knowledge on recognition of action words</li> </ul>	<ul style="list-style-type: none"> <li>Write present continuous action words correctly</li> <li>Use present continuous action words in simple sentences</li> </ul>
<b>11</b> <b>22/11/24</b>	Extensive Reading	<b>Building the love and culture of reading in learners</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge by reading short stories with correct intonation.</li> </ul>	B3.6.1.1.1 Read short stories aloud correctly.
<b>12</b> <b>29/11/24</b>	Extensive Reading	<b>Reading aloud</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge by reading short stories with correct intonation.</li> </ul>	B3.6.2.1.1 Read short stories aloud correctly
<b>13</b> <b>5/12/24</b>	REVISION		
<b>14</b> <b>13/12/24</b>	END OF TERM ASSESSMENT		
<b>15</b> <b>20/12/24</b>	VACATION AND SBA ACTIVITIES		

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## PHYSICAL EDUCATION - ANNUAL SCHEME OF LEARNING

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>1</b>	Locomotive Skills	Locomotive Skills	Locomotive Skills
<b>2</b>	Locomotive Skills	Locomotive Skills	Locomotive Skills
<b>3</b>	Manipulative Skills	Manipulative Skills	Manipulative Skills
<b>4</b>	Manipulative Skills	Manipulative Skills	Manipulative Skills
<b>5</b>	Rhythmic Skills	Rhythmic Skills	Rhythmic Skills
<b>6</b>	Rhythmic Skills	Space Awareness	Body Management
<b>7</b>	Space Awareness	Relationship	Strategies
<b>8</b>	Dynamics	Strength	Flexibility
<b>9</b>	Aerobic Capacity	Endurance	Body Composition



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<b>10</b>	Fitness	Safety Injury	Substance
<b>11</b>	Healthy Diet	Healthy Diet	Group Dynamics
<b>12</b>	Self-Responsibility	Social Interaction	Critical Thinking

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## PHYSICAL EDUCATION - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>13/9/24</b>	Motor Skill And Movement Patterns	<b>Locomotive Skills</b> <ul style="list-style-type: none"> <li>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physic</li> </ul>	B3.1.1.1.1 Change direction from forward and back and right and left while walking, running, hopping, and jumping (i.e., locomotors skills).
<b>2</b> <b>20/9/24</b>	Motor Skill And Movement Patterns	<b>Locomotive Skills</b> <ul style="list-style-type: none"> <li>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physic</li> </ul>	B3.1.2.1.2 Jump continuously forward and backward over a turning rope.
<b>3</b> <b>27/9/24</b>	Motor Skill And Movement Patterns	<b>Manipulative Skills</b> <ul style="list-style-type: none"> <li>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities(games, athletics gymnastics and dance)</li> </ul>	B3.1.2.1.3: Jump continuously a self forward turning rope in a circle (skipping with rope).
<b>4</b> <b>4/10/24</b>	Motor Skill And Movement Patterns	<b>Manipulative Skills</b> <ul style="list-style-type: none"> <li>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities(games, athletics gymnastics and dance)</li> </ul>	B3.1.3.1.4 Roll a ball from stationary forward and back, using sticks.
<b>5</b> <b>11/10/24</b>	Motor Skill And Movement Patterns	<b>Rhythmic Skills</b> <ul style="list-style-type: none"> <li>Demonstrate competency in motor skills and movement patterns needed to perform a</li> </ul>	B3 1.4.1.5:

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		variety of physical activities(games, athletics gymnastics and dance) CONT'D	Manipulate an object while distributing weight and base of support.
<b>6</b> <b>18/10/24</b>	Motor Skill And Movement Patterns	<b>Rhythmic Skills</b> <ul style="list-style-type: none"> <li>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities(games, athletics gymnastics and dance) CONT'D</li> </ul>	<b>B3.1.5.1.6</b>  Balance while moving and manipulating an object on a ground level balance beam.
<b>7</b> <b>25/10/24</b>	Movement Concepts	<b>Space Awareness</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</li> </ul>	<b>B3.2.1.2.1</b>  Identify general space.
<b>8</b> <b>1/11/24</b>	Movement Concepts	<b>Dynamics</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</li> </ul>	<b>B3.2.2.2.2</b>  Compare and contrast locomotor movements conducted to even and uneven beats
<b>9</b> <b>8/11/24</b>	Physical Fitness	<b>Aerobic Capacity</b> <ul style="list-style-type: none"> <li>Assess and maintain a level of physical fitness to improve health and performance.</li> </ul>	<b>B3.3.1.3.1</b>  Perform 10 minutes dance with music.
<b>10</b> <b>15/11/24</b>	Physical Fitness Concepts	<b>Fitness</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance</li> </ul>	<b>B3.4.1.4.1</b>  Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

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<p><b>11</b> <b>22/11/24</b></p>	<p>Physical Fitness Concepts</p>	<p><b>Healthy Diet</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance</li> </ul>	<p>B3.4.1.4.2</p> <p>Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.</p>
<p><b>12</b> <b>29/11/24</b></p>	<p>Values And Psycho-Social Concepts</p>	<p><b>Self-Responsibility</b></p> <ul style="list-style-type: none"> <li>• Demonstrate value and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</li> </ul>	<p>B3.5.1.5.1</p> <p>Set a personal goal to improve a motor skill and work toward that goal in non-school time.</p>
<p><b>13</b> <b>5/12/24</b></p>	<p>REVISION</p>		
<p><b>14</b> <b>13/12/24</b></p>	<p>END OF TERM ASSESSMENT</p>		
<p><b>15</b> <b>20/12/24</b></p>	<p>VACATION AND SBA ACTIVITIES</p>		