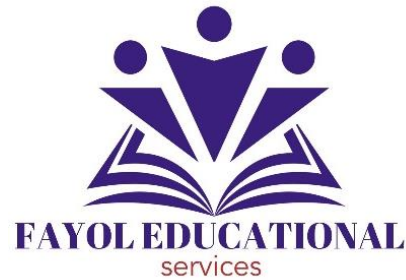


FAYOL



FAYOL EDUCATIONAL SERVICES

ANNUAL & TERMLY SCHEME OF LEARNING

2024/2025 ACADEMIC YEAR – **TERM I**

© **BASIC SIX**

FAYOL

ENGLISH LANGUAGE - ANNUAL SCHEME OF LEARNING

| WEEKS | TERM 1 | TERM 2 | TERM 3 |
|-------|----------------------|----------------------|-------------------------------|
| 1 | Songs | Conversation | Giving and Following Commands |
| | Phonics | Vocabulary | Comprehension |
| | Nouns | Pronouns | Adverbs |
| | Penmanship | Writing as a Process | Descriptive Writing |
| | Using Capitalisation | Naming Words | Using Adverbs |
| | | | |
| 2 | Songs | Conversation | Presentation |
| | Phonics | Vocabulary | Comprehension |
| | Nouns | Pronouns | Adverbs |
| | Penmanship | Writing as a Process | Descriptive Writing |
| | Using Capitalisation | Using Action Words | Using Adverbs |

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| | | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
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| 3 | Poems | Conversation | Presentation |
| | Phonics | Vocabulary | Silent Reading |
| | Nouns | Adjectives | Idioms |
| | Penmanship | Writing as a Process | Argumentative Writing |
| | Using Capitalisation | Using Action Words | Using Simple Prepositions |
| | Building the Love and Culture of Reading | | |
| 4 | Poems | Listening Comprehension | Presentation |
| | Word Families | Vocabulary | Silent Reading |
| | Nouns | Verbs | Idioms |
| | Penmanship | Writing as a Process | Argumentative Writing |
| | Using Capitalisation | Using Action Words | Using Simple Prepositions |

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| | | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
|---|--|--|--|
| 5 | Story | Listening Comprehension | Presentation |
| | Word Families | Vocabulary | Silent Reading |
| | Nouns | Verbs | Conjunctions |
| | Paragraph Development | Writing as a Process | Argumentative Writing |
| | Using Punctuation | Using Action Words | Using Conjunctions |
| | Building the Love and Culture of Reading | | |
| 6 | Story | Listening Comprehension | Presentation |
| | Diphthongs | Comprehension | Fluency |
| | Nouns | Verbs | Modals |
| | Paragraph Development | Narrative Writing | Argumentative Writing |
| | Using Punctuation | Using Action Words | Using Conjunctions |

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| | | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
|---|--|--|--|
| 7 | Dramatization | Listening Comprehension | Presentation |
| | Diphthongs | Comprehension | Fluency |
| | Determiners | Verbs | Prepositions |
| | Paragraph Development | Narrative Writing | Informative Writing |
| | Naming Words | Using Action Words | Using Simple, Compound and Complex Sentences |
| | Building the Love and Culture of Reading | | |
| 8 | Dramatization | Asking and Answering questions | Presentation |
| | Blends and Consonant Clusters | Comprehension | Summarizing |
| | Determiners | Verbs | Adjectival Phrase |
| | Paragraph Development | Creative Writing | Informative Writing |

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| | Naming Words | Using Action Words | Using Simple, Compound and Complex Sentences |
| | | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 9 | Dramatization | Asking and Answering questions | Presentation |
| | Blends and Consonant Clusters | Comprehension | Summarizing |
| | Determiners | Verbs | Adverbial Phrase |
| | Paragraph Development | Creative Writing | Letter Writing |
| | Naming Words | Using Adjectives | Spelling |
| | | | |
| 10 | Dramatization | Giving and Following Commands | Presentation |
| | Blends and Consonant Clusters | Comprehension | Summarizing |
| | Determiners | Verbs | Direct & Reported Speech |

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| | Paragraph Development | Descriptive Writing | Letter Writing |
| | Naming Words | Using Adjectives | Spelling |
| | Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 11 | Conversation | Giving and Following Commands | Presentation |
| | Vocabulary | Comprehension | Summarizing |
| | Determiners | Verbs | Direct & Reported Speech |
| | Paragraph Development | Descriptive Writing | Letter Writing |
| | Naming Words | Using Adjectives | Spelling |
| | | Building the Love and Culture of Reading | Building the Love and Culture of Reading |
| 12 | Conversation | Giving and Following Commands | Presentation |

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|--|--|--|
| Vocabulary | Comprehension | Summarizing |
| Determiners | Verbs | Direct & Reported Speech |
| Paragraph Development | Descriptive Writing | Letter Writing |
| Naming Words | Using Adjectives | Spelling |
| Building the Love and Culture of Reading | Building the Love and Culture of Reading | Building the Love and Culture of Reading |

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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 B.6.1.1: Demonstrate understanding of variety of songs | B6.1.1.1.1 Relate the central messages in songs to personal experiences |
| | Reading | Phonics B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B6.2.2.1.1. Read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch |
| | Grammar | Nouns B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.1. Identify and use nouns or noun phrases to describe conditions. |
| | Writing | Penmanship B6.4.2.1: Copy and rewrite sentences correctly | B6.4.2.1.1 Write with a legible, fluent and personal handwriting style |
| | Writing Conventions & Grammar Usage | Using Capitalisation B6.5.1.1: Use capital letters to start the first word in direct speech. | B6.5.1.1.1. Follow appropriate mechanical convention. |
| | Extensive Reading | | |
| 2 20/9/24 | Oral Language | Songs B.6.1.1: Demonstrate understanding of variety of songs | B6.1.1.1.2. Compose songs around values discussed |
| | Reading | Phonics B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B6.2.2.1.1. Read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch |

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|--------------|-------------------------------------|---|--|
| | Grammar | Nouns B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.1. Identify and use nouns or noun phrases to describe conditions. |
| | Writing | Penmanship B6.4.2.1: Copy and rewrite sentences correctly | B6.4.2.1.1 Write with a legible, fluent and personal handwriting style |
| | Writing Conventions & Grammar Usage | Using Capitalisation B6.5.1.1: Use capital letters to start the first word in direct speech. | B6.5.1.1.1. Follow appropriate mechanical convention. |
| | Extensive Reading | Building the Love and Culture of Reading B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 3 27/9/24 | Oral Language | Poems B6.1.3.1: Appreciate poems and other pieces of literary materials | B6.1.3.1.1 Relate the central messages of poems to personal experiences |
| | Reading | Phonics B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | B6.2.2.1.2. Read ccvc, cccv words and multisyllabic words when reading continuous texts. |
| | Grammar | Nouns B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.2. Identify and use: – Proper nouns to refer to organisations/events; – Count/non-count |
| | Writing | Penmanship B6.4.2.1: Copy and rewrite sentences correctly | B6.4.2.1.1 Write with a legible, fluent and personal handwriting style |
| | Writing Conventions & Grammar Usage | Using Capitalisation B6.5.1.1: Use capital letters to start the first word in direct speech. | B6.5.1.1.1. Follow appropriate mechanical convention. |

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| | Extensive Reading | | |
| 4 4/10/24 | Oral Language | Poems B6.1.3.1: Appreciate poems and other pieces of literary materials | B6.1.3.1.2-3. Discuss values in poems and talk about the importance of these values in society Compose eight-line poems |
| | Reading | Word Families B6.2.3.1: Identify minimal pairs and common digraphs | B6.2.3.1.1. Use common minimal pairs to decode words |
| | Grammar | Nouns B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.2. Identify and use: – Singular – Plural (regular, irregular) – Without plural marker |
| | Writing | Penmanship B6.4.2.1: Copy and rewrite sentences correctly | B6.4.2.1.2. Write complex sentences clearly and correctly |
| | Writing Conventions & Grammar Usage | Using Capitalisation B6.5.1.1: Use capital letters to start the first word in direct speech. | B6.5.1.1.1. Follow appropriate mechanical convention. |
| | Extensive Reading | Building the Love and Culture of Reading B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 5 11/10/24 | Oral Language | Story B6.1.4.1: Respond to stories | B6.1.4.1.1. Make connections between texts or stories and personal experiences |
| | Reading | Word Families B6.2.3.1: Identify rhyming/endings words and common digraphs | B6.2.3.1.2. Use words with digraphs to make meaningful sentences |

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| | Grammar | Nouns B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1.3. Use "- ing" nouns and noun phrases to refer to activities |
| | Writing | Paragraph Development B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features |
| | Writing Conventions & Grammar Usage | Using Punctuation B6.5.2.1: Show understanding of how punctuations are used appropriately in writing | B6.5.2.1.1. Use the comma around a phrase for the modifying of the proceeding noun; – quotation marks to indicate direct speech; – apostrophe to show plural possession; |
| | Extensive Reading | Building the Love and Culture of Reading B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 6 18/10/24 | Oral Language | Story B6.1.4.1: Respond to stories | B6.1.4.1.2. Tell stories around given themes |
| | Reading | Diphthongs B6.2.4.1: Identify and use diphthongs to decode texts | B6.2.3.1.1. Use words with centering diphthongs (e.g. / iə, eə, ʊə) to make meaningful sentences |
| | Grammar | Nouns B6.3.1.1: Apply knowledge of different types of nouns in communication | B6.3.1.1. 4. Identify and use abstract nouns to refer to concepts and ideas |
| | Writing | Paragraph Development B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features |

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| | Writing Conventions & Grammar Usage | Using Punctuation B6.5.2.1: Show understanding of how punctuations are used appropriately in writing | B6.5.2.1.1. Use the quotation marks to indicate direct speech; – apostrophe to show plural possession; |
| | Extensive Reading | Building the Love and Culture of Reading B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 7 25/10/24 | Oral Language | Dramatization B6.1.5.1 Appreciate pieces of literary materials through dramatisation | B6.1.5.1.1. Dramatise/role-play whole/parts of stories/scenes, events |
| | Reading | Diphthongs B6.2.4.1: Identify and use diphthongs to decode texts | B6.2.3.1.1. Use words with centering diphthongs (e.g. / iə, eə, ʊə) to make meaningful sentences |
| | Grammar | Determiners B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6. 3.2.1.1. Identify and use definite and indefinite articles |
| | Writing | Paragraph Development B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.2 use key words, phrases or clauses to introduce the main idea in the paragraph. |
| | Writing Conventions & Grammar Usage | Naming Words B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.1. Identify and use nouns or noun phrases to describe conditions. |
| | Extensive Reading | Building the Love and Culture of Reading B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 8 1/11/24 | Oral Language | Dramatization B6.1.5.2: Appreciate key issues in stories/sketches | B6.1.5.2.1 Express personal opinion about moral lessons in sketches |

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|--------------|-------------------------------------|--|--|
| | Reading | Blends and Consonant Clusters B6.2.5.1: Identify and use consonant blends and clusters in reading | B6.2.5.1.1.Orally produce three-syllable words by blending sounds (phonemes), including consonant blends |
| | Grammar | Determiners B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2. 1.2. Identify and use quantifiers. – ordinal first, second etc. – Some, few/little etc. – No/both, all each/every – Another, other – Fewer, less, etc |
| | Writing | Paragraph Development B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.3.Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples |
| | Writing Conventions & Grammar Usage | Naming Words B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.2. Identify and use: proper nouns to refer to organisations/events – Count/non-count – Singular |
| | Extensive Reading | Building the Love and Culture of Reading B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 9 8/11/24 | Oral Language | Dramatization B6.1.5.2: Appreciate key issues in stories/sketches | B6.1.5.2.2. Write plays out of a story and perform them |
| | Reading | Blends and Consonant Clusters B6.2.5.1: Identify and use consonant blends and clusters in reading | B6.2.5.1.1. Orally produce three-syllable words by blending sounds (phonemes), including consonant blends |
| | Grammar | Determiners B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2. 1.2. Identify and use quantifiers. – ordinal first, second etc. – Some, few/little etc. – No/both, all each/every – Another, other – Fewer, less, etc |
| | Writing | Paragraph Development B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.3.Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples |

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| | Writing Conventions & Grammar Usage | Naming Words B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.2. Identify and use: proper nouns to refer to organisations/events – Count/non-count – Singular |
| | Extensive Reading | | |
| 10 15/11/24 | Oral Language | Dramatization B6.1.5.2: Appreciate key issues in stories/sketches | B6.1.5.2.3. Justify the central messages in sketches performed |
| | Reading | Blends and Consonant Clusters B6.2.5.1: Identify and use consonant blends and clusters in reading | B6.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs |
| | Grammar | Determiners B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2.1.3. Identify and use possessive pronouns to show possession |
| | Writing | Paragraph Development B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.3. Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples |
| | Writing Conventions & Grammar Usage | Naming Words B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.2. Identify and use: proper nouns to refer to organizations/events – Plural (regular, irregular) – without plural marker – Gender |
| | Extensive Reading | Building the Love and Culture of Reading B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 11 22/11/24 | Oral Language | Conversation B6.1.6.1: Explore certain culturally acceptable language for communication | B6.1.6.1.1. Describe/talk about objects/personalities/ events in the country and the world |

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| | Reading | Vocabulary B6.2.6.1: Understand word meanings and usages | B6.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication |
| | Grammar | Determiners B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2.1.4. Identify and use demonstratives: this/that, these/those – concepts and ideas. |
| | Writing | Paragraph Development B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | B6.4.6.1.4. Use cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph. E.g. use connectors to link contrasting ideas. Show results and purpose. |
| | Writing Conventions & Grammar Usage | Naming Words B6.5.3.1: Apply knowledge of different types of nouns in communication | B6. 5.3.1.3. Use the "-ing" nouns to refer to activities. |
| | Extensive Reading | | |
| 12 29/11/24 | Oral Language | Conversation B6.1.6.2: Demonstrate positive listening and viewing attitudes and behavior by showing attentiveness and understanding | B6.1.6.2.1. View and listen attentively and for a sustained period, (e.g., look at the person speaking and maintain eye contact) and record the key issues in the discussion |
| | Reading | Vocabulary B6.2.6.1: Understand word meanings and usages | B6.2.6.1.2. Use the following terms: compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions |
| | Grammar | Determiners B6. 3.2.1: Apply knowledge of different types of determiners in communication | B6.3.2.1.4. Identify and use demonstratives: this/that, these/those – concepts and ideas. |
| | Writing | Paragraph Development | B6.4.6.1.4. Use cohesive devices pronoun references, repeated key terms or grammatical structures to link |

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| | | B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts | ideas in a paragraph. E.g. use connectors to link contrasting ideas. Show results and purpose. |
| | Writing Conventions & Grammar Usage | Naming Words B6.5.3.1: Apply knowledge of different types of nouns in communication | B6.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas. |
| | Extensive Reading | Building the Love and Culture of Reading B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas | B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read |
| 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

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

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MATHEMATICS – FIRST TERM SCHEME OF LEARNING

| WEEKS | STRAND | SUB STRANDS/ CONTENT STANDARD | INDICATORS |
|--------------|--------|---|---|
| 1 13/9/24 | Number | Counting, Representation And Cardinality <ul style="list-style-type: none"> Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion | B6.1.1.1.1 Model number quantities up to 1,000,000 using graph sheets and multi-base block |
| 2 20/9/24 | Number | Counting Representation And Cardinality <ul style="list-style-type: none"> Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion | B6.1.1.1.2-3 Read and write numbers in figures and in words up to 1,000,000,000 Identify numbers in different positions around a given number in a number chart |
| 3 27/9/24 | Number | Counting, Representation And Cardinality <ul style="list-style-type: none"> Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1,000, 000,000 or 1 billion | B6.1.1.1.4-5 Compare and order whole numbers up to 100,000 and represent the comparison using ">," Round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens |
| 4 4/10/24 | Number | Number Operations <ul style="list-style-type: none"> Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts | B6.1.2.1.1 Apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts |

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| <p>5 11/10/24</p> | <p>Number</p> | <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 144 and related division facts | <p>B6.1.2.1.2</p> <p>Apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property</p> |
| <p>6 18/10/24</p> | <p>Number</p> | <p>Number Operations</p> <ul style="list-style-type: none"> Manipulate numbers, using basic Demonstrate understanding of division of a 2 or 3-digit number by a 1 or 2-digit number | <p>B6.1.2.3.1</p> <p>Determine basic division fact up to 81</p> <p>B6.1.2.4.1</p> <p>Divide 3-digit numbers by 1-digit number efficiently</p> |
| <p>7 25/10/24</p> | <p>Number</p> | <p>Fractions</p> <ul style="list-style-type: none"> Demonstrate an understanding of strategies for comparing, adding, subtracting, multiplying and dividing common, decimal a | <p>B6.1.3.1.1-2</p> <p>Compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)</p> <p>Add and subtract unlike and mixed fractions</p> |
| <p>8 1/11/24</p> | <p>Number</p> | <p>Fractions</p> <ul style="list-style-type: none"> Demonstrate an understanding of strategies for comparing, adding, subtracting, multiplying and dividing common, decimal a | <p>B6.1.3.1.3</p> <p>Use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction</p> |
| <p>9 8/11/24</p> | <p>Algebra</p> | <p>Ratio And Proportion</p> | <p>B6.1.4.1.1</p> |

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| | | <ul style="list-style-type: none"> Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers | Use concrete models and pictorial representations to explain the concept ratio |
| 10 15/11/24 | Algebra | Ratio And Proportion <ul style="list-style-type: none"> Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers | B6.1.4.1.2 Express ratios in equivalent forms, compare and order ratios |
| 11 22/11/24 | Algebra | Ratio And Proportion <ul style="list-style-type: none"> Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve real-world and mathematical problems. | B6.1.4.2.1 Use models to explain proportion as a comparison between quantities with equal ratios |
| 12 29/11/24 | Data | Ratio And Proportion <ul style="list-style-type: none"> Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve real-world and mathematical problems. | B6.1.4.2.3 Use various strategies to solve proportional reasoning problems involving rates and scales |
| 13 5/12/24 | REVISION | | |
| 14 13/12/24 | END OF TERM ASSESSMENT | | |
| 15 | VACATION AND SBA ACTIVITIES | | |

FAYOL

20/12/24

SCIENCE – ANNUAL SCHEME OF LEARNING

| WEEKS | TERM 1 | 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 | Forces and movement |
| 5 | Earth science | Earth science | Forces and movement |
| 6 | Human body | Solar systems | Science & industry |

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| 7 | Human body | Electricals and electronics | Climate change |
| 8 | Sources and forms of energy | Electricals and electronics | |
| 9 | Sources and forms of energy | Electricals and electronics | |
| 10 | Personal hygiene | Electricals and electronics | |
| 11 | Personal hygiene | Diseases | |
| 12 | | Diseases | |

FAYOL

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"> • B6.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them | B6.1.1.1.1 Classify plants based on their root system |
| 3 27/9/24 | Diversity Of Matter | Living and non-living things <ul style="list-style-type: none"> • B6.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them | B6.1.1.1.1 Classify plants based on their root system |
| 4 4/10/24 | Cycle | Earth science <ul style="list-style-type: none"> • B6.2.1.1 Recognise the relationship between the earth and the sun | B6.2.1.1.1 Describe the relative sizes of the earth and sun and their importance |
| 5 11/10/24 | Cycle | Earth science <ul style="list-style-type: none"> • B6.2.1.2 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle | B6.2.1.2.1 Explain how rain falls from clouds |

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| 6 18/10/24 | Cycle | Earth science <ul style="list-style-type: none"> B6.2.1.3 Demonstrate understanding of how carbon and nitrogen are cycled in nature | B6.2.1.3.1 Know the functions of carbon within the environment |
| 7 25/10/24 | Cycle | Human body <ul style="list-style-type: none"> B6.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function | B6.3.1.1.1 Explain the functions of organs in the excretory system of humans |
| 8 1/11/24 | Cycle | Human body <ul style="list-style-type: none"> B6.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function | B6.3.1.1.1 Explain the functions of organs in the excretory system of humans |
| 9 8/11/24 | Forces & Energy | Sources and forms of energy <ul style="list-style-type: none"> B6.4.1.1 Demonstrate understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved | B6.4.1.1.1 Compare renewable and non-renewable sources of energy |
| 10 15/11/24 | Forces & Energy | Sources and forms of energy <ul style="list-style-type: none"> B6.4.1.2 Show understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another | B6.4.1.2.1 Measure the temperature of a body using a thermometer |
| 11 22/11/24 | Humans and the Environment | Personal hygiene <ul style="list-style-type: none"> B6.5.1.1 Recognise the importance of personal hygiene | B6.5.1.1.1 Identify the causes and effects of foul body odour on humans and how it can be prevented |

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| 12 29/11/24 | Humans and the Environment | Personal hygiene <ul style="list-style-type: none">• B6.5.1.1 Recognise the importance of personal hygiene | B6.5.1.1.2 Describe ways of minimising waste |
| 13 5/12/24 | REVISION | | |
| 14 13/12/24 | END OF TERM ASSESSMENT | | |
| 15 20/12/24 | VACATION AND SBA ACTIVITIES | | |

FAYOL

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 | Myself | My Family and the Community | Home and School |
| 3 | Myself | My Family and the Community | Population and Settlement |
| 4 | Myself | Plants and Animals | Population and Settlement |
| 5 | Myself | 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 | All About Us | Nature of God <ul style="list-style-type: none"> B6.1.1.1. Demonstrate understanding of the Nature of God as the Creator | B6.1.1.1 .1 Describe the attributes of God |
| 2 20/9/24 | All About Us | Myself <ul style="list-style-type: none"> B6.1.2.1. Demonstrate understanding of challenges that occur during adolescence | B6.1.2.1. 1. Explain problems associated with adolescence |
| 3 27/9/24 | All About Us | Myself <ul style="list-style-type: none"> B6.1.2.1. Demonstrate understanding of challenges that occur during adolescence | B6.1.2.1.2. Explain how to manage the problems that occur during adolescence |
| 4 4/10/24 | All About Us | Myself <ul style="list-style-type: none"> B6.1.2.2. Demonstrate understanding of personal hygiene during adolescence | B6.1.2.2 .1. Explain how to maintain personal hygiene during adolescence |
| 5 11/10/24 | All About Us | Myself <ul style="list-style-type: none"> B6.1.2.3. Demonstrate how adolescents can harness their potentials to achieve their goals in life | B6.1.2.3.1. Explain how to prepare and accomplish aspirations in life |
| 6 18/10/24 | All Around Us | The Environment and the Weather | B6.2.1.1.1. Plant trees in their communities as a civic duty |

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| | | <ul style="list-style-type: none"> B6.2.1.1. Demonstrate understanding of the importance of trees in our environment | |
| <p>7 25/10/24</p> | Our Beliefs and Values | <p>Worship</p> <ul style="list-style-type: none"> B6.3.1.1. Demonstrate understanding of the importance of prayer, worship and other acts of worship | B6.3.1.1.1. Describe the importance of prayer in our lives |
| <p>8 1/11/24</p> | Our Nation Ghana | <p>Being a Citizen</p> <ul style="list-style-type: none"> B6.4.1.1. Demonstrate understanding of behaviours and attitudes for peaceful living | B6.4.1.1.1. Describe activities for peaceful living |
| <p>9 8/11/24</p> | Our Nation Ghana | <p>Being a Citizen</p> <ul style="list-style-type: none"> B6.4.1.1. Demonstrate understanding of behaviours and attitudes for peaceful living | B6.4.1.1.2. Describe skills for resolving conflict in the |
| <p>10 15/11/24</p> | Our Nation Ghana | <p>Being a Citizen</p> <ul style="list-style-type: none"> B6.4.1.2 . Demonstrate understanding of the importance of social accountability | B6.4.1.2.1. Explain the importance of public accountability |
| <p>11 22/11/24</p> | Our Nation Ghana | <p>Authority and Power</p> <ul style="list-style-type: none"> B6.4.2.1. Demonstrate understanding of the need to obey and submit to authority | B6.4.2.1.1. Identify the role of children in promoting harmony with other family members |
| <p>12 29/11/24</p> | Our Nation Ghana | <p>Authority and Power</p> <ul style="list-style-type: none"> B6.4.2.2. Demonstrate understanding of the need for good governance | B6.4.2.2. 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 |

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 | Leaders Of The Three Major Religion | Authority And Obedience |

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| 6 | The Environment | Leaders Of The Three Major Religion | Authority And Obedience |
| 7 | The Environment | Leaders Of The Three Major Religion | Roles Relationship In The Family And Character Formation |
| 8 | The Environment | Leaders Of The Three Major Religion | Roles Relationship In The Family And Character Formation |
| 9 | Religious Worship | Roles And Relationships | Roles Relationship In The Family And Character Formation |
| 10 | Religious Worship | Roles And Relationships | Roles Relationship In The Family And Character Formation |
| 11 | Religious Worship | Roles And Relationships | Roles Relationship In The Family And Character Formation |
| 12 | Religious Worship | Roles And Relationships | Roles Relationship In The Family And Character Formation |

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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 And Attributes | God The Creator <ul style="list-style-type: none"> Discuss the significance of religious festivals | B6 2.2.1.1 Gather and record data on religious festivals. |
| 2 20/9/24 | God's Creation And Attributes | God The Creator <ul style="list-style-type: none"> Discuss the significance of religious festivals | B6 2.2.1.2 Explain the need for celebrating various festivals |
| 3 27/9/24 | God's Creation And Attributes | God The Creator <ul style="list-style-type: none"> Discuss the significance of religious festivals | B6 2.2.1.3 Discuss moral lessons from the festivals. |
| 4 4/10/24 | God's Creation And Attributes | God The Creator <ul style="list-style-type: none"> Discuss the significance of religious festivals | B6 2.2.1.3 Discuss moral lessons from the festivals. |
| 5 11/10/24 | God's Creation And Attributes | The Environment <ul style="list-style-type: none"> Discuss the latter lives of the leaders of the three major religions in Ghana | B6 3.4.1.1 Narrate the story of the latter lives of the leaders of the major religions |
| 6 18/10/24 | God's Creation And Attributes | The Environment <ul style="list-style-type: none"> Discuss the latter lives of the leaders of the three major religions in Ghana | B6 3.4.1.1 Narrate the story of the latter lives of the leaders of the major religions |
| 7 25/10/24 | God's Creation And Attributes | The Environment <ul style="list-style-type: none"> Discuss the latter lives of the leaders of the three major religions in Ghana | B6 3.4.1.2 Identify the moral lessons from the latter lives of the religious leaders. |

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| 8 1/11/24 | God's Creation And Attributes | The Environment <ul style="list-style-type: none"> Discuss the latter lives of the leaders of the three major religions in Ghana | B6 3.4.1.2 Identify the moral lessons from the latter lives of the religious leaders. |
| 9 8/11/24 | Religious Practices | Religious Worship <ul style="list-style-type: none"> Discuss the need to be committed to the community | B6 4.1.1.1 Demonstrate ways they can commit themselves to the community. |
| 10 15/11/24 | Religious Practices | Religious Worship <ul style="list-style-type: none"> Discuss the need to be committed to the community | B6 4.1.1.1 Demonstrate ways they can commit themselves to the community. |
| 11 22/11/24 | Religious Practices | Religious Worship <ul style="list-style-type: none"> Discuss the need to be committed to the community | B6 4.1.1.2 Explain the need to be committed members of the community. |
| 12 29/11/24 | Religious Practices | Religious Worship <ul style="list-style-type: none"> Discuss the need to be committed to the community | B6 4.1.1.2 Explain the need to be committed members of the community. |
| 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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HISTORY - ANNUAL SCHEME OF LEARNING

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

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| 10 | Political Development | Ghana Gains Independence | Military Rule |
| 11 | Political Development | Ghana Gains Independence | Military Rule |
| 12 | Political Development | Ghana Gains Independence | Military Rule |

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HISTORY - FIRST TERM SCHEME OF LEARNING

| WEEKS | STRAND | SUB STRANDS/ CONTENT STANDARD | INDICATORS |
|---------------|--------------------|--|---|
| 1 13/9/24 | Europeans In Ghana | Impact Of European Presence <ul style="list-style-type: none"> Demonstrate knowledge of the impact of European presence on Ghana | B6.3.4.1.1 Assess the changes that the European presence brought to Ghana. |
| 2 20/9/24 | Europeans In Ghana | Impact Of European Presence <ul style="list-style-type: none"> Demonstrate knowledge of the impact of European presence on Ghana | B6.3.4.1.1 Assess the changes that the European presence brought to Ghana. |
| 3 27/9/24 | Europeans In Ghana | Impact Of European Presence <ul style="list-style-type: none"> Demonstrate knowledge of the impact of European presence on Ghana | B6.3.4.1.1 Assess the changes that the European presence brought to Ghana. |
| 4 4/10/24 | Europeans In Ghana | Impact Of European Presence <ul style="list-style-type: none"> Demonstrate knowledge of the impact of European presence on Ghana | B6.3.4.1.1 Assess the changes that the European presence brought to Ghana. |
| 5 11/10/24 | Europeans In Ghana | Impact Of European Presence <ul style="list-style-type: none"> Demonstrate knowledge of the impact of European presence on Ghana | B6.3.4.1.1 Assess the changes that the European presence brought to Ghana. |
| 6 18/10/24 | Europeans In Ghana | Impact Of European Presence <ul style="list-style-type: none"> Demonstrate knowledge of the impact of European presence on Ghana | B6.3.4.1.1 Assess the changes that the European presence brought to Ghana. |

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| 7 25/10/24 | Colonization & Development | Political Development <ul style="list-style-type: none"> Show understanding of Political developments under colonial rule, 1874-1957 | B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874- 1957. |
| 8 1/11/24 | Colonization & Development | Political Development <ul style="list-style-type: none"> Show understanding of Political developments under colonial rule, 1874-1957 | B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874- 1957. |
| 9 8/11/24 | Colonization & Development | Political Development <ul style="list-style-type: none"> Show understanding of Political developments under colonial rule, 1874-1957 | B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874- 1957. |
| 10 15/11/24 | Colonization & Development | Political Development <ul style="list-style-type: none"> Show understanding of Political developments under colonial rule, 1874-1957 | B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874- 1957. |
| 11 22/11/24 | Colonization & Development | Political Development <ul style="list-style-type: none"> Show understanding of Political developments under colonial rule, 1874-1957 | B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874- 1957. |
| 12 29/11/24 | Colonization & Development | Political Development <ul style="list-style-type: none"> Show understanding of Political developments under colonial rule, 1874-1957 | B6.4.4.1.1 Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874- 1957. |
| 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 |

FAYOL

CREATIVE ARTS - ANNUAL SCHEME OF LEARNING

| WEEKS | TERM 1 | TERM 2 | TERM 3 |
|-------|---|--|---|
| | Concept: Knowledge and understanding of the artworks of some international visual artists | Concept: The artworks of people that reflect physical and social environments of some communities in the world | Concept: Emerging topical issues of people in the world |
| | 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: Knowledge and understanding of the artworks of some international visual artists. | | |
| | VISUAL ARTS | | |
| 1 13/9/24 | Visual Arts | <p>Thinking and Exploring Ideas</p> <p>B6 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 topical local/national/global issues.</p> | <p>B6 1.1.1.1 Explore and study the artworks of some international visual artists and analyse how their artworks reflect the history and culture of some communities in the world</p> <p>B6. 1.1.1.2. Study how the artworks of the international visual artists studied reflect the history and culture of some communities in the world and generate own ideas for creating own artworks</p> |
| 2 20/9/24 | Performing Arts | <p>Planning, Making and Composing</p> <p>B6 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities.</p> | <p>B6 1.2.2.1 Experiment with available visual arts media and methods to create visual artworks based on own views, knowledge and understanding of the artworks of some international visual artists</p> <p>B6 1.2.3.1 Create functional and decorative visual artworks based on own views, knowledge and understanding of the medium and style of some international visual artists studied</p> |

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| <p>3 27/9/24</p> | <p>Visual Arts</p> | <p>Displaying and Sharing</p> <p>B6 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>B6 1.3.4.1 Plan an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied</p> <p>B6 1.3.5.1 Exhibit own visual artworks to share creative experiences based on ideas, knowledge and understanding of the medium and style of some international artists studied</p> |
| <p>4 4/10/24</p> | <p>Performing Arts</p> | <p>Appreciation and Appraisal</p> <p>B6 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>B6 1.4.6.1 Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the medium and style of the international visual artists studied</p> <p>B6 1.4.7.1 Analyse and appreciate own or others' artworks and present reports as feedback on artworks that reflect the medium and style of international performing artists studied</p> |
| <p>PERFORMING ARTS</p> | | | |
| <p>5 11/10/24</p> | <p>Visual Arts</p> | <p>Thinking and Exploring Ideas</p> <p>B6 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues</p> | <p>B6 2.1.1.1 Explore and study performing artworks of some international performing artists and analyse how their compositions reflect the history and culture of some communities in the world</p> <p>B6. 2.1.1.2. Study how the artworks of the international performing artists studied reflect the history and</p> |

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| | | | culture of some communities in the world and generate own ideas for creating own performing artworks |
| 6 18/10/24 | Performing Arts | <p>Planning, Making and Composing</p> <p>B6 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> | <p>B6 2.2.2.1 Experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of artworks produced by some international performing artists</p> <p>B6 2.2.3.1 Create own performing artworks based on own views, knowledge and understanding of the techniques and styles of some international performing artists studied</p> |
| 7 25/10/24 | Visual Arts | <p>Displaying and Sharing</p> <p>B6 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> | <p>B6 2.3.4.1 Plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied</p> <p>B6 2.3.5.1 Stage a display of own performing artworks to share creative experiences of the techniques and style of international performing artists studied</p> |
| 8 1/11/24 | Performing Arts | <p>Appreciation and Appraisal</p> <p>B6 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,</p> | <p>B6 2.4.6.1 Develop guidelines for analysing and appreciating own and others' performing artworks that reflect the technique and style of international performing artists studied</p> <p>B62.4.7.1 Analyse and appreciate own or others' performing artworks and present reports as feedback</p> |

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| | aesthetic, cultural and functional values), the recordings and reports | on artworks that reflect the techniques and styles of the international performing artists studied |
| | PROJECT WORK (VISUAL & PERFORMING ARTS) | |
| 9 8/11/24 | Thinking and Exploring Ideas | |
| 10 15/11/24 | Planning, Making and Composing | |
| 11 22/11/24 | Displaying and Sharing | |
| 12 29/11/24 | Appreciating and Appraising | |
| 13 5/12/24 | REVISION | |
| 14 13/12/24 | END OF TERM ASSESSMENT | |
| 15 20/12/24 | VACATION AND SBA ACTIVITIES | |

FAYOL

GHANAIAN LANGUAGE - ANNUAL SCHEME OF LEARNING

| WEEKS | TERM 1 | TERM 2 | TERM 3 |
|--------------|--|--|--------------------------------------|
| 1 | Songs | Dramatization And Role Play | Asking & Answering Questions |
| 2 | Poems | Conversation | Giving & Following Commands |
| 3 | Story Telling | Talking About Oneself Family People And Places | Presentation |
| 4 | Phonics: Letter And Sound Knowledge | Comprehension | Fluency |
| 5 | Vocabulary: Sight And Content Vocabulary | Silent Reading | Summarizing |
| 6 | Penmanship And Handwriting | Descriptive Writing | Informative & Academic Writing |
| 7 | Narrative Writing | Argumentative Writing | Literary Writing |
| 8 | Creative Writing | Persuasive Writing | Letter Writing |
| 9 | Use Of Capitalization | Use Of Postpositions | Use Of Simple And Compound Sentences |
| 10 | Use Of Punctuation | Use Of Qualifying Words | Spelling |

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| 11 | Use Of Action Words | Read Aloud With Children | Use Of Conjunction |
| 12 | Building The Love And Culture Of Reading | Reading Texts, Poems Narratives And Short Stories | Reading Texts, Poems, Narrative And Short Stories |

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GHANAIAN LANGUAGE - FIRST TERM SCHEME OF LEARNING

| WEEKS | STRAND | SUB STRANDS/ CONTENT STANDARD | INDICATORS |
|---------------|---------------|---|---|
| 1 13/9/24 | Oral Language | Songs Investigate some traditional dances and their songs. | B6.1.1.1.1-2 Sing some traditional songs which are used for traditional dances and their correct rhythms |
| 2 20/9/24 | Oral Language | Poems <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of selected poems by discussing them | B6.1.3.1.1. <ul style="list-style-type: none"> • Explore poems correctly and recognize the key words and talk about their themes |
| 3 27/9/24 | Oral Language | Story Telling <ul style="list-style-type: none"> • Demonstrate an understanding and comparison of folktales to stories. | B6.1.4.1.1-2 <ul style="list-style-type: none"> • Indicate the similarities and differences between folktales and stories |
| 4 4/10/24 | Reading | Phonics: Letter And Sound Knowledge <ul style="list-style-type: none"> • Demonstrate the ability to listen and pronounce words with identical sounds from a list of words | B6.2.4.1.1-3. Read and recognize words with diagraphs in sentences and paragraphs |
| 5 11/10/24 | Reading | Vocabulary: Sight And Content Vocabulary <ul style="list-style-type: none"> • Show an ability to recognize and read about things in the environment | B6.2.5.1.1-2. <ul style="list-style-type: none"> • Read dialogues aloud with correct pronunciation and tone. |

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| 6 18/10/24 | Writing | Penmanship And Handwriting <ul style="list-style-type: none"> Write sentences clearly and correctly, using correct capitalization where needed | B6.3.1.1.1-2 <ul style="list-style-type: none"> Pay attention to ascending and descending letters that are not easy to write |
| 7 25/10/24 | Composition Writing | Narrative Writing <ul style="list-style-type: none"> Show an understanding of writing a narrative composition. | B6.4.1.1.1-2 <ul style="list-style-type: none"> Write a report or account of a particular events or activity in which they were involved |
| 8 1/11/24 | Composition Writing | Creative Writing <ul style="list-style-type: none"> Show an understanding of writing good imaginative and real stories | B6.4.2.1.1-3 <ul style="list-style-type: none"> Write a long real story of about five paragraphs |
| 9 8/11/24 | Writing Convention | Use Of Capitalization <ul style="list-style-type: none"> Exhibit knowledge of using capital letters appropriately | B6.5.1.1.1-2 <ul style="list-style-type: none"> Use the upper case letters after colons and question marks |
| 10 15/11/24 | Writing Convention | Use Of Punctuation <ul style="list-style-type: none"> Show an understanding of using punctuation marks appropriately in writing. | B6.5.2.1.1-3 <ul style="list-style-type: none"> Use punctuation marks appropriately in writing paragraphs. |
| 11 22/11/24 | Writing Convention | Use Of Action Words <ul style="list-style-type: none"> Demonstrate knowledge on the appropriate use of action words | B6.5.3.1.1-3 Recognize and use perfect tense action words in sentences |
| 12 29/11/24 | Extensive Reading | Building The Love And Culture Of Reading <ul style="list-style-type: none"> Exhibit knowledge of understanding and appreciating magazines | B6.6.1.1.2 Recognize features of articles for a class magazine |

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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 |

FAYOL

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 | Rhythmic Skills |
| 6 | Rhythmic Skills | Relations | Strategies |
| 7 | Space Awareness | Body Management | Aerobic Capacity |
| 8 | Dynamics | Endurance | Safety And Injuries |
| 9 | Aerobic Capacity | Flexibility | Substances |

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| 10 | Strength | Safety And Injuries | Body Composition |
| 11 | Fitness Programme | Substances | Group Dynamics |
| 12 | Healthy Diet | Self-Responsibility | Critical Thinking |

FAYOL

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 gym) | B6.1.1.1.1 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person. |
| 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 gym) | B6.1.2.1.2 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force. |
| 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 gym) | B6.1.2.1.3 Perform the differences in applying and receiving force when jumping for height and distance (high jump). |
| 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 gym) | B6.1.3.1.4 Roll ball using a stick in a game situation (hockey). |
| 5 11/10/24 | Motor Skill And Movement Patterns | Rhythmic 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 gym) | B6.1.4.1.5 Perform simple small stunts while shifting base of support from one body part to the other |

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| 6 18/10/24 | Movement Concepts | Rhythmic 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 gym) | B6 1.5.1.6 Change direction quickly to maintain ones' balance whiles running with an object through obstacles. |
| 7 25/10/24 | Movement Concepts | Space Awareness <ul style="list-style-type: none"> Demonstrate knowledge of movement concepts, principles, strategies that apply to the learning and performance of physical activities | B6.2.1.2.1 Explain the importance of open space in playing team games. |
| 8 1/11/24 | Physical Fitness | Dynamics <ul style="list-style-type: none"> Demonstrate knowledge of movement concepts, principles, strategies that apply to the learning and performance of physical activities | B6.2.2.2.2 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke. |
| 9 8/11/24 | Physical Fitness | Aerobic Capacity <ul style="list-style-type: none"> Assess and maintain a level of physical fitness to improve health and performance. | B6.3.1.3.1 Perform 8 minutes running with or without music. |
| 10 15/11/24 | Physical Fitness Concepts | Strength <ul style="list-style-type: none"> Assess and maintain a level of physical fitness to improve health and performance. | B6.3.2.3.2 Perform 15 continuous sit-ups |
| 11 22/11/24 | Values And Psycho-Social Concepts | Fitness Programme <ul style="list-style-type: none"> Lemonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. | B6.4.1.4.1 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness. |

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| <p>12 29/11/24</p> | <p>Values And Psycho-Social Concepts</p> | <p>Healthy Diet</p> <ul style="list-style-type: none"> • Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. | <p>B6.4.1.4.2 Explain the role that weight bearing activities play in bone strength.</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> | | |

FAYOL

COMPUTING – ANNUAL SCHEME OF LEARNING

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

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| 12 | Introduction To Word Processing | Favorite Places And Search Engines | 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 | Word Processing | Generation Of Computers <ul style="list-style-type: none"> Identify parts of a computer, technology tools and history of computers | B6.1.1.1.1-2 Learn about the Generation of Computers Identify parts of a computer, technology tools and history of computers |
| 2 20/9/24 | Word Processing | Generation Of Computers <ul style="list-style-type: none"> Identify parts of a computer, technology tools and history of computers | B6.1.1.1.3-5 Demonstrate proper use of keyboarding technique. |
| 3 27/9/24 | Word Processing | Introduction To MS-Windows Interface <ul style="list-style-type: none"> Demonstrate the use of the Desktop Background as well as working with folders. | B6.1.2.1.1-3 Demonstrate the use of the Recycle Bin or Trash Can. Perform permanent delete or Empty Trash can and restoring files or icons in the recycle bin. |
| 4 4/10/24 | Programming And Databases | Introduction To MS-Windows Interface <ul style="list-style-type: none"> Demonstrate the use of the Desktop Background as well as working with folders. | B6.1.2.1.4-7 Explore the use of Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu. |
| 5 11/10/24 | Programming And Database | Introduction To MS-Windows Interface <ul style="list-style-type: none"> Demonstrate the use of the Desktop Background as well as working with folders. | B6.1.2.1.8-10 Demonstrate the use of the navigation Pane of the File Explorer to access different locations of the computer from the navigation pane. |

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| 6 18/10/24 | Programming And Databases | Data, Sources And Usage <ul style="list-style-type: none"> Demonstrate the use of Data and identify sources of data | B6.1.3.1.1-3 Identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.) Guide learners to discuss where. |
| 7 25/10/24 | Programming And Databases | Data, Sources And Usage <ul style="list-style-type: none"> Demonstrate the use of Data and identify sources of data | B6.1.3.1.4-6 Demonstrate how to collect data (e.g. listening to radio, reading newspapers, interviews use of questionnaires etc.) |
| 8 1/11/24 | Internet And Social Media | Data, Sources And Usage <ul style="list-style-type: none"> Demonstrate the use of Data and identify sources of data | B6.1.3.1.7-9 Demonstrate the use of the tools for collecting data. |
| 9 8/11/24 | Internet And Social Media | Data, Sources And Usage <ul style="list-style-type: none"> Demonstrate the use of Data and identify sources of data | B6.1.3.1.10-11 Manipulate data to gain required output (e.g. Finding sum, mean, grand totals, maximum, minimum, mode, division, multiplication) |
| 10 15/11/24 | Internet And Social Media | Technology In The Community <ul style="list-style-type: none"> Demonstrate the use of Technology in the community | B6.1.4.1.1-4 Identify three more technological tools for communication in the community. |
| 11 22/11/24 | Internet And Social Media | Introduction To MS-PowerPoint <ul style="list-style-type: none"> Demonstrate how to use Microsoft PowerPoint | B6.2.1.1.1-3 Demonstrate how to use the File menu, the Insert and Design Ribbon from B5. |
| 12 29/11/24 | Internet And Social Media | Introduction To MS-PowerPoint <ul style="list-style-type: none"> Demonstrate how to use Microsoft PowerPoint | B6.2.1.1.1-3 Demonstrate how to use the File menu, the Insert and Design Ribbon from B5. |

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| 13 5/12/24 | REVISION |
| 14 13/12/24 | END OF TERM ASSESSMENT |
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