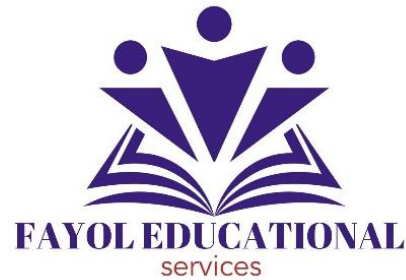


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FAYOL EDUCATIONAL SERVICES

ANNUAL & TERMLY SCHEME OF LEARNING

2024/2025 ACADEMIC YEAR – **TERM I**

© **BASIC FIVE**

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ENGLISH LANGUAGE - ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
1	Songs	Conversation	Giving and Following Commands
	Phonics	Vocabulary	Comprehension
	Nouns	Determiners	Verbs
	Penmanship	Writing as a Process	Descriptive Writing
	Using Capitalisation	Naming Words	Using Adverbs
2	Songs	Conversation	Giving and Following Commands
	Phonics	Vocabulary	Comprehension
	Nouns	Determiners	Verbs
	Penmanship	Writing as a Process	Descriptive Writing

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	Using Capitalisation	Naming Words	Using Adverbs
3	Poems	Conversation	Presentation
	Phonics	Vocabulary	Comprehension
	Nouns	Determiners	Verbs
	Penmanship	Writing as a Process	Descriptive Writing
	Using Capitalisation	Using Action Words	Using Adverbs
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Poems	Conversation	Presentation
	Word Families	Vocabulary	Silent Reading
	Nouns	Pronouns	Adverbs
	Penmanship	Writing as a Process	Argumentative Writing
	Using Capitalisation	Using Action Words	Using Simple Prepositions
5	Poems	Conversation	Presentation

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	Word Families	Vocabulary	Silent Reading
	Nouns	Pronouns	Adverbs
	Penmanship	Writing as a Process	Argumentative Writing
	Using Capitalisation	Using Action Words	Using Simple Prepositions
6	Story	Listening Comprehension	Presentation
	Word Families	Vocabulary	Silent Reading
	Nouns	Adjectives	Adverbs
	Paragraph Development	Writing as a Process	Argumentative Writing
	Using Punctuation	Using Action Words	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Story	Listening Comprehension	Presentation

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	Diphthongs	Vocabulary	Silent Reading
	Nouns	Adjectives	Idioms
	Paragraph Development	Writing as a Process	Argumentative Writing
	Using Punctuation	Using Action Words	Using Conjunctions
8	Dramatization	Listening Comprehension	Presentation
	Diphthongs	Comprehension	Fluency
	Nouns	Verbs	Idioms
	Paragraph Development	Narrative Writing	Argumentative Writing
	Naming Words	Using Action Words	Using Conjunctions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
9	Dramatization	Listening Comprehension	Presentation
	Blends and Consonant Clusters	Comprehension	Fluency

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	Determiners	Verbs	Conjunctions
	Paragraph Development	Narrative Writing	Informative Writing
	Naming Words	Using Action Words	Using Simple, Compound and Complex Sentences
10	Dramatization	Asking and Answering questions	Presentation
	Blends and Consonant Clusters	Comprehension	Summarizing
	Determiners	Verbs	Modals
	Paragraph Development	Creative Writing	Informative Writing
	Naming Words	Using Action Words	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Conversation	Asking and Answering questions	Presentation
	Vocabulary	Comprehension	Summarizing

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	Determiners	Verbs	Modals
	Paragraph Development	Creative Writing	Letter Writing
	Naming Words	Using Adjectives	Spelling
12	Conversation	Giving and Following Commands	Presentation
	Vocabulary	Comprehension	Summarizing
	Determiners	Verbs	Prepositions
	Paragraph Development	Descriptive Writing	Letter Writing
	Naming Words	Using Adjectives	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

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ENGLISH LANGUAGE - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 13/9/24	Oral Language	Songs B5.1.1.1: Demonstrate understanding of a variety of songs	B5.1.1.1.1 Explain the central messages in songs
	Reading	Phonics B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B5.2.2.1.1. Apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts
	Grammar	Nouns B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.1. Identify and use nouns or noun phrases to refer to quantities or units.
	Writing	Penmanship B5.4.2.1: Copy and rewrite sentences correctly	B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting
	Writing Conventions & Grammar Usage	Using Capitalisation B5.5.1.1: Use capital letters to start the first words in a direct speech	B5.5.1.1.1. Follow appropriate mechanical convention
2 20/9/24	Oral Language	Songs B5.1.1.1: Demonstrate understanding of a variety of songs	B5.1.1.1.2. Relate values in songs to real life experiences
	Reading	Phonics B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B5.2.2.1.1. Apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts
	Grammar	Nouns B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.1. Identify and use nouns or noun phrases to refer to quantities or units.

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	Writing	Penmanship B5.4.2.1: Copy and rewrite sentences correctly	B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting
	Writing Conventions & Grammar Usage	Using Capitalisation B5.5.1.1: Use capital letters to start the first words in a direct speech	B5.5.1.1.1. Follow appropriate mechanical convention
3 27/9/24	Oral Language	Poems B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.1. Respond to poems by discussing their central messages and expressing own opinion
	Reading	Phonics B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B5.2.2.1.2. Read two syllable words with suffixes and "r" controlled words (or, er, ar, ur) when reading continuous texts.
	Grammar	Nouns B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.2. Identify and use: – proper nouns refer to festivals; – Count/non-count
	Writing	Penmanship B5.4.2.1: Copy and rewrite sentences correctly	B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting
	Writing Conventions & Grammar Usage	Using Capitalisation B5.5.1.1: Use capital letters to start the first words in a direct speech	B5.5.1.1.1. Follow appropriate mechanical convention
	Extensive Reading	Building the Love and Culture of Reading B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
4 4/10/24	Oral Language	Poems B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.2 Relate values in poems to day-to-day life

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	Reading	Word Families B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.1. Use common minimal pairs to decode words. e.g. – sash, wash
	Grammar	Nouns B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.2. Identify and use: – Singular – Plural (regular, irregular) – plural without plural marker
	Writing	Penmanship B5.4.2.1: Copy and rewrite sentences correctly	B5.4.2.1.2. Write compound sentences clearly and correctly
	Writing Conventions & Grammar Usage	Using Capitalisation B5.5.1.1: Use capital letters to start the first words in a direct speech	B5.5.1.1.2. Writing of lower case and capital letters.
5 11/10/24	Oral Language	Poems B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.3. Compose six-line poems.
	Reading	Word Families B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.1. Use common minimal pairs to decode words. e.g. – sash, wash
	Grammar	Nouns B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.2. Identify and use: – Singular – Plural (regular, irregular) – plural without plural marker
	Writing	Penmanship B5.4.2.1: Copy and rewrite sentences correctly	B5.4.2.1.2. Write compound sentences clearly and correctly
	Writing Conventions & Grammar Usage	Using Capitalisation B5.5.1.1: Use capital letters to start the first words in a direct speech	B5.5.1.1.2. Writing of lower case and capital letters.

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6 18/10/24	Oral Language	Story B5.1.4.1: Respond to stories	B5.1.4.1.1. Demonstrate understanding of lessons in stories by making relevant comments
	Reading	Word Families B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.2. Use words with digraphs to make meaningful sentences
	Grammar	Nouns B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.3 Identify and use collective nouns to refer to a group of objects and people
	Writing	Paragraph Development B5.4.3.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audiences and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features
	Writing Conventions & Grammar Usage	Using Punctuation B5.5.2.1: Show understanding of how punctuations are used appropriately in writing	B5.5.2.1.1. Use punctuations: - (the comma) to write an address; - (the apostrophe) in contraction
	Extensive Reading	Building the Love and Culture of Reading B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
7 25/10/24	Oral Language	Story B5.1.4.1: Respond to stories	B5.1.4.1.2. Tell stories which are parallel to stories heard or read
	Reading	Diphthongs B5.2.4.1: Identify and use diphthongs to decode	B5.2.4.1.1. Use closing diphthongs, e.g. /aʊ/, /eʊ/to make meaningful sentences
	Grammar	Nouns B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.3 Identify and use collective nouns to refer to a group of objects and people

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	Writing	Paragraph Development B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audiences and contexts and organize facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features
	Writing Conventions & Grammar Usage	Using Punctuation B5.5.2.1: Show understanding of how punctuations are used appropriately in writing	B5.5.2.1.1. Use punctuations: - (the comma) to write an address; - (the apostrophe) in contraction
8 1/11/24	Oral Language	Dramatization B5.1.5.1: Appreciate pieces of literary materials through dramatization	B5.1.5.1.1. Use costume to dramatize or role-play parts/whole of stories
	Reading	Diphthongs B5.2.4.1: Identify and use diphthongs to decode	B5.2.4.1.1. Use closing diphthongs, e.g. /aʊ/, /eʊ/to make meaningful sentences
	Grammar	Nouns B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas
	Writing	Paragraph Development B5.4.3.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.2. Identify the main idea and minor ideas/supporting details in a paragraph
	Writing Conventions & Grammar Usage	Naming Words B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.1. Identify and use nouns or noun phrases to refer to quantities or units.
	Extensive Reading	Building the Love and Culture of Reading B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
9 8/11/24	Oral Language	Dramatization B5.1.5.2: Appreciate key issues in stories/sketches	B5.1.5.2.1-2. Interpret moral values in plays/stories Develop sketches from stories read or heard

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	Reading	Blends and Consonant Clusters B5.2.5.1: Identify and use consonant blends and clusters in reading	B5.2.5.1.1.Orally produce two-syllable words by blending sounds (phonemes), including consonant blends
	Grammar	Determiners B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.1. Identify and use indefinite and definite articles “a” and “an” to refer to a person, animal, event, time or objects in general
	Writing	Paragraph Development B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.3. Elaborate on, explain and or justify the main ideas of a paragraph by providing explanations and examples
	Writing Conventions & Grammar Usage	Naming Words B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.2. Identify and use proper nouns to refer to festivals; common nouns: – Count/non-count – Singular – Plural (regular, irregular) – plural without plural marker
10 15/11/24	Oral Language	Dramatization B5.1.5.2: Appreciate key issues in stories/sketches	B5.1.5.2.3. Analyse the actions of characters in sketches
	Reading	Blends and Consonant Clusters B5.2.5.1: Identify and use consonant blends and clusters in reading	B5.2.5.1.2.Use the spelling-sound correspondences for common consonant digraphs
	Grammar	Determiners B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.2. Identify and use quantifiers to show qualities: – ordinal first, second etc.) – a few/a little etc.
	Writing	Paragraph Development B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.3. Elaborate on, explain and or justify the main ideas of a paragraph by providing explanations and examples
	Writing Conventions & Grammar Usage	Naming Words B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.2. Identify and use proper nouns to refer to festivals; common nouns: – Count/non-count – Singular

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			<ul style="list-style-type: none"> – Plural (regular, irregular) – plural without plural marker
	Extensive Reading	Building the Love and Culture of Reading B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
11 22/11/24	Oral Language	Conversation B5.1.6.1: Use culturally acceptable language for communication	B5.1.6.1.1. Describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly
	Reading	Vocabulary B5.2.6.1: Understand word meanings and usages	B5.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs), and function words (e.g. prepositions) appropriately in spoken and written communication
	Grammar	Determiners B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.2. Identify and use quantifiers to show qualities: <ul style="list-style-type: none"> – both each/every – another, other – fewer, less, etc.
	Writing	Paragraph Development B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.4. Use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information
	Writing Conventions & Grammar Usage	Naming Words B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people
12 29/11/24	Oral Language	Conversation B5.1.6.2: Demonstrate positive listening and viewing attitudes and behavior by showing attentiveness and understanding	B5.1.6.2.1. Maintain appropriate posture and facial expression

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	Reading	Vocabulary B5.2.6.1: Understand word meanings and usages	B5.2.6.1.2. Use the following terms: synonym, antonym, prefix, suffix, phrasal verb etc. in spoken and written expressions.
	Grammar	Determiners B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.3. Identify and use possessive pronouns to show possession
	Writing	Paragraph Development B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.4. Use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information
	Writing Conventions & Grammar Usage	Naming Words B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people
	Extensive Reading	Building the Love and Culture of Reading B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
13 5/12/24	REVISION		
14 13/12/24	END OF TERM ASSESSMENT		
15 20/12/24	VACATION AND SBA ACTIVITIES		

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MATHEMATICS – ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
1	Counting, Representation & Cardinality	Decimal Fractions	Measurement- (Perimeter and Area)
2	Counting, Representation & Cardinality	Decimal Fractions	Measurement- (Perimeter and Area)
3	Counting, Representation & Cardinality	Patterns And Relationship	Measurement- (Perimeter and Area)
4	Counting, Representation & Cardinality	Patterns And Relationship	Measurement- (Perimeter and Area)
5	Counting, Representation & Cardinality	Patterns And Relationship	Measurement - Angles
6	Number Operations	Patterns And Relationship	Measurement - Angles
7	Number Operations	Algebraic Expressions	Geometric Reasoning
8	Number Operations	Variables and Equations	Geometric Reasoning
9	Fractions	Variables and Equations	Data Collection & Organization
10	Fractions	Lines and Shapes	Data Collection & Organization
11	Fractions	Lines and Shapes	Chance (Probability)
12	Percentages	Lines and Shapes	Chance (Probability)

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MATHEMATICS – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 13/9/24	Number	Counting, & Representation <ul style="list-style-type: none"> Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000 	B5.1.1.1.1-3 Model number quantities up to 1,000,000 using graph sheets and multi-base block Read and write numbers in figures and in words up to 1000,000
2 20/9/24	Number	Counting, & Representation <ul style="list-style-type: none"> Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000 	B5.1.1.1.4-6 Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="
3 27/9/24	Number	Counting, & Representation <ul style="list-style-type: none"> Demonstrate understanding of Roman Numerals up to C (i.e. 100) 	B5.1.1.2.1-2 Recognize Roman Numerals system up to C
4 4/10/24	Number	Counting, & Representation <ul style="list-style-type: none"> Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100 	B5.1.1.3.1-3 Identify the factors of whole numbers 1 - 100

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<p>5 11/10/24</p>	Number	<p>Counting, & Representation</p> <ul style="list-style-type: none"> Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100 	<p>B5.1.1.3.4-5</p> <p>Determine the highest common factor of any 2 or 3 numbers by prime factorization</p>
<p>6 18/10/24</p>	Number	<p>Number Operations</p> <ul style="list-style-type: none"> Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts 	<p>B5.1.2.1.1-2</p> <p>Apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9sfacts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division facts</p>
<p>7 25/10/24</p>	Number	<p>Number Operations</p> <ul style="list-style-type: none"> Demonstrate an understanding of multiplication of a 2 or 3-digit number by a 2 or 3-digit number. 	<p>B5.1.2.2.1/ B5. 1.2.3.1/ B5.1.2.4.1</p> <p>Multiply multi digit numbers by 2-digit numbers efficiently</p>
<p>8 1/11/24</p>	Number	<p>Number Operations</p> <ul style="list-style-type: none"> Translate word problems into mathematical sentences and solve 	<p>B5.1.2.5.1 / B5.1.2.6.1</p> <p>Solve multi step word problems involving the four basic operations</p>
<p>9 8/11/24</p>	Number	<p>Fractions</p> <ul style="list-style-type: none"> Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions 	<p>B5.1.3.1.1-2</p> <p>Determine equivalent fractions of given fractions</p>
<p>10 15/11/24</p>	Number	<p>Fractions</p> <ul style="list-style-type: none"> Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions 	<p>B5.1.3.1.3-4</p> <p>Use the concept of equivalent fractions in changing fractions to the same denominator for addition and</p>

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			subtraction of like fractions (one denominator being a multiple of the other)
11 22/11/24	Number	Fractions <ul style="list-style-type: none"> Demonstrate understanding of strategies for comparing, adding, subtracting and multiplying fractions 	B5.1.3.1.5-6 Use models to explain the result of multiplying a fraction by whole number
12 29/11/24	Number	Percentages <ul style="list-style-type: none"> Demonstrate understanding of decimals fractions and strategies for comparing, adding and subtracting decimal fraction 	B5.1.5.1.1-3 Describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions
13 5/12/24	REVISION		
14 13/12/24	END OF TERM ASSESSMENT		
15 20/12/24	VACATION AND SBA ACTIVITIES		

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SCIENCE – ANNUAL SCHEME OF LEARNING

WEEKS	TERM I	TERM 2	TERM 3
1	Living and non-living things	Materials	Life cycles of organism
2	Living and non-living things	Materials	Life cycles of organism
3	Earth science	Materials	Ecosystem
4	Earth science	Earth science	Ecosystem
5	Earth science	Earth science	Forces and movement
6	Human body	Earth science	Forces and movement
7	Sources and forms of energy	Earth science	Science & industry
8	Sources and forms of energy	Solar systems	Science & industry
9	Sources and forms of energy	Electricals and electronics	Climate change
10	Sources and forms of energy	Diseases	Climate change
11	Personal hygiene	Diseases	
12	Personal hygiene		

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SCIENCE – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 13/9/24	Revision		
2 20/9/24	Diversity Of Matter	Living and non-living things <ul style="list-style-type: none"> B5.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them 	B5.1.1.1 Know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)
3 27/9/24	Diversity Of Matter	Living and non-living things <ul style="list-style-type: none"> B5.1.1.2 Demonstrate understanding of the differences between living things, non-living things, and things which have never been alive 	B5.1.1.2.1 Compare the differences among things that are living, dead and things that have never been alive
4 4/10/24	Cycles	Earth science <ul style="list-style-type: none"> B5.2.1.1 Recognise that some events in our environment occur recurrently 	B5.2.1.1.1 Know how day and night are formed
5 11/10/24	Cycles	Earth science <ul style="list-style-type: none"> B5.2.1.2 Recognise the relationship between the earth and the sun 	B5.2.1.2.1 Describe the benefits of the sun to the earth

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6 18/10/24	Cycles	<p>Earth science</p> <ul style="list-style-type: none"> B5.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle 	B5.2.1.3.1 Demonstrate evaporation and condensation as important processes of the hydrological (water) cycle
7 25/10/24	Systems	<p>Human body</p> <ul style="list-style-type: none"> B5.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function 	B5.3.1.1.1 Know the parts of the respiratory system in humans
8 1/11/24	Forces & Energy	<p>Sources and forms of energy</p> <ul style="list-style-type: none"> B5.4.1.1 Demonstrate understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved 	<p>B5.4.1.1.1 Explain how energy is transformed from one form to another</p> <p>B5.4.1.1.2 Know how to use electricity efficiently in the home</p>
9 8/11/24	Forces & Energy	<p>Sources and forms of energy</p> <ul style="list-style-type: none"> B5.4.1.2 Show understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another 	B5.4.1.2.1 Show the relationship between heat and temperature
10 15/11/24	Forces & Energy	<p>Sources and forms of energy</p> <ul style="list-style-type: none"> B5.4.1.2 Show understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another 	B1.4.1.2.2 Measure and record temperature using thermometer

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11 22/11/24	Humans & the Environment	Personal hygiene <ul style="list-style-type: none"> B5.5.1.1 Recognise the importance of personal hygiene 	B5.5.1.1.1 Know why it is important to wash clothes regularly
12 29/11/24	Humans & the Environment	Personal hygiene <ul style="list-style-type: none"> B5.5.1.2 Identify, discuss and appreciate the natural and human features of the environment and the need to keep the environment clean 	B5.5.1.2.1 Know how to keep washrooms clean B5.5.1.2.2 Demonstrate how to clean the environment regularly
13 5/12/24	REVISION		
14 13/12/24	END OF TERM ASSESSMENT		
15 20/12/24	VACATION AND SBA ACTIVITIES		

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OUR WORLD OUR PEOPLE – ANNUAL SCHEME OF LEARNING

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

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12	Authority and Power	Farming in Ghana	
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OUR WORLD OUR PEOPLE – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 13/9/24	REVISION		
2 20/9/24	All About Us	Nature of God <ul style="list-style-type: none"> B5.1.1.1. Demonstrate understanding of the uniqueness of human beings among God's creation 	B5.1.1.1.1. Explain that human beings are unique compared to other creatures
3 27/9/24	All About Us	Myself <ul style="list-style-type: none"> B5.1.2.1. Demonstrate understanding of positive attitudes towards the changes that occur during adolescence 	B5.1.2.1.1. Describe changes that occur during adolescence
4 4/10/24	All Around Us	The Environment and the Weather <ul style="list-style-type: none"> B5.2.1.1. Demonstrate understanding of human activities that contribute to abundant greenhouse gases in the atmosphere 	B5.2.1.1.1. Record human activities that cause over concentration of greenhouse gases and climate change
5 11/10/24	All Around Us	The Environment and the Weather <ul style="list-style-type: none"> B5.2.1.2. Demonstrate understanding of how to care for the environment 	B5.2.1.2 .1. Explain ways to care for the environment
6	All Around Us	The Environment and the Weather	B5.2.1.3.1. Describe the shape of the earth

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18/10/24		<ul style="list-style-type: none"> B5.2.1.3. Demonstrate knowledge of the shape of the earth 	
7 25/10/24	Our Beliefs and Values	Worship <ul style="list-style-type: none"> B5. 3.1.1. Appreciate the importance of prayer, worship and other acts of worship 	B5. 3.1.1. 1. Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions
8 1/11/24	Our Nation Ghana	Being a Citizen <ul style="list-style-type: none"> B5.4.1.1. Show understanding of attitudes needed for effective citizenship 	B5.4.1.1.1. Describe the attitudes needed for effective citizenship
9 8/11/24	Our Nation Ghana	Being a Citizen <ul style="list-style-type: none"> B5.4.1.2. Demonstrate an understanding of how responsible citizens, can contribute to national development 	B5.4.1.2.1. Discuss the importance of being a responsible citizen in the nation
10 15/11/24	Our Nation Ghana	Being a Citizen <ul style="list-style-type: none"> B5.4.1.3. Demonstrate understanding of unity in diversity 	B5.4.1.3. 1. Demonstrate how diversity can promote national development
11 22/11/24	Our Nation Ghana	Authority and Power <ul style="list-style-type: none"> B5.4.2.1. Demonstrate knowledge of the need to obey and submit to authority 	B5.4.2.1.1. Recognise parents as source of discipline and character formation
12 29/11/24	Our Nation Ghana	Authority and Power <ul style="list-style-type: none"> B5.4.2.2. Demonstrate understanding of the need for good governance 	B5.4.2.2 .1. Explain and appreciate the importance of democratic governance

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

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RELIGIOUS AND MORAL EDUCATION – ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
1	God The Creator	Religious Festivals	Authority And Obedience
2	God The Creator	Religious Festivals	Authority And Obedience
3	God The Creator	Religious Festivals	Authority And Obedience
4	God The Creator	Religious Festivals	Authority And Obedience
5	The Environment	The Call Of The Leaders Of The Three Major Religion	Authority And Obedience
6	The Environment	The Call Of The Leaders Of The Three Major Religion	Authority And Obedience
7	The Environment	The Call Of The Leaders Of The Three Major Religion	Roles Relationship In The Family And Character Formation
8	The Environment	The Call Of The Leaders Of The Three Major Religion	Roles Relationship In The Family And Character Formation
9	Religious Worship	Roles And Relationships	Roles Relationship In The Family And Character Formation

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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

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RELIGIOUS AND MORAL EDUCATION – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 13/9/24	REVISION		
2 20/9/24	God's Creation & Attributes	God The Creator <ul style="list-style-type: none"> Appreciate the nature of God as the Creator 	B5.1.1.1.1-2 Explain how special each individual is State the qualities of God that humankind should demonstrate
3 27/9/24	God's Creation & Attributes	God The Creator <ul style="list-style-type: none"> Appreciate the nature of God as the Creator 	B5.1.1.1.2 State the qualities of God that humankind should demonstrate
4 4/10/24	God's Creation & Attributes	God The Creator <ul style="list-style-type: none"> Appreciate the nature of God as the Creator 	B5.1.1.1.3 Mention why individuals should maintain their God-given gifts of form and colour
5 11/10/24	God's Creation & Attributes	The Environment <ul style="list-style-type: none"> Explain how to care for the environment 	B5.1.2.1.1. Discuss the effects of human activities on the environment
6 18/10/24	God's Creation & Attributes	The Environment <ul style="list-style-type: none"> Explain how to care for the environment 	B5.1.2.1.1. Discuss the effects of human activities on the environment

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7 25/10/24	God's Creation & Attributes	The Environment <ul style="list-style-type: none"> Explain how to care for the environment 	B5.1.2.1.2: Demonstrate ways to care for the environment
8 1/11/24	God's Creation & Attributes	The Environment <ul style="list-style-type: none"> Explain how to care for the environment 	B5.1.2.1.2: Demonstrate ways to care for the environment
9 8/11/24	Religious Practices	Religious Worship <ul style="list-style-type: none"> Appreciate the importance of prayer, worship and other acts of worship 	B5.2.1.1.1 Discuss the moral importance of worship
10 15/11/24	Religious Practices	Religious Worship <ul style="list-style-type: none"> Appreciate the importance of prayer, worship and other acts of worship 	B5.2.1.1.1 Discuss the moral importance of worship
11 22/11/24	Religious Practices	Religious Worship <ul style="list-style-type: none"> Appreciate the importance of prayer, worship and other acts of worship 	B5.2.1.1.2 Explain the moral significance of religious songs and recitations.
12 29/11/24	Religious Practices	Religious Worship <ul style="list-style-type: none"> Appreciate the importance of prayer, worship and other acts of worship 	B5.2.1.1.2 Explain the moral significance of religious songs and recitations.
13 5/12/24	REVISION		
14 13/12/24	END OF TERM ASSESSMENT		

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15
20/12/24

VACATION AND SBA ACTIVITIES

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HISTORY - ANNUAL SCHEME OF LEARNING

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

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10	International Trading Including Slave Trade	Economic Development	The 1948 Riots
11	International Trading Including Slave Trade	Economic Development	The 1948 Riots
12	International Trading Including Slave Trade	Economic Development	The 1948 Riots

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HISTORY - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
1 13/9/24	My Country Ghana	The People Of Ghana <ul style="list-style-type: none"> Demonstrate understanding of how life in ancient time was different from life today 	B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.
2 20/9/24	My Country Ghana	The People Of Ghana <ul style="list-style-type: none"> Demonstrate understanding of how life in ancient time was different from life today 	B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.
3 27/9/24	My Country Ghana	The People Of Ghana <ul style="list-style-type: none"> Demonstrate understanding of how life in ancient time was different from life today 	B5.2.1.1.2 Describe some ancient towns in Ghana
4 4/10/24	My Country Ghana	The People Of Ghana <ul style="list-style-type: none"> Demonstrate understanding of how life in ancient time was different from life today 	B5.2.1.1.2 Describe some ancient towns in Ghana
5 11/10/24	My Country Ghana	Some Selected Individuals <ul style="list-style-type: none"> Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally 	B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally
6 18/10/24	My Country Ghana	Some Selected Individuals <ul style="list-style-type: none"> Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally 	B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally

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7 25/10/24	My Country Ghana	Some Selected Individuals <ul style="list-style-type: none"> Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally 	B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally
8 1/11/24	My Country Ghana	Some Selected Individuals <ul style="list-style-type: none"> Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally 	B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally
9 8/11/24	Europeans in Ghana	International Trading Including Slave Trade <ul style="list-style-type: none"> Understand that what began as trade in goods from 1471 soon included trade in humans by the 16th century 	B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century
10 15/11/24	Europeans in Ghana	International Trading Including Slave Trade <ul style="list-style-type: none"> Understand that what began as trade in goods from 1471 soon included trade in humans by the 16th century 	B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century
11 22/11/24	Europeans in Ghana	International Trading Including Slave Trade <ul style="list-style-type: none"> Understand that what began as trade in goods from 1471 soon included trade in humans by the 16th century 	B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century
12 29/11/24	Europeans in Ghana	International Trading Including Slave Trade <ul style="list-style-type: none"> Understand that what began as trade in goods from 1471 soon included trade in humans by the 16th century 	B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century

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

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CREATIVE ARTS - ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
	Concept: Artworks of Ghanaian Visual and Performing artist that reflect the history and culture of the people of Ghana.	Concept: Artworks of Ghanaian visual and performing artist that reflect the natural and man – made environment of Ghana.	Concept: Artworks of Ghanaian visual and performing artist that reflect topical issues that are of concern in Ghana.
	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS
1	Thinking and Exploring Ideas	Thinking and Exploring Ideas	Thinking and Exploring Ideas
2	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing
3	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
4	Appreciation and Appraisal	Appreciation and Appraisal	Appreciation and Appraisal
	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS
5	Thinking and Exploring Ideas	Thinking and Exploring Ideas	Thinking and Exploring Ideas
6	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing
7	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
8	Appreciation and Appraisal	Appreciation and Appraisal	Appreciation and Appraisal
	PROJECT WORK (VISUAL & PERFORMING ARTS)	PROJECT WORK (VISUAL & PERFORMING ARTS)	PROJECT WORK (VISUAL & PERFORMING ARTS)
9	Thinking and Exploring Ideas	Thinking and Exploring Ideas	Thinking and Exploring Ideas
10	Planning, Making and Composing	Planning, Making and Composing	Planning, Making and Composing

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I1	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
I2	Appreciation and Appraisal	Appreciation and Appraisal	Appreciation and Appraisal

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CREATIVE ARTS - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
	Concept: Artworks of Ghanaian Visual and Performing artist that reflect the history and culture of the people of Ghana.		
1 13/9/24	REVISION		
	VISUAL ARTS		
2 20/9/24	Visual Arts	Thinking and Exploring Ideas <ul style="list-style-type: none"> B5 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues. 	B5 1.1.1.1 Study some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa B5. 1.1.1.2 Explore to generate ideas by studying visual artworks created by selected Ghanaian and other African visual artists living in Africa that reflect the history and culture of the people of Africa
3 27/9/24	Visual Arts	Planning, Making and Composing B5 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and	B5 1.2.2.1 Experiment with available relevant visual arts media and methods to create own visual artworks that reflect the history and culture of the people of Africa

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		techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities.	B5 1.2.3.1 Create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa
4 4/10/24	Visual Arts	<p>Displaying and Sharing</p> <p>B5 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>B5 1.3.4.1 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa</p> <p>B5 1.3.5.1 Exhibit portfolio of own and others' visual art artworks to share creative experiences of artworks that reflect the history and culture of the people of Africa</p>
5 11/10/24	Visual Arts	<p>Appreciation and Appraisal</p> <p>B5 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>	<p>B5 1.4.6.1 Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the history and culture of the African people</p> <p>B5 1.4.7.1 Analyse and appreciate own or others' visual artworks and present reports as feedback on artworks that reflect the history and culture of the people of Africa</p>
PERFORMING ARTS			
6 18/10/24	Performing Arts	<p>Thinking and Exploring Ideas</p> <p>B5 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on</p>	B5 2.1.1.1 Explore and study some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa

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		their history and culture, the environment and topical local/national/global issues	B5. 2.1.1.2 Study how the compositions and performances of the Ghanaian and other African performing artists studied reflect the history and culture of the people of Africa and generate ideas for creating own artworks
7 25/10/24	Performing Arts	<p>Planning, Making and Composing</p> <ul style="list-style-type: none"> B5 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities. 	<p>B5 2.2.2.1 Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the history and culture of the people of Africa</p> <p>B5 2.2.3.1 Create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the history and culture of the people of Africa</p>
8 1/11/24	Performing Arts	<p>Displaying and Sharing</p> <ul style="list-style-type: none"> B5 2.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance. 	<p>B5 2.3.4.1 Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the history and culture of the people of Africa</p> <p>B5 2.3.5.1 Stage a display of own portfolio of performing artworks to share creative experiences of compositions that reflect the history and culture of the people of Africa</p>

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<p>9 8/11/24</p>	<p>Performing Arts</p>	<p>Appreciation and Appraisal</p> <p>B5 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</p>	<p>B5 2.4.6.1 Develop guidelines for appreciating and appraising own and others' performing artworks that reflect the history and culture of the people of Africa</p> <p>B5 2.4.7.1 Analyse and appreciate own or others' performing artworks and present reports as feedback on compositions that reflect the history and culture of the people of Africa</p>
<p>PROJECT WORK (VISUAL & PERFORMING ARTS)</p>			
<p>10 15/11/24</p>	<p>Thinking and Exploring Ideas/ Planning, Making and Composing</p>		
<p>11 22/11/24</p>	<p>Displaying and Sharing</p>		
<p>12 29/11/24</p>	<p>Appreciating and Appraising</p>		
<p>13 5/12/24</p>	<p>REVISION</p>		
<p>14 13/12/24</p>	<p>END OF TERM ASSESSMENT</p>		
<p>15 20/12/24</p>	<p>VACATION AND SBA ACTIVITIES</p>		

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GHANAIAN LANGUAGE - ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
1	Songs Reading Texts, And Short Stories	Dramatization And Role Play	Asking & Answering Questions
2	Poems Reading Texts, And Short Stories	Conversation	Giving & Following Instructions
3	Story telling	Talking About Oneself, Family, People And Places	Presentation
4	Phonics: letter and sound knowledge	Comprehension	Fluency
5	Vocabulary: sight and content vocabulary	Silent Reading	Summarizing
6	Penmanship/Handwriting	Descriptive Writing	Argumentative Writing
7	Narrative Writing	Persuasive Writing	Informative/ Academic Writing
8	Creative/ Free Writing	Argumentative Writing	Literary Writing
9	Integrating grammar in written language (capitalization)	Integrating Grammar In Written Language (Use Of Qualifying Words)	Integrating Grammar In Written Language (Spelling)

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10	Integrating grammar in written language (punctuation)	Integrating Grammar In Written Language (Use Of Postpositions)	Integrating Grammar In Written Language (Use Of Conjunction)
11	Integrating Grammar In Written Language (Use Of Action Words)	Integrating Grammar In Written Language (Use Of Simple And Compound Sentence)	Reading Texts, Poems, Narratives And Short Stories
12	Letter Writing Building the love and culture of reading in learners	Letter Writing Read Aloud with Children	Letter Writing Reading Texts, And Short Stories

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GHANAIAN LANGUAGE - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
1 13/9/24	Oral Language/Extensive Reading	<p>Songs</p> <ul style="list-style-type: none"> Show an understanding of cradle songs/lullaby. <p>Reading Texts, And Short Stories</p>	<p>B5.1.1.1.1</p> <p>Sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker</p> <p>B5.6.3.1.1-2</p>
2 20/9/24	Oral Language/Extensive Reading	<p>Poems</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of selected poems by discussing them Reading Texts, And Short Stories 	<p>B5.1.3.1.1-2</p> <p>Recognize the key words in the poem and discuss the theme of the poem.</p> <ul style="list-style-type: none"> B5.6.3.1.3-4
3 27/9/24	Oral Language	<p>Story telling</p> <ul style="list-style-type: none"> Demonstrate knowledge on the structure and features of folktales 	<p>B5.1.4.1.1-2</p> <ul style="list-style-type: none"> Retell a folktale of about five scenes and discuss the moral/values of it
4 4/10/24	Reading	<p>Phonics: letter and sound knowledge</p> <ul style="list-style-type: none"> Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words 	<p>B5.2.4.1.1-4</p> <p>Read and recognize diagraphs in words found in paragraphs</p>

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<p>5 11/10/24</p>	<p>Reading</p>	<p>Vocabulary: sight and content vocabulary</p> <ul style="list-style-type: none"> Show an understanding of recognizing and reading about things in their environment 	<p>B5.2.5.1.1-2</p> <ul style="list-style-type: none"> Read paragraphs of passages aloud with correct pronunciation and tone.
<p>6 18/10/24</p>	<p>Writing</p>	<p>Penmanship</p> <ul style="list-style-type: none"> Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly. 	<p>B5.3.1.1.1-3</p> <ul style="list-style-type: none"> Recognize that a comma is used to separate a list of items. It serves as a pause in sentences and speech
<p>7 25/10/24</p>	<p>Composition Writing</p>	<p>Narrative</p> <ul style="list-style-type: none"> Writing Comprehend and use punctuation marks in narrative writing. 	<p>B5.4.1.1.1-3</p> <ul style="list-style-type: none"> Recognize and use commas, full stops, and question marks appropriately in narrative writing
<p>8 1/11/24</p>	<p>Composition Writing</p>	<p>Creative/ Free Writing</p> <ul style="list-style-type: none"> Show an understanding of creating and writing longer stories on their own. 	<p>B5.4.2.1.1-3</p> <ul style="list-style-type: none"> Create a story that relates to their environment
<p>9 8/11/24</p>	<p>Writing Conventions</p>	<p>Integrating grammar in written language (capitalization)</p> <ul style="list-style-type: none"> Show an understanding in the use of capital letters appropriately 	<p>B5.5.1.1.1-3</p> <ul style="list-style-type: none"> Understand the use of capital letters begin proper nouns
<p>10 15/11/24</p>	<p>Writing Conventions</p>	<p>Integrating grammar in written language (punctuation)</p> <ul style="list-style-type: none"> Demonstrate knowledge in the use of punctuation marks in passages 	<p>B5.5.2.1.1-3</p> <ul style="list-style-type: none"> Understand and use exclamation mark in writing appropriately

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<p>11 22/11/24</p>	<p>Writing Conventions</p>	<p>Integrating Grammar In Written Language (Use Of Action Words)</p> <ul style="list-style-type: none"> • Demonstrate knowledge on use of action words appropriately 	<p>B5.5.3.1.1-3 Use simple past tense action words in sentences</p>
<p>12 29/11/24</p>	<p>Writing/Extensive Reading</p>	<p>Building the love and culture of reading in learners</p> <ul style="list-style-type: none"> • Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone. 	<p>B5.6.1.1.1-2 Read aloud passages from novels and newspapers with correct pronunciation and tone.</p>
<p>13 5/12/24</p>	<p>REVISION</p>		
<p>14 13/12/24</p>	<p>END OF TERM ASSESSMENT</p>		
<p>15 20/12/24</p>	<p>VACATION AND SBA ACTIVITIES</p>		

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PHYSICAL EDUCATION - ANNUAL SCHEME OF LEARNING

WEEKS	TERM 1	TERM 2	TERM 3
1	Locomotive Skills	Locomotive Skills	Locomotive Skills
2	Locomotive Skills	Locomotive Skills	Locomotive Skills
3	Manipulative Skills	Manipulative Skills	Manipulative Skills
4	Manipulative Skills	Manipulative Skills	Manipulative Skills
5	Rhythmic Skills	Rhythmic Skills	Body Management
6	Rhythmic Skills	Rhythmic Skills	Strategies
7	Space Awareness	Relations	Strength
8	Dynamics	Body Management	Safety And Injuries
9	Aerobic Capacity	Endurance	Substances

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10	Strength	Flexibility	Body Composition
11	Fitness Programme	Healthy Diet	Group Dynamics
12	Self-Responsibility	Social Interaction	Critical Thinking

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PHYSICAL EDUCATION - FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
1 13/9/24	Motor Skill and Movement Patterns	Locomotive skills <ul style="list-style-type: none"> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) 	B5.1.2.1.1 Walk on straight lines edges
2 20/9/24	Motor Skill and Movement Patterns	Locomotive skills <ul style="list-style-type: none"> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) 	B5.1.3.1.2: Skip and leap continuously
3 27/9/24	Motor Skill and Movement Patterns	Manipulative skills <ul style="list-style-type: none"> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) 	B5.1.4.1.3: Roll ball using a stick through obstacles (arranged cones)
4 4/10/24	Motor Skill and Movement Patterns	Manipulative skills <ul style="list-style-type: none"> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) 	B5.1.5.1.4 Perform simple small-group balance stunts by distributing weight and base of support

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<p>5 11/10/24</p>	<p>Motor Skill and Movement Patterns</p>	<p>Rhythmic skills</p> <ul style="list-style-type: none"> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) 	<p>B5.1.5.1.5</p> <p>Change direction quickly while walking with an object within obstacles but keep one's balance</p>
<p>6 18/10/24</p>	<p>Motor Skill and Movement Patterns</p>	<p>Rhythmic skills</p> <ul style="list-style-type: none"> Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance) 	<p>B5.1.6.1.6</p> <p>Striking a dropping light ball upward and forward to a teammate using the hands or feet.</p>
<p>7 25/10/24</p>	<p>Movement Concepts</p>	<p>Space awareness</p> <ul style="list-style-type: none"> Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities 	<p>B5.2.1.2.1</p> <p>Describe ways to create more space between an offensive player and a defensive player</p>
<p>8 1/11/24</p>	<p>Movement Concepts</p>	<p>Dynamics</p> <ul style="list-style-type: none"> Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities 	<p>B5.2.2.2.2</p> <p>Explain the differences in applying and receiving force when jumping for height and distance</p>
<p>9 8/11/24</p>	<p>Physical Fitness</p>	<p>Aerobic Capacity</p> <ul style="list-style-type: none"> Assess and maintain a level of physical fitness to improve health and performance 	<p>B5.3.1.3.1</p> <p>Perform 10 minutes jogging with music</p>
<p>10 15/11/24</p>	<p>Physical Fitness</p>	<p>Strength</p> <ul style="list-style-type: none"> Assess and maintain a level of physical fitness to improve health and performance 	<p>B5.3.2.3.2</p> <p>Perform continuous pull-ups</p>

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<p>11 22/11/24</p>	<p>Physical Fitness Concepts</p>	<p>Fitness Programme</p> <ul style="list-style-type: none"> • Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. 	<p>B5.4.1.4.1 Monitor the intensity of one's heart rate during physical activity</p>
<p>12 29/11/24</p>	<p>Values And Psycho-Social Concepts</p>	<p>Self-Responsibility</p> <ul style="list-style-type: none"> • Demonstrate value and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity 	<p>B5.5.1.5.1 Participating independently in fitness and skill development activities outside school</p>
<p>13 5/12/24</p>	<p>REVISION</p>		
<p>14 13/12/24</p>	<p>END OF TERM ASSESSMENT</p>		
<p>15 20/12/24</p>	<p>VACATION AND SBA ACTIVITIES</p>		

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COMPUTING – ANNUAL SCHEME OF LEARNING

WEEKS	TERM I	TERM 2	TERM 3
1	Generation Of Computers	Introduction To MS-PowerPoint	Favorite Places And Search Engines
2	Generation Of Computers	Introduction To Word Processing	Using Online Forms
3	Generation Of Computers	Introduction To Databases, Algorithm And Programming	Customizing Your Browser
4	Introduction To MS-Windows Interface	Introduction To Databases, Algorithm And Programming	Customizing Your Browser
5	Introduction To MS-Windows Interface	Introduction To Databases, Algorithm And Programming	Customizing Your Browser
6	Introduction To MS-Windows Interface	Introduction To Spreadsheet	Electronic Mail
7	Data, Sources And Usage	Network Overview	Electronic Mail
8	Data, Sources And Usage	Web Browsers And Webpages	Internet Of Things
9	Data, Sources And Usage	Web Browsers And Webpages	Internet Of Things
10	Data, Sources And Usage	Web Browsers And Webpages	Digital Literacy
11	Technology In The Community	Surfing The Worldwide Web	Network Etiquette

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12	Technology In The Community	Surfing The Worldwide Web	Health Hazard With Using ICT Tools
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COMPUTING – FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
1 13/9/24	Introduction To Computing	Generation Of Computers <ul style="list-style-type: none"> Identify parts of a computer and technology tools 	B5.1.1.1.1-3 Describe the types of output device and identify their uses Distinguish the difference and similarities between analogue and digital devices
2 20/9/24	Introduction To Computing	Generation Of Computers <ul style="list-style-type: none"> Identify parts of a computer and technology tools 	B5.1.1.1.4-5 Identify home row keys, top row, bottom row keys, numerical pad and type
3 27/9/24	Introduction To Computing	Generation Of Computers <ul style="list-style-type: none"> Identify parts of a computer and technology tools 	B5.1.1.1.6-7 Summarize the generation of computers
4 4/10/24	Introduction To Computing	Introduction To MS-Windows Interface <ul style="list-style-type: none"> Demonstrate the use of the Desktop Background as well as working with folders 	B5.1.2.1.1-2 Personalize the Desktop Background and edit its images (e.g. image, icons and Taskbar of the background)
5 11/10/24	Introduction To Computing	Introduction To MS-Windows Interface <ul style="list-style-type: none"> Demonstrate the use of the Desktop Background as well as working with folders 	B5.1.2.1.3-4 Creating a short cut, adding or removing common icons on the desktop.
6 18/10/24	Introduction To Computing	Introduction To MS-Windows Interface	B5.1.2.1.5-6

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		<ul style="list-style-type: none"> Demonstrate the use of the Desktop Background as well as working with folders 	Demonstrate understanding of the File Explorer window and locations of the computer through the file explorer
7 25/10/24	Introduction To Computing	Data, Sources And Usage <ul style="list-style-type: none"> Illustrate the use of Data and identify their sources. 	B5.1.3.1.1-2 Identify primary sources of information e.g. photographs, audio, video recordings, letters
8 1/11/24	Introduction To Computing	Data, Sources And Usage <ul style="list-style-type: none"> Illustrate the use of Data and identify their sources. 	B5.1.3.1.3-4 Demonstrate sending and sharing information e.g. arranging data, sorting and calculations
9 8/11/24	Introduction To Computing	Data, Sources And Usage <ul style="list-style-type: none"> Illustrate the use of Data and identify their sources. 	B5.1.3.1.5-7 Demonstrate sending and sharing information
10 15/11/24	Introduction To Computing	Data, Sources And Usage <ul style="list-style-type: none"> Illustrate the use of Data and identify their sources. 	B5.1.3.1.8-10 Make simple tables and diagrams from the collected data
11 22/11/24	Introduction To Computing	Technology In The Community. <ul style="list-style-type: none"> Demonstrate the use of Technology in the community 	B5.1.4.1.1-2 Explain the fundamentals of digital system components
12 29/11/24	Introduction To Computing	Technology In The Community. <ul style="list-style-type: none"> Demonstrate the use of Technology in the community 	B5.1.4.1.3-4 Discuss the effects of technology on the community
13 5/12/24	REVISION		

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