

ENGLISH LANGUAGE (FIRST TERM) WEEKLY SCHEME OF WORK PRIMARY ONE (B.S. 1)

ENGLISH LANGUAGE					
WEEK	READING	GRAMMAR	LISTENING AND SPEAKING	WRITING AND COMPOSITION	WRITING CONVENTIONS /GRAMMAR USAGE
1	Strand 2: Reading Sub-strand 1: Pre-Reading Activities Know how a text works for reading and writing	Strand 3: Nouns Identify the different types of nouns	Strand 1: Oral Language Sub-strand 1: Listening to songs Poems, Rhymes	Strand 4: Sub-strand 1: Pre-Writing Write patterns for muscular control and hand-eye coordination.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
2	Sub-strand 1: Pre-Reading Activities Know how a text works for reading and writing	Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 1: Listening to songs Poems, Rhymes	Sub-strand 1: Pre-Writing Write patterns for muscular control and hand-eye coordination.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
3	Sub-strand 1: Pre-Reading Activities Know how a text works for reading and writing	Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 1: Listening to songs Poems, Rhymes	Sub-strand 1: Pre-Writing Write patterns for muscular control and hand-eye coordination.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
4	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Strand 3: Nouns Identify the different types of nouns	Sub-strand 2: Rhymes Listen to and recite rhymes and tongue-twisters with accompanying actions	Sub-strand 1: Pre-Writing Write patterns for muscular control and hand-eye coordination.	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
5	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 2: Rhymes Listen to and recite rhymes and tongue-twisters with accompanying actions	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
6	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 2: Rhymes Listen to and recite rhymes and tongue-twisters with accompanying actions	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
7	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs Use common rhyming ending to decode words	Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 4: Story telling Retell short stories.	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
8		Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 4: Story telling Retell short stories.	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
9	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 4: Story telling Respond to stories.	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
10	Sub-strand 7: Comprehension	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard		Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
11	Sub-strand 7: Comprehension	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
12	Sub-strand 7: Comprehension	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard		Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
13	REVISION	REVISION	REVISION	REVISION	REVISION

GHANAIAI LANGUAGE WEEKLY SCHEME OF WORK PRIMARY ONE (B.S. 1)

WEEK	LISTENING AND SPEAKING	GRAMMAR	READING SKILLS	WRITING SKILLS
1	UNIT 1: Listening, singing songs and Reciting rhymes and poems	UNIT 1: Naming words Common nouns	UNIT 1 : Pre-Reading Activities	Unit 1 : Manipulating objects Writing patterns for muscular control and hand-eye cordination
2	UNIT 1: Listening, singing songs and Reciting rhymes and poems	UNIT 1: Naming words Common nouns	UNIT 1 : Pre-Reading Activities items: Home and School	Unit 1 : Manipulating objects Writing patterns for muscular control and hand-eye cordination
3	UNIT 1: Listening, singing songs and Reciting rhymes and poems	UNIT 2: Naming words Common nouns	UNIT 1 : Pre-Reading Activities (Picture/Object/Colour description)	Unit 1 : Manipulating objects Writing patterns for muscular control and hand-eye cordination
4	UNIT 1: Listening, singing songs and Reciting rhymes and poems	UNIT 2: Naming words Proper nouns	UNIT 1 : Pre-Reading Activities (Picture/Object/Colour description)	Unit 1 : Manipulating objects Writing patterns for muscular control and hand-eye cordination
5	Unit 2: Story telling	UNIT 3: Naming words Proper nouns	UNIT 1 : Pre-Reading Activities (Picture/Object/Colour description)	Unit 1 : Manipulating objects Writing patterns for muscular control and hand-eye cordination
6	Unit 2: Story telling	UNIT 3: Naming words Proper nouns	UNIT 1 : Pre-Reading Activities (Picture/Object/Colour description)	Unit 1 : Manipulating objects Writing patterns for muscular control and hand-eye cordination
7	Unit 2: Story telling	UNIT 4: Naming words Singular and plural	UNIT 2: Introduction to formal Reading Picture and object match words	Unit 1 : Manipulating objects Writing patterns for muscular control and hand-eye cordination
8	Unit 3: CONVERSATION	UNIT 4: Naming words Singular and plural	UNIT 2: Introduction to formal Reading Picture and object match words	Unit 2: Copying letters and simple words
9	Unit 3: CONVERSATION Making polite request	UNIT 4: Naming words Singular and plural	UNIT 2: Introduction to formal Reading Picture and object match words	Unit 2: Copying letters and simple words
10	Unit 3: CONVERSATION Making polite request	UNIT 5: Pronouns Personal pronouns	UNIT 2: Introduction to formal Reading Picture and object match words	Unit 2: Copying letters and simple words
11	Unit 3: CONVERSATION Making polite request	UNIT 5: Pronouns Personal pronouns	UNIT 2: Introduction to formal Reading Picture and object match words	Unit 2: Copying letters and simple words
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HISTORY OF GHANA WEEKLY SCHEME OF WORK FOR PRIMARY ONE (B.S. 1)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: HISTORY AS A SUBJECT Sub-strand 1: Why and How We Study History Explore what history is about and how it is part of everyday life	Strand 2: MY COUNTRY GHANA Sub-strand 3: How Ghana Got Its Name Why Ghana used to be called the Gold Coast	Sub-strand 1: Arrival of Europeans Explore which Europeans came to Ghana.
2	Sub-strand 1: Why and How We Study History Explore what history is about and how it is part of everyday life	Strand 2: MY COUNTRY GHANA Sub-strand 3: How Ghana Got Its Name Why Ghana used to be called the Gold Coast	Sub-strand 1: Arrival of Europeans Explore which Europeans came to Ghana.
3	Sub-strand 1: Why and How We Study History Explore what history is about and how it is part of everyday life	Strand 2: MY COUNTRY GHANA Sub-strand 3: How Ghana Got Its Name Why Ghana used to be called the Gold Coast	Sub-strand 1: Arrival of Europeans Explore which Europeans came to Ghana.
4	Sub-strand 1: Why and How We Study History Explore what history is about and how it is part of everyday life	Sub-strand 5: Some Selected Individuals Important roles played by Ghanaians from different walks of life	Strand 6: INDEPENDENT GHANA Sub-strand: The Republics Identify the Presidents Ghana has had since 1960
5	Sub-strand 1: Why and How We Study History Explore what history is about and how it is part of everyday life	Sub-strand 5: Some Selected Individuals Important roles played by Ghanaians from different walks of life	Strand 6: INDEPENDENT GHANA Sub-strand: The Republics Identify the Presidents Ghana has had since 1960
6	Sub-strand 4: Community History Similarities and differences between the commodities where learners live.	Sub-strand 5: Some Selected Individuals Important roles played by Ghanaians from different walks of life	Strand 6: INDEPENDENT GHANA Sub-strand: The Republics Identify the Presidents Ghana has had since 1960
7	Sub-strand 4: Community History Similarities and differences between the commodities where learners live.	Sub-strand 5: Some Selected Individuals Important roles played by Ghanaians from different walks of life	Strand 6: INDEPENDENT GHANA Sub-strand: The Republics Identify the Presidents Ghana has had since 1960
8	Sub-strand 4: Community History Similarities and differences between the commodities where learners live.	Sub-strand 5: Some Selected Individuals Important roles played by Ghanaians from different walks of life	Strand 6: INDEPENDENT GHANA Sub-strand: The Republics Identify the Presidents Ghana has had since 1960
9	Strand 2: MY COUNTRY GHANA Sub-strand 3: How Ghana Got Its Name Why Ghana used to be called the Gold Coast	Strand 3: EUROPEANS IN GHANA Sub-strand 1: Arrival of Europeans Explore which Europeans came to Ghana.	Strand 6: INDEPENDENT GHANA Sub-strand: The Republics Identify the Presidents Ghana has had since 1960
10	Strand 2: MY COUNTRY GHANA Sub-strand 3: How Ghana Got Its Name Why Ghana used to be called the Gold Coast	Sub-strand 1: Arrival of Europeans Explore which Europeans came to Ghana.	
11	Strand 2: MY COUNTRY GHANA Sub-strand 3: How Ghana Got Its Name Why Ghana used to be called the Gold Coast	Sub-strand 1: Arrival of Europeans Explore which Europeans came to Ghana.	
12	Strand 2: MY COUNTRY GHANA Sub-strand 3: How Ghana Got Its Name Why Ghana used to be called the Gold Coast	Sub-strand 1: Arrival of Europeans Explore which Europeans came to Ghana.	
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SCIENCE WEEKLY SCHEME OF WORK FOR PRIMARY ONE (B.S. 1)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: DIVERSITY OF MATTER Sub-Strand 1: Living and Non-Living Things Physical features and life processes of living things and their classification.	Strand 3: SYSTEMS Sub-Strand 1: The Human Body Systems Explore the different parts of the human body that work interdependently to perform specific function eg. Eyes, ears, mouth, nose, legs, hands, shoulders, knees, fingers, toes and chest.	Strand 4: FORCES AND ENERGY Sub-Strand 3: Forces and Movement Explore forces as a pull or a push on an object. Explain what simple machines are and cite examples.
2	Sub-Strand 1: Living and Non-Living Things Physical features and life processes of living things and their classification.	Sub-Strand 1: The Human Body Systems Explore the different parts of the human body that work interdependently to perform specific function eg. Eyes, ears, mouth, nose, legs, hands, shoulders, knees, fingers, toes and chest.	Sub-Strand 3: Forces and Movement Explore forces as a pull or a push on an object. Explain what simple machines are and cite examples.
3	Sub-Strand 1: Living and Non-Living Things Differences between living things, non-living things and things which have never been alive	Sub-Strand 1: The Human Body Systems Explore the different parts of the human body that work interdependently to perform specific function eg. Eyes, ears, mouth, nose, legs, hands, shoulders, knees, fingers, toes and chest.	Strand 5: HUMANS AND THE ENVIRONMENT Sub-Strand 1: Personal Hygiene and Sanitation Importance of personal hygiene
4	Sub-Strand 1: Living and Non-Living Things Differences between living things, non-living things and things which have never been alive	Sub-Strand 2: Ecosystem Interactions and interdependencies of organisms in an ecosystem.	Sub-Strand 1: Personal Hygiene and Sanitation Importance of personal hygiene
5	Sub-Strand 2: Materials Recognise materials as important resources for providing human needs.	Sub-Strand 2: Ecosystem Interactions and interdependencies of organisms in an ecosystem.	Sub-Strand 2: Diseases Common diseases of humans, causes, symptoms, effects and prevention.
6	Sub-Strand 2: Materials Recognise materials as important resources for providing human needs.	Sub-Strand 2: Ecosystem Interactions and interdependencies of organisms in an ecosystem.	Sub-Strand 2: Diseases Common diseases of humans, causes, symptoms, effects and prevention.
7	Sub-Strand 2: Materials Identify and classify materials as solid, liquid and gas. Explore mixtures, the types, their formation, uses and ways of separating them into their components.	Strand 4: FORCES AND ENERGY Sub-Strand 1: Sources and Forms of Energy Concepts of energy, its various forms and sources and the ways in which it can be transformed and conserved.	Sub-Strand 3: Science and Industry The impact of science and technology on society. Food processing and preservation.
8	Sub-Strand 2: Materials Identify and classify materials as solid, liquid and gas. Explore mixtures, the types, their formation, uses and ways of separating them into their components.	Sub-Strand 1: Sources and Forms of Energy Concepts of energy, its various forms and sources and the ways in which it can be transformed and conserved.	Sub-Strand 3: Science and Industry The impact of science and technology on society. Food processing and preservation.
9	Strand 2: CYCLES Sub-Strand 1: Earth Science Explore natural phenomena, such as day and night, occur repeatedly. Explain condensation, evaporation, transpiration and precipitation in the hydrological cycle.	Sub-Strand 1: Sources and Forms of Energy Concepts of heat energy in terms of its importance, effects, sources and transfer from one medium to another.	Sub-Strand 4: Climate Change Climate change as an important environmental issue facing the world today
10	Sub-Strand 1: Earth Science Explore natural phenomena, such as day and night, occur repeatedly. Explain condensation, evaporation, transpiration and precipitation in the hydrological cycle.	Sub-Strand 2: Electricity and Electronics Generation of electricity, its transmission and transformation into other forms of energy.	
11	Sub-strand 2: Life Cycle of Organisms Examine the structure of plants. Observe different kinds of seeds.	Sub-Strand 2: Electricity and Electronics Generation of electricity, its transmission and transformation into other forms of energy.	
12	Sub-strand 2: Life Cycle of Organisms Examine the structure of plants. Observe different kinds of seeds.	Sub-Strand 2: Electricity and Electronics Generation of electricity, its transmission and transformation into other forms of energy.	
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MATHEMATICS WEEKLY SCHEME OF WORK FOR PRIMARY ONE (B.S 1)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: NUMBERS Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Count and describe numbers from 0 to 100.	Sub-Strand 3: Fractions Develop an understanding of halves using concrete and pictorial representations. [<i>Exclude notation here</i>]	Sub-strand 3: Measurement (Length, Mass and Capacity). Comparing pairs of items using words such as smaller, heavier, thinner, longer, bigger etc.
2	Sub-Strand 1: Counting, Representation Cardinality & Ordinality Count and describe numbers from 0 to 100. Identify numbers in different positions around a given number (0 – 100)	Sub-Strand 3: Fractions Count in halves using concrete and pictorial representations of halves.	Sub-strand 3: Measurement (Length, Mass and Capacity). Comparing pairs of items using words such as smaller, heavier, thinner, longer, bigger etc.
3	Sub-Strand 1: Counting, Representation Cardinality & Ordinality Count and describe numbers from 0 to 100. Identify numbers in different positions around a given number (0 – 100)	Sub-Strand 3: Fractions Count in halves using concrete and pictorial representations of halves.	Sub-strand 3: Measurement (Length, Mass and Capacity). Comparing pairs of items using words such as smaller, heavier, thinner, longer, bigger etc.
4	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line	Sub-Strand 3: Money Identify coins, their values and the relationships among them for monetary transactions.	Sub-strand 3: Measurement (Length, Mass and Capacity). Comparing pairs of items using words such as smaller, heavier, thinner, longer, bigger etc.
5	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line	Sub-Strand 3: Money Identify coins, their values and the relationships among them for monetary transactions.	Strand 4: DATA Sub-strand: Data Collection, Organisation, Interpretation, Presentation and Analysis Organise and represent (using pictures/objects) data.
6	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Represent the comparison of two numbers up to 100 using symbols >, < or =	Sub-Strand 3: Money Identify coins, their values and the relationships among them for monetary transactions.	Sub-strand: Data Collection, Organisation, Interpretation, Presentation and Analysis Organise and represent (using pictures/objects) data.
7	Sub-Strand 2: Number Operations (Addition, Subtraction, Multiplication and Division) Explore addition and subtraction of numbers. Understanding the concepts of equality.	Strand 2: ALGEBRA Sub-Strand 1: Patterns and Relationships Explain repeating patterns with 2 to 4 repeating elements.	Sub-strand: Data Collection, Organisation, Interpretation, Presentation and Analysis Organise and represent (using pictures/objects) data.
8	Sub-Strand 2: Number Operations (Addition, Subtraction, Multiplication and Division) Explore addition and subtraction of numbers. Fluency with addition and subtraction-relationship.	Sub-Strand 1: Patterns and Relationships Explain repeating patterns with 2 to 4 repeating elements.	Sub-strand: Data Collection, Organisation, Interpretation, Presentation and Analysis Organise and represent (using pictures/objects) data with up to three categories.
9	Sub-Strand 2: Number Operations (Addition, Subtraction, Multiplication and Division) Use counting on, counting downs and missing addends strategies for adding and subtracting within 20.	Strand 3: GEOMETRY AND MEASUREMENT Sub-Strand 1: 2D and 3D Shapes Difference in attributes/properties of 2D shapes and 3D objects	Sub-strand: Data Collection, Organisation, Interpretation, Presentation and Analysis Organise and represent (using pictures/objects) data with up to three categories.
10	Strand 2: ALGEBRA Sub-Strand 1: Patterns and Relationships Explain repeating patterns with 2 to 4 repeating elements.	Sub-Strand 1: 2D and 3D Shapes Difference in attributes/properties of 2D shapes and 3D objects	
11	Sub-Strand 1: Patterns and Relationships Explain repeating patterns with 2 to 4 repeating elements.	Sub-Strand 2: Position/Transformation Position of objects in space using words such as above, below, to the right etc.	
12	Strand 3: GEOMETRY AND MEASUREMENT Sub-Strand 1: 2D and 3D Shapes Difference in attributes/properties of 2D shapes and 3D objects	Sub-Strand 2: Position/Transformation Position of objects in space using words such as above, below, to the right etc.	
13	REVISION	REVISION	REVISION

OUR WORLD, OUR PEOPLE WEEKLY SCHEME OF WORK FOR PRIMARY ONE (B.S 1)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: ALL ABOUT US Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is	Sub-strand 3: Map Making and Land Marks Physical features of a school.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
2	Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is	Sub-strand 4: Population and Settlement Nature of settlements in Ghana.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
3	Sub-strand 2: Myself Identify one's strength and weakness. How to promote interpersonal relationships	Strand 3: OUR BELIEFS AND VALUES Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
4	Sub-strand 2: Myself Identify one's strength and weakness. Significance of living in harmony with one another.	Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 3: Farming in Ghana Gardening basics such as preparing healthy soil and nursing
5	Sub-strand 3: My Family and the Community Appreciating family relationships. Importance of being a committed member of the family.	Sub-strand 2: Festivals Significance of cultural practices, traditions and celebrations in Ghana.	Sub-strand 3: Farming in Ghana Gardening basics such as preparing healthy soil and nursing
6	Sub-strand 3: My Family and the Community Appreciating family relationships. Importance of being a committed member of the family.	Sub-strand 3: Basic Human Rights Fundamental human rights of citizens	Strand 5: MY GLOBAL COMMUNITY Sub-strand 1: Our Neighbouring Countries Cultural exchanges between Ghana and her neighbours.
7	Sub-strand 4: Home and School Explore the importance of education and work as a responsible citizen.	Sub-strand 4: Being a Leader Leadership. Importance of leadership and civic duty.	Sub-strand 2: Introduction to Computing Computer basics
8	Sub-strand 4: Home and School Explore the importance of education and work as a responsible citizen.	Sub-strand 4: Being a Leader Leadership. Importance of leadership and civic duty.	Sub-strand 3: Sources of Information
9	Strand 2: ALL AROUND US Sub-strand 1: The Environment and the Weather Environmental safety. Ways of sustaining the environment. How to Prevent pollution in the environment.	Strand 4: OUR NATION GHANA Sub-strand 1: Being a citizen Showing good manners at home, school and community.	Sub-strand 3: Sources of Information
10	Sub-strand 1: The Environment and the Weather Environmental safety. Ways of sustaining the environment. How to Prevent pollution in the environment.	Sub-strand 1: Being a citizen Showing good manners at home, school and community. Characteristics of a responsible citizen.	Sub-strand 4: Technology in Communication
11	Sub-strand 2: Plants and Animals Exploring living and non-living things in the environment	Strand 4: OUR NATION GHANA Sub-strand 2: Authority and Power Respect and obedience to those in authority.	Sub-strand 4: Technology in Communication
12	Sub-strand 2: Plants and Animals Exploring living and non-living things in the environment	Sub-strand 2: Authority and Power Respect and obedience to those in authority.	
13	REVISION	REVISION	REVISION

RELIGIOUS & MORAL EDUCATION WEEKLY SCHEME OF WORK FOR PRIMARY ONE (B.S. 1)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: God the creator Explore God's creation. Mention some of the things God created. Examine some attributes of God.	Sub-strand 2: Religious Worship in the Three Major Religions in Ghana. Show understanding of religious worship. Describe religious festivals.	Strand 4: THE FAMILY AND THE COMMUNITY Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
2	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: God the creator Explore God's creation. Mention some of the things God created. Examine some attributes of God.	Sub-strand 2: Religious Worship in the Three Major Religions in Ghana. Show understanding of religious worship. Describe religious festivals.	Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
3	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: God the creator Explore God's creation. Mention some of the things God created. Examine some attributes of God.	Strand 3: RELIGIOUS LEADERS Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana. Narrate the birth stories of the leaders of the three main religions	Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
4	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: God the creator Explore God's creation. Mention some of the things God created. Examine some attributes of God.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana Narrate the birth stories of the leaders of the three main religions	Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
5	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: God the creator Explore God's creation. Mention some of the things God created. Examine some attributes of God.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana Narrate the birth stories of the leaders of the three main religions	Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
6	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: God the creator Explore God's creation. Mention some of the things God created. Examine some attributes of God.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana Narrate the birth stories of the leaders of the three main religions	Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
7	Sub-strand 2: Religious Worship in the Three Major Religions in Ghana. Show understanding of religious worship. Describe religious festivals.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana Narrate the birth stories of the leaders of the three main religions	Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
8	Sub-strand 2: Religious Worship in the Three Major Religions in Ghana. Show understanding of religious worship. Describe religious festivals.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana Narrate the birth stories of the leaders of the three main religions	Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
9	Sub-strand 2: Religious Worship in the Three Major Religions in Ghana. Show understanding of religious worship. Describe religious festivals.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana Narrate the birth stories of the leaders of the three main religions	Sub-strand 1: Roles and Relationships Roles of the family and community in our daily lives.
10	Sub-strand 2: Religious Worship in the Three Major Religions in Ghana. Show understanding of religious worship. Describe religious festivals.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana Narrate the birth stories of the leaders of the three main religions	
11	Sub-strand 2: Religious Worship in the Three Major Religions in Ghana. Show understanding of religious worship. Describe religious festivals.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana. Narrate the birth stories of the leaders of the three main religions	
12	Sub-strand 2: Religious Worship in the Three Major Religions in Ghana. Show understanding of religious worship. Describe religious festivals.	Sub-strand 1: Birth of the Leaders of the three Major Religions in Ghana. Narrate the birth stories of the leaders of the three main religions	
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CREATIVE ARTS WEEKLY SCHEME OF WORK FOR PRIMARY TWO (B.S 2)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.
2	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.
3	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.
4	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.
5	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana
6	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.
7	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.
8	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the
9	history and culture of the people of Ghana.	history and culture of the people of Ghana.	history and culture of the people of Ghana.
10	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines
11	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
12	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
13	REVISION	REVISION	REVISION

ENGLISH LANGUAGE (FIRST TERM) WEEKLY SCHEME OF WORK PRIMARY TWO (B.S. 2)

ENGLISH LANGUAGE					
WEEK	READING	GRAMMAR	LISTENING AND SPEAKING	WRITING AND COMPOSITION	WRITING CONVENTIONS /GRAMMAR USAGE
1	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Strand 1: Oral Language Sub-strand 1: Listening to songs Poems, Rhymes	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
2	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 1: Listening to songs Poems, Rhymes	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
3	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 1: Listening to songs Poems, Rhymes	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
4	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 2: Rhymes Interpret rhymes and tongue-twisters in own words	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
5	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 2: Rhymes Interpret rhymes and tongue-twisters in own words	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
6	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 2: Rhymes Interpret rhymes and tongue-twisters in own words	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
7	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs Use common rhyming ending to decode words	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 4: Story telling Retell short stories.	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language
8	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs Use common rhyming ending to decode words	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 4: Story telling Retell short stories.	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
9	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs Use common rhyming ending to decode words	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 4: Story telling Respond to stories.	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
10	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard	knowledge of letter sounds to write legibly and boldly	Sub-strand 5: Adjectives Show understanding of adjectives in speech and in writing
11	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 5: Adjectives Show understanding of adjectives in speech and in writing
12	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard	knowledge of letter sounds to write legibly and boldly	Sub-strand 5: Adjectives Show understanding of adjectives in speech and in writing
13	REVISION	REVISION	REVISION	REVISION	REVISION

GHANAIAIAN LANGUAGE WEEKLY SCHEME OF WORK: PRIMARY TWO (B.S. 2)

WEEK	LISTENING AND SPEAKING	GRAMMAR	READING SKILLS	WRITING SKILLS
1	UNIT 1: Listening, Singing songs Reciting Rhymes and poems	UNIT 1 pg 35 Nouns	UNIT 1 pg 42 Recognizing words	Unit 1 : COPY WORK
2	UNIT 1: Listening, Singing songs Reciting Rhymes and poems	UNIT 1: Nouns Common nouns	UNIT 1 pg 42 Recognizing words	Unit 1 : COPY WORK Copying words in lower case
3	UNIT 1: Listening, Singing songs Reciting Rhymes and poems	UNIT 1: Nouns Common nouns	UNIT 1 pg 42 Recognizing words	Unit 1 : COPY WORK Copying words in lower case
4	UNIT 1: Listening, Singing songs Reciting Rhymes and poems	UNIT 1: Nouns Proper nouns	UNIT 1 pg 42 Recognizing words	Unit 1 : COPY WORK Copying words in upper case
5	Unit 2: Story telling	UNIT 1: Nouns Proper nouns	UNIT 1 pg 42 Recognizing words	Unit 1 : COPY WORK Copying words in upper case
6	Unit 2: Story telling	UNIT 1: Nouns Singular and plural nouns (Regular)	UNIT 2: PHONIC WORK Recognizing sounds in known words (vowels)	Unit 1 : COPY WORK Copying words in upper case
7	Unit 2: Story telling	UNIT 1: Nouns Singular and plural nouns (Regular)	UNIT 2: PHONIC WORK Recognizing sounds in known words (vowels)	Unit 2 : COPY WORK Copying from sample substitution table
8	Unit 3: CONVERSATION	UNIT 2: DOING WORDS (VERBS)	UNIT 2: PHONIC WORK Recognizing sounds in known words (vowels)	Unit 2 : COPY WORK Copying from sample substitution table
9	Unit 3: CONVERSATION Making polite request	UNIT 2: DOING WORDS (VERBS)	UNIT 2: PHONIC WORK Sound discrimination	Unit 2 : COPY WORK Copying from sample substitution table
10	Unit 3: CONVERSATION Making polite request	UNIT 3: Questions and responses	UNIT 2: PHONIC WORK Sound discrimination	Unit 2 : COPY WORK Copying from sample substitution table
11	Unit 3: CONVERSATION Making polite request	UNIT 3: Questions and responses	UNIT 2: PHONIC WORK Sound discrimination	Unit 2 : COPY WORK Copying from sample substitution table
12				
13	REVISION	REVISION	REVISION	REVISION

HISTORY OF GHANA WEEKLY SCHEME OF WORK FOR PRIMARY TWO (B.S. 2)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 2: MY COUNTRY GHANA Sub-Strand 1: The People of Ghana Explore the ethnic groups in Ghana. Identify the ethnic groups in each region in Ghana	Sub-strand 5: Some Selected Individuals Ghanaian women who have contributed significantly to Ghana's development.	Strand 2: MY COUNTRY GHANA Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
2	Sub-Strand 1: The People of Ghana Explore the ethnic groups in Ghana. Identify the ethnic groups in each region in Ghana	Sub-strand 5: Some Selected Individuals Ghanaian women who have contributed significantly to Ghana's development.	Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
3	Sub-Strand 1: The People of Ghana Explore the ethnic groups in Ghana. Identify the ethnic groups in each region in Ghana	Strand 3: EUROPEANS IN GHANA Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
4	Sub-Strand 1: The People of Ghana Explore the ethnic groups in Ghana. Identify the ethnic groups in each region in Ghana	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
5	Sub-Strand 1: The People of Ghana Explore the ethnic groups in Ghana. Identify the ethnic groups in each region in Ghana	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
6	Sub-Strand 1: The People of Ghana Explore the ethnic groups in Ghana. Identify the ethnic groups in each region in Ghana	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
7	Sub-strand 5: Some Selected Individuals Ghanaian women who have contributed significantly to Ghana's development.	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
8	Sub-strand 5: Some Selected Individuals Ghanaian women who have contributed significantly to Ghana's development.	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
9	Sub-strand 5: Some Selected Individuals Ghanaian women who have contributed significantly to Ghana's development.	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	Sub-Strand 4: Major Historical Locations Explore Ghana's major historical locations. Example: Kumasi military museum, Komfo Anokye Sword, Assin Manso Slave Site Gbewa Palace etc.
10	Sub-strand 5: Some Selected Individuals Ghanaian women who have contributed significantly to Ghana's development.	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	
11	Sub-strand 5: Some Selected Individuals Ghanaian women who have contributed significantly to Ghana's development.	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	
12	Sub-strand 5: Some Selected Individuals Ghanaian women who have contributed significantly to Ghana's development.	Sub-Strand 2: International Trade Including Slave Trade. Explore how early trade was carried out between Ghanaians and Europeans	
13	REVISION	REVISION	REVISION

SCIENCE WEEKLY SCHEME OF WORK FOR PRIMARY TWO (B.S. 2)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: DIVERSITY OF MATTER Sub-Strand 1: Living and Non-Living Things Classification, physical features and life processes of living things. Know the basic structure of plants.	Strand 3: SYSTEMS Sub-Strand 1: The Human Body Systems Function of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands.	Strand 5: HUMANS AND THE ENVIRONMENT Sub-Strand 1: Personal Hygiene and Sanitation Importance of personal hygiene
2	Sub-Strand 1: Living and Non-Living Things Classification, physical features and life processes of living things. Know the basic structure of plants.	Sub-Strand 1: The Human Body Systems Function of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands.	Sub-Strand 1: Personal Hygiene and Sanitation Importance of personal hygiene
3	Sub-Strand 1: Living and Non-Living Things Classification, physical features and life processes of living things. Describe the basic structure of animals.	Sub-Strand 1: The Human Body Systems Function of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands.	Sub-Strand 2: Diseases Common diseases of humans, causes, symptoms, effects and prevention.
4	Sub-Strand 1: Living and Non-Living Things Classification, physical features and life processes of living things. Describe the basic structure of animals.	Sub-Strand 2: Solar System. Explore the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun in the solar system.	Sub-Strand 2: Diseases Common diseases of humans, causes, symptoms, effects and prevention.
5	Strand 2: Materials Explore materials as important resources for providing human needs. Properties of materials. Eg. soft, hard, rough, smooth, opaque, transparent bendable	Sub-Strand 2: Solar System. Explore the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun in the solar system.	Sub-Strand 2: Diseases Common diseases of humans, causes, symptoms, effects and prevention.
6	Strand 2: Materials Explore materials as important resources for providing human needs. Properties of solids, liquids and gas.	Sub-Strand 2: Solar System. Explore the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun in the solar system.	Sub-strand 3: Science and Industry Impact of science and technology on society. Food processing and preservation.
7	Strand 2: Materials Mixtures, the types, their formation, uses and ways of separating them into their components.	Strand 4: FORCES AND ENERGY Sub-Strand 1: Sources and Forms of Energy Concepts of energy, its various forms, sources and the ways in which it can be transformed and conserved.	Sub-strand 3: Science and Industry Impact of science and technology on society. Food processing and preservation.
8	Strand 2: Materials Mixtures, the types, their formation, uses and ways of separating them into their components.	Sub-Strand 1: Sources and Forms of Energy Concepts of energy, its various forms, sources and the ways in which it can be transformed and conserved.	Sub-Strand 4: Climate Change Common human activities that are harmful to the environment.
9	Strand 2: CYCLES Sub-Strand 1: Earth Science Importance of some cyclic natural phenomena such as dry and wet season. Identify sources of light to the earth. Qualities of good drinking water. Uses of air.	Sub-Strand 2: Electricity and Electronics Generation of electricity, its transmission and transformation into other forms of energy. Functions and Assemblage of basic electronic components. (batteries)	Sub-Strand 4: Climate Change Common human activities that are harmful to the environment.
10	Sub-Strand 1: Earth Science Importance of some cyclic natural phenomena such as dry and wet season. Identify sources of light to the earth. Qualities of good drinking water. Uses of air.	Sub-Strand 2: Electricity and Electronics Generation of electricity, its transmission and transformation into other forms of energy. Functions and Assemblage of basic electronic components. (batteries)	
11	Sub-Strand 1: Earth Science Importance of some cyclic natural phenomena such as dry and wet season. Identify sources of light to the earth. Qualities of good drinking water. Uses of air.	Sub-strand 3: Forces and Movement Effects of forces. Simple machines and its uses.	
12	Sub-Strand 1: Earth Science Importance of some cyclic natural phenomena such as dry and wet season. Identify sources of light to the earth. Qualities of good drinking water. Uses of air.	Sub-strand 3: Forces and Movement Effects of forces. Simple machines and its uses.	
13	REVISION	REVISION	REVISION

MATHEMATICS WEEKLY SCHEME OF WORK FOR PRIMARY TWO (B.S 2)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: NUMBERS Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Count and estimate quantities from 0 to 1000	Sub-Strand 3: Fractions Halves and Fourths using concrete and pictorial representation. <i>[exclude notation here]</i>	Sub-Strand 3: Measurement (Length, Capacity, Mass and Time). Use non-standard units for measuring lengths, heights, mass and distance around objects
2	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Count and estimate quantities from 0 to 1000. Compare and order whole numbers and represent comparisons using the symbols $>$, $<$ or $=$	Sub-Strand 3: Fractions Halves and Fourths using concrete and pictorial representation.	Sub-Strand 3: Measurement (Length, Capacity, Mass and Time). Use standard units to measure lengths, heights, mass and distance around objects
3	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Count and estimate quantities from 0 to 1000. Compare and order whole numbers and represent comparisons using the symbols $>$, $<$ or $=$	Sub-Strand 3: Fractions Halves and Fourths using concrete and pictorial representation.	Sub-Strand 3: Measurement (Length, Capacity, Mass and Time). Use standard units to measure lengths, heights, mass and distance around objects
4	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Addition and subtraction of number within 1000. Use the concept of 'equal to' and 'not equal to'	Sub-Strand 3: Fractions Halves and Fourths using concrete and pictorial representation.	Sub-Strand 3: Measurement (Length, Capacity, Mass and Time). Use standard units to measure lengths, heights, mass and distance around objects
5	Sub-Strand 1: Counting, Representation Cardinality & Ordinality Use the concept of 'equal to' and 'not equal to' in addition and subtraction problems with sums up to 100.	Sub-Strand 3: Fractions Halves and Fourths using concrete and pictorial representation.	Strand 4: DATA Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Gather and record data about self and others.
6	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Use the concept of 'equal to' and 'not equal to' in addition and subtraction problems with sums up to 100.	Sub-Strand 3: Fractions Halves and Fourths using concrete and pictorial representation.	Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Gather and record data about self and others.
7	Strand 2: ALGEBRA Sub-Strand 1: Patterns and Relationships Identify, create, extend, describe and use patterns and rules to solve mathematical tasks.	Sub-Strand 4: Money Explore the value of coins and notes in order to solve monetary transactions.	Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret concrete graphs and pictographs.
8	Sub-Strand 1: Patterns and Relationships. Identify, create, extend, describe and use patterns and rules to solve mathematical tasks. Increasing and decreasing number patterns.	Sub-Strand 4: Money Explore the value of coins and notes in order to solve monetary transactions.	Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret concrete graphs and pictographs.
9	Sub-Strand 1: Patterns and Relationships Identify, create, extend, describe and use patterns and rules to solve mathematical tasks. Increasing and decreasing number patterns.	Sub-Strand 4: Money Explore the value of coins and notes in order to solve monetary transactions.	Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret concrete graphs and pictographs.
10	Sub-Strand 1: Patterns and Relationships Identify, create, extend, describe and use patterns and rules to solve mathematical tasks. Increasing and decreasing number patterns.	Sub-Strand 2: Position/Transformation Show that the length of an object does not change with its placement or direction.	
11	Strand 3: GEOMETRY AND MEASUREMENT Sub-Strand 1: 2D and 3D Shapes Features/attributes of a collection of 3D objects (Spheres, cylinders, cones, pyramids, cubes) of different dimensions	Sub-Strand 2: Position/Transformation Show that the length of an object does not change with its placement or direction.	
12	Sub-Strand 1: 2D and 3D Shapes. Features/attributes of a collection of 3D objects (Spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.	Sub-Strand 2: Position/Transformation Show that the length of an object does not change with its placement or direction.	
13	REVISION	REVISION	REVISION

OUR WORLD, OUR PEOPLE WEEKLY SCHEME OF WORK FOR PRIMARY TWO (B.S 2)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: ALL ABOUT US Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is	Sub-strand 3: Map Making and Land Marks Physical features of a school.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
2	Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is	Strand 3: OUR BELIEFS AND VALUES Sub-strand 4: Population and Settlement Nature of settlements in Ghana.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
3	Sub-strand 2: Myself Identify one's strength and weakness. How to promote interpersonal relationships	Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
4	Sub-strand 2: Myself Identify one's strength and weakness. Significance of living in harmony with one another.	Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 4: Farming in Ghana Gardening basics such as preparing healthy soil and nursing
5	Sub-strand 3: My Family and the Community Appreciating family relationships. Importance of being a committed member of the family.	Sub-strand 2: Festivals Significance of cultural practices, traditions and celebrations in Ghana.	Sub-strand 4: Farming in Ghana Gardening basics such as preparing healthy soil and nursing
6	Sub-strand 3: My Family and the Community Appreciating family relationships. Importance of being a committed member of the family.	Sub-strand 3: Basic Human Rights Fundamental human rights of citizens	Strand 5: MY GLOBAL COMMUNITY Sub-strand 1: Our Neighbouring Countries Cultural exchanges between Ghana and her neighbours.
7	Sub-strand 4: Home and School Explore the importance of education and work as a responsible citizen.	Sub-strand 4: Being a Leader Leadership. Importance of leadership and civic duty.	Sub-strand 2: Introduction to Computing Computer basics
8	Sub-strand 4: Home and School Explore the importance of education and work as a responsible citizen.	Sub-strand 4: Being a Leader Leadership. Importance of leadership and civic duty.	Sub-strand 3: Sources of Information
9	Strand 2: ALL AROUND US Sub-strand 1: The Environment and the Weather Environmental safety. Ways of sustaining the environment. How to Prevent pollution in the environment.	Strand 4: OUR NATION GHANA Sub-strand 1: Being a citizen Showing good manners at home, school and community.	Sub-strand 3: Sources of Information
10	Sub-strand 1: The Environment and the Weather Environmental safety. Ways of sustaining the environment. How to Prevent pollution in the environment.	Sub-strand 1: Being a citizen Showing good manners at home, school and community. Characteristics of a responsible citizen.	Sub-strand 4: Technology in Communication
11	Sub-strand 2: Plants and Animals Exploring living and non-living things in the environment	Strand 4: OUR NATION GHANA Sub-strand 2: Authority and Power Respect and obedience to those in authority.	Sub-strand 4: Technology in Communication
12	Sub-strand 2: Plants and Animals Exploring living and non-living things in the environment	Sub-strand 2: Authority and Power Respect and obedience to those in authority.	
13	REVISION	REVISION	REVISION

RELIGIOUS & MORAL EDUCATION WEEKLY SCHEME OF WORK FOR PRIMARY TWO (B.S. 2)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: God the Creator Attributes of God.	Strand 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS Sub-strand 1: Religious Worship in the Three Major Religions in Ghana	Strand 4: THE FAMILY AND THE COMMUNITY Sub-strand 1: Roles and Relations Roles of the family and community in our daily lives. The need for commitment to God.
2	Sub-strand 1: God the Creator Attributes of God.	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Importance of worship	Sub-strand 1: Roles and Relations Roles of the family and community in our daily lives. The need for commitment to God.
3	Sub-strand 1: God the Creator Attributes of God.	Sub-strand 2: Festivals in the Three Major Religions The importance of religious festivals.	Sub-strand 1: Roles and Relations Roles of the family and community in our daily lives. The need for commitment to God.
4	Sub-strand 2: The Environment Importance of the environment	Sub-strand 2: Festivals in the Three Major Religions The importance of religious festivals.	Sub-strand 1: Roles and Relations Roles of the family and community in our daily lives. The need for commitment to God.
5	Sub-strand 2: The Environment Importance of the environment. Human activities that destroy God's creation or the environment.	Sub-strand 2: Festivals in the Three Major Religions The importance of religious festivals.	Sub-strand 1: Roles and Relations Roles of the family and community in our daily lives. The need for commitment to God.
6	Sub-strand 2: The Environment Importance of the environment. Human activities that destroy God's creation or the environment.	Sub-strand 2: Festivals in the Three Major Religions The importance of religious festivals.	Sub-strand 2: Personal Safety in the Community Ways of caring for the body. Safety in the community.
7	Sub-strand 3: Purposes of God's Creation The purposes of God's creation	Sub-strand 2: Festivals in the Three Major Religions The importance of religious festivals.	Sub-strand 2: Personal Safety in the Community Ways of caring for the body. Safety in the community.
8	Sub-strand 3: Purposes of God's Creation The purposes of God's creation	Sub-strand 2: Festivals in the Three Major Religions The importance of religious festivals.	Sub-strand 2: Personal Safety in the Community Ways of caring for the body. Safety in the community.
9	Strand 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS Sub-strand 1: Religious Worship in the Three Major Religions in Ghana	Strand 3: RELIGIOUS LEADERS Sub-strand 2: Early Life of the Leaders of the three Major Religions Narrate the early life stories of the leaders of the three main religions	Sub-strand 2: Personal Safety in the Community Ways of caring for the body. Safety in the community.
10	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Importance of worship	Sub-strand 2: Early Life of the Leaders of the three Major Religions Narrate the early life stories of the leaders of the three main religions	
11	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Importance of worship	Sub-strand 2: Early Life of the Leaders of the three Major Religions Narrate the early life stories of the leaders of the three main religions	
12	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Importance of worship	Sub-strand 2: Early Life of the Leaders of the three Major Religions Narrate the early life stories of the leaders of the three main religions	
13	REVISION	REVISION	REVISION

CREATIVE ARTS WEEKLY SCHEME OF WORK FOR PRIMARY THREE (B.S 3)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.
2	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.
3	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.
4	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.
5	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana
6	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.
7	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.
8	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the
9	history and culture of the people of Ghana.	history and culture of the people of Ghana.	history and culture of the people of Ghana.
10	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines
11	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
12	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
13	REVISION	REVISION	REVISION

ENGLISH LANGUAGE (FIRST TERM) WEEKLY SCHEME OF WORK PRIMARY THREE (B.S. 3)

ENGLISH LANGUAGE					
WEEK	READING	GRAMMAR	LISTENING AND SPEAKING	WRITING AND COMPOSITION	WRITING CONVENTIONS /GRAMMAR USAGE
1	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Strand 1: Oral Language Sub-strand 1: Listening to songs Poems, Rhymes	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
2	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 1: Listening to songs Poems, Rhymes	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
3	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 1: Listening to songs Poems, Rhymes	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 1: Using Capitalisation Apply knowledge of capitalization in writing
4	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 2: Rhymes Interpret rhymes and tongue-twisters in own words	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
5	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 2: Rhymes Interpret rhymes and tongue-twisters in own words	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
6	Sub-strand 2: Phonics Connect sounds to letters and blend letters/syllables in order to read and write	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 2: Rhymes Interpret rhymes and tongue-twisters in own words	Sub-strand 2: Penmanship and handwriting Copy letters of the alphabets clearly.	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
7	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs Use common rhyming ending to decode words	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 4: Story telling Retell short stories.	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language
8	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs Use common rhyming ending to decode words	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 4: Story telling Retell short stories.	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
9	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs Use common rhyming ending to decode words	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 4: Story telling Respond to stories.	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
10	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard	knowledge of letter sounds to write legibly and boldly	Sub-strand 5: Adjectives Show understanding of adjectives in speech and in writing
11	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard	Sub-strand 3: Writing Letters (Small and Capital) Use general skills/ strategies and knowledge of letter sounds to write legibly and boldly	Sub-strand 5: Adjectives Show understanding of adjectives in speech and in writing
12	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives	Sub-strand 5: Dramatisation and role play. Perform stories. Dramatise stories heard	knowledge of letter sounds to write legibly and boldly	Sub-strand 5: Adjectives Show understanding of adjectives in speech and in writing
13	REVISION	REVISION	REVISION	REVISION	REVISION

GHANAIAI LANGUAGE WEEKLY SCHEME OF WORK PRIMARY THREE (B.S. 3)

WEEK	LISTENING AND SPEAKING	GRAMMAR	READING SKILLS	WRITING SKILLS
1	UNIT 1: Listening to songs /Poems	UNIT 1: Nouns Number (Regular nouns)	UNIT 1 PHONIC WORK Word Attack	Unit 1 : PENMANSHIP
2	UNIT 1: Listening to songs /Poems	UNIT 1: Nouns Number (Regular nouns)	UNIT 1 PHONIC WORK Word Attack	Unit 1 : PENMANSHIP
3	UNIT 1: Listening to songs /Poems	UNIT 1: Nouns Number (Irregular nouns)	UNIT 1 PHONIC WORK Word Attack	Unit 1 : PENMANSHIP
4	UNIT2 : Listening to directions and instrutions	UNIT 1: Nouns Number (Regular nouns)	UNIT 1 PHONIC WORK Word Attack	Unit 1 : PENMANSHIP
5	UNIT2 : Listening to directions and instrutions	UNIT 2: VERB TENSE FORM Simple present	UNIT 2: READING ALOUD Reading games	Unit 1 : PENMANSHIP
6	UNIT2 : Listening to directions and instrutions	UNIT 2: VERB TENSE FORM Simple present	UNIT 2: READING ALOUD Reading games	Unit 2 : Writing correct sentences
7	Unit 2: Listening to and carrying out directions	UNIT 2: VERB TENSE FORM Simple Past (Regular)	UNIT 2: READING ALOUD Reading games	Unit 2 : Writing correct sentences
8	Unit 2: Listening to and carrying out directions	UNIT 2: VERB TENSE FORM Simple Past (Regular)	UNIT 2: READING ALOUD Reading games	Unit 2 : Writing correct sentences
9	Unit 2: Listening to and carrying out directions	UNIT 2: VERB TENSE FORM Simple Past (Irregular)	UNIT 2: READING ALOUD Reading games	Unit 2 : Punctuations
10	Unit 3: Story Telling	UNIT 2: VERB TENSE FORM Subject-verb agreement	UNIT 2: READING ALOUD Reading games	Unit 2 : Punctuations
11	Unit 3: Story Telling	UNIT 2: VERB TENSE FORM Subject-verb agreement	UNIT 2: READING ALOUD Reading games	Unit 2 : Punctuations
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13	REVISION	REVISION	REVISION	REVISION

HISTORY OF GHANA WEEKLY SCHEME OF WORK FOR PRIMARY THREE (B.S 3)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 2: MY COUNTRY GHANA Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Strand 2: MY COUNTRY GHANA Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-strand 2: Inter-Group Relations Explore intergroup alliances, conflict and other exchanges
2	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-strand 2: Inter-Group Relations Explore intergroup alliances, conflict and other exchanges
3	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-strand 2: Inter-Group Relations Explore intergroup alliances, conflict and other exchanges
4	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Strand 3: EUROPEANS IN GHANA Sub-Strand 1: Arrival of Europeans Explore interactions between the local people and early settlers
5	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-Strand 1: Arrival of Europeans Explore interactions between the local people and early settlers
6	Sub-strand 1: The People of Ghana The origins of the major ethnic groups in Ghana	Sub-strand 4: Major Historical Locations Forts and Castles built in Ghana	Sub-strand 4: Major Historical Locations Forts and Castles built in Ghana
7	Sub-strand 5: Some Selected Individuals Contributions of some outstanding Ghanaian entrepreneurs.	Sub-strand 5: Some Selected Individuals Contributions of some outstanding Ghanaian entrepreneurs.	Sub-strand 4: Major Historical Locations Forts and Castles built in Ghana
8	Sub-strand 5: Some Selected Individuals Contributions of some outstanding Ghanaian entrepreneurs.	Sub-strand 5: Some Selected Individuals Contributions of some outstanding Ghanaian entrepreneurs.	Sub-strand 4: Major Historical Locations Forts and Castles built in Ghana
9	Sub-strand 5: Some Selected Individuals Contributions of some outstanding Ghanaian entrepreneurs.	Sub-strand 2: Inter-Group Relations Explore intergroup alliances, conflict and other exchanges	Sub-strand 4: Major Historical Locations Forts and Castles built in Ghana
10	Sub-strand 5: Some Selected Individuals Contributions of some outstanding Ghanaian entrepreneurs.	Sub-strand 2: Inter-Group Relations Explore intergroup alliances, conflict and other exchanges	
11	Sub-strand 5: Some Selected Individuals Contributions of some outstanding Ghanaian entrepreneurs.	Sub-strand 2: Inter-Group Relations Explore intergroup alliances, conflict and other exchanges	
12	Sub-strand 5: Some Selected Individuals Contributions of some outstanding Ghanaian entrepreneurs.	Sub-strand 2: Inter-Group Relations Explore intergroup alliances, conflict and other exchanges	
13	REVISION	REVISION	REVISION

SCIENCE WEEKLY SCHEME OF WORK FOR PRIMARY THREE (B.S. 3)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: DIVERSITY OF MATTER Sub-Strand 1: Living and Non-Living Things Classification, physical features and life processes of living things. Classify living things into plants and animals	Strand 3: SYSTEMS Sub-Strand 1: The Human Body Systems How the different parts of the human body work interdependently to perform a specific function.	Sub-Strand 3: Forces and Movement Explain force and demonstrate how it causes movement. How to maintain and care for simple machines
2	Sub-Strand 1: Living and Non-Living Things Classification, physical features and life processes of living things. Classify living things into plants and animals	Sub-Strand 1: The Human Body Systems How the different parts of the human body work interdependently to perform a specific function.	Sub-Strand 3: Forces and Movement Explain force and demonstrate how it causes movement. How to maintain and care for simple machines
3	Sub-Strand 2: Materials Identification, uses and properties of everyday materials.	Sub-Strand 1: The Human Body Systems How the different parts of the human body work interdependently to perform a specific function.	Strand 5: HUMANS AND THE ENVIRONMENT Sub-Strand 1: Personal Hygiene and Sanitation Importance of personal hygiene.
4	Sub-Strand 2: Materials Identification, uses and properties of everyday materials.	Sub-Strand 2: The Solar System Explore the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun.	Sub-Strand 1: Personal Hygiene and Sanitation Importance of personal hygiene.
5	Sub-Strand 2: Materials Explore mixtures, types, formation, uses and ways of separating them into their components. Describe a solid-liquid mixture and explain how to separate the components.	Sub-Strand 2: The Solar System Explore the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun.	Sub-Strand 2: Diseases Common diseases of humans, causes, symptoms, effects and prevention. Common skin diseases. Explain air-borne diseases and give examples.
6	Sub-Strand 2: Materials Explore mixtures, types, formation, uses and ways of separating them into their components. Explain how substances change state between solid, liquid and gas.	Sub-Strand 3: Ecosystem Interactions and interdependencies of organisms in an ecosystem. Habitats of some organisms	Sub-Strand 2: Diseases Common diseases of humans, causes, symptoms, effects and prevention. Common skin diseases. Explain air-borne diseases and give examples.
7	Strand 2: CYCLES Sub-Strand 1: Earth Science Describe some cyclic events like day and night, wet and dry seasons and their intervals/periods. Importance of the sun	Sub-Strand 3: Ecosystem Interactions and interdependencies of organisms in an ecosystem. Habitats of some organisms	Sub-Strand 3: Science and Industry Food processing and preservation. Describe ways food get spoiled.
8	Sub-Strand 1: Earth Science Explain condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle. Things that makes water impure. Properties of air.	Strand 4: FORCES AND ENERGY Sub-Strand 1: Sources and Forms of Energy Concepts of energy, its various forms and sources and the ways in which it can be transformed and conserved. Light as a form of energy	Sub-Strand 3: Science and Industry Food processing and preservation. Describe ways food get spoiled.
9	Sub-Strand 1: Earth Science Explain condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle. Things that makes water impure. Properties of air.	Sub-Strand 1: Sources and Forms of Energy Concepts of energy, its various forms and sources and the ways in which it can be transformed and conserved. Heat as a form of energy and sources and uses of heat.	Sub-Strand 4: Climate Change Human Activities that pollute the atmosphere
10	Sub-Strand 2: Life Cycle of Organism Life cycle of a plant. Observe germination of maize and bean seeds.	Sub-Strand 1: Sources and Forms of Energy Concepts of energy, its various forms and sources and the ways in which it can be transformed and conserved. Heat as a form of energy and sources and uses of heat.	Sub-Strand 4: Climate Change Human Activities that pollute the atmosphere
11	Sub-Strand 2: Life Cycle of Organism Life cycle of a plant. Observe germination of maize and bean seeds.	Sub-Strand 2: Electricity and Electronics Generation of electricity, its transmission and transformation into other forms of energy. Different sources of electrical energy.	
12	Sub-Strand 2: Life Cycle of Organism Life cycle of a plant. Observe germination of maize and bean seeds.	Sub-Strand 2: Electricity and Electronics Generation of electricity, its transmission and transformation into other forms of energy. Different sources of electrical energy.	
13	REVISION	REVISION	REVISION

MATHEMATICS WEEKLY SCHEME OF WORK FOR PRIMARY THREE (B.S 3)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: NUMBERS Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Count and estimate quantities from 0 to 10, 000	Sub-strand 3: Fractions Explore fractions using concrete and pictorial representations and write fractions in words and symbols.	Sub-Strand 3: Measurement (Length, Mass, Time) Time taken by events in days, weeks and months
2	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Count and estimate quantities from 0 to 10, 000. Compare and order whole numbers and represent comparisons using the symbols $>$, $<$ or $=$	Sub-strand 3: Fractions Explore fractions using concrete and pictorial representations and write fractions in words and symbols.	Sub-Strand 3: Measurement (Length, Mass, Time) Time taken by events in days, weeks and months
3	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Identify negative numbers up to -10. Describe situations using negative and positive values.	Sub-strand 3: Fractions Explore fractions using concrete and pictorial representations and write fractions in words and symbols.	Sub-Strand 3: Measurement (Length, Mass, Time) Time taken by events in days, weeks and months
4	Sub-Strand 1: Counting, Representation Cardinality & Ordinality. Addition and subtraction of number within 1000. Use the concept of 'equal to' and 'not equal to'	Sub-strand 4: Money Explore the value of coins and note in order to solve monetary transactions.	Sub-Strand 3: Measurement (Length, Mass, Time) Time taken by events in days, weeks and months
5	Sub-Strand 2: Number Operations (Addition, Subtraction, multiplication and Division) Use the concept of 'equal to' and 'not equal to' in addition and subtraction problems with sums up to 100.	Sub-Strand 2: Position/Transformation Represent whole numbers as distances from any given location on a number line.	Strand 4: DATA Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Gather and record data.
6	Sub-Strand 2: Number Operations (Addition, Subtraction, multiplication and Division) Multiplication and Division of numbers.	Sub-Strand 2: Position/Transformation Represent whole numbers as distances from any given location on a number line.	Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Gather and record data. Draw and interpret concrete graphs and pictographs to solve problems
7	Sub-Strand 2: Number Operations (Addition, Subtraction, multiplication and Division) Multiplication and Division of numbers.	Sub-Strand 3: Measurement (Length, Mass, Time) Relation between the units metre and centimetre. Estimate lengths, heights and perimeter of regular and irregular shapes using referents and verify by measuring.	Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Gather and record data. Draw and interpret concrete graphs and pictographs to solve problems
8	Strand 2: ALGEBRA Sub-Strand 1: Patterns and Relationships Increasing and decreasing patterns.	Sub-Strand 3: Measurement (Length, Mass, Time) Relation between the units metre and centimetre. Estimate lengths, heights and perimeter of regular and irregular shapes using referents and verify by measuring.	Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Gather and record data. Draw and interpret concrete graphs and pictographs to solve problems
9	Sub-Strand 1: Patterns and Relationships Increasing and decreasing patterns.	Sub-Strand 3: Measurement (Length, Mass, Time) Relation between the units metre and centimetre. Estimate lengths, heights and perimeter of regular and irregular shapes using referents and verify by measuring.	Sub-Strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Gather and record data. Draw and interpret concrete graphs and pictographs to solve problems
10	Sub-Strand 1: Patterns and Relationships Increasing and decreasing patterns.	Sub-Strand 3: Measurement (Length, Mass, Time) Relation between the units kilograms (kg) and grams as well as litres and millilitres.	
11	Strand 3: GEOMETRY AND MEASUREMENT Sub-Strand 1: 2D & 3D shapes Relationship between 2-D shapes and 3-D objects according to a variety of attributes, including measurements	Sub-Strand 3: Measurement (Length, Mass, Time) Relation between the units kilograms (kg) and grams as well as litres and millilitres.	
12	Sub-Strand 1: 2D & 3D shapes Relationship between 2-D shapes and 3-D objects according to a variety of attributes, including measurements. Draw and identify angles.	Sub-Strand 3: Measurement (Length, Mass, Time) Relation between the units kilograms (kg) and grams as well as litres and millilitres.	
13	REVISION	REVISION	REVISION

OUR WORLD, OUR PEOPLE WEEKLY SCHEME OF WORK FOR PRIMARY THREE (B.S 3)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: ALL ABOUT US Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is	Sub-strand 3: Map Making and Land Marks Physical features of a school.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
2	Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is	Strand 3: OUR BELIEFS AND VALUES Sub-strand 4: Population and Settlement Nature of settlements in Ghana.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
3	Sub-strand 2: Myself Identify one's strength and weakness. How to promote interpersonal relationships	Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
4	Sub-strand 2: Myself Identify one's strength and weakness. Significance of living in harmony with one another.	Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 4: Farming in Ghana Gardening basics such as preparing healthy soil and nursing
5	Sub-strand 3: My Family and the Community Appreciating family relationships. Importance of being a committed member of the family.	Sub-strand 2: Festivals Significance of cultural practices, traditions and celebrations in Ghana.	Sub-strand 4: Farming in Ghana Gardening basics such as preparing healthy soil and nursing
6	Sub-strand 3: My Family and the Community Appreciating family relationships. Importance of being a committed member of the family.	Sub-strand 3: Basic Human Rights Fundamental human rights of citizens	Strand 5: MY GLOBAL COMMUNITY Sub-strand 1: Our Neighbouring Countries Cultural exchanges between Ghana and her neighbours.
7	Sub-strand 4: Home and School Explore the importance of education and work as a responsible citizen.	Sub-strand 4: Being a Leader Leadership. Importance of leadership and civic duty.	Sub-strand 2: Introduction to Computing Computer basics
8	Sub-strand 4: Home and School Explore the importance of education and work as a responsible citizen.	Sub-strand 4: Being a Leader Leadership. Importance of leadership and civic duty.	Sub-strand 3: Sources of Information
9	Strand 2: ALL AROUND US Sub-strand 1: The Environment and the Weather Environmental safety. Ways of sustaining the environment. How to Prevent pollution in the environment.	Strand 4: OUR NATION GHANA Sub-strand 1: Being a citizen Showing good manners at home, school and community.	Sub-strand 3: Sources of Information
10	Sub-strand 1: The Environment and the Weather Environmental safety. Ways of sustaining the environment. How to Prevent pollution in the environment.	Sub-strand 1: Being a citizen Showing good manners at home, school and community. Characteristics of a responsible citizen.	Sub-strand 4: Technology in Communication
11	Sub-strand 2: Plants and Animals Exploring living and non-living things in the environment	Strand 4: OUR NATION GHANA Sub-strand 2: Authority and Power Respect and obedience to those in authority.	Sub-strand 4: Technology in Communication
12	Sub-strand 2: Plants and Animals Exploring living and non-living things in the environment	Sub-strand 2: Authority and Power Respect and obedience to those in authority.	
13	REVISION	REVISION	REVISION

RELIGIOUS & MORAL EDUCATION WEEKLY SCHEME OF WORK FOR PRIMARY THREE (B.S. 3)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: God the Creator Attributes of God.	Strand 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS Sub-Strand 1: Religious Worship in the three Major Religion in Ghana.	Strand 4: THE FAMILY AND THE COMMUNITY Sub-strand 1: Roles and Relationships Roles of the family and the community in relationship with God.
2	Sub-strand 1: God the Creator Attributes of God.	Sub-Strand 1: Religious Worship in the three Major Religion in Ghana. Importance of religious worship. Name the sacred scriptures of the three major religions.	Sub-strand 1: Roles and Relationships Roles of the family and the community in relationship with God.
3	Sub-strand 1: God the Creator Attributes of God.	Sub-strand 2: Festivals in the Three Major Religions How festivals are celebrated. Importance of religious festivals.	Sub-strand 1: Roles and Relationships Roles of the family and the community in relationship with God.
4	Sub-strand 2: The Environment Importance of the environment	Sub-strand 2: Festivals in the Three Major Religions How festivals are celebrated. Importance of religious festivals.	Sub-strand 1: Roles and Relationships Benefits of responding to God's call
5	Sub-strand 2: The Environment Importance of the environment. Human activities that destroy God's creation or the environment. Ways to care for the environment.	Sub-strand 2: Festivals in the Three Major Religions How festivals are celebrated. Importance of religious festivals.	Sub-strand 1: Roles and Relationships Benefits of responding to God's call
6	Sub-strand 2: The Environment Importance of the environment. Human activities that destroy God's creation or the environment. Ways to care for the environment.	Sub-strand 2: Festivals in the Three Major Religions How festivals are celebrated. Importance of religious festivals.	Sub-strand 2: Personal Safety in the community The need to live in harmony with one another.
7	Sub-strand 3: Purposes of God's Creation The purposes of God's creation.	Sub-strand 2: Festivals in the Three Major Religions How festivals are celebrated. Importance of religious festivals.	Sub-strand 2: Personal Safety in the community The need to live in harmony with one another.
8	Sub-strand 3: Purposes of God's Creation The purposes of God's creation.	Sub-strand 2: Festivals in the Three Major Religions How festivals are celebrated. Importance of religious festivals.	Sub-strand 2: Personal Safety in the community The need to live in harmony with one another.
9	Strand 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS Sub-Strand 1: Religious Worship in the three Major Religion in Ghana.	Strand 3: RELIGIOUS LEADERS Sub-strand 2: Early of the Leaders of the three Major Religion. Lives of the leaders of the three major religions in Ghana.	Sub-strand 2: Personal Safety in the community The need to live in harmony with one another.
10	Sub-Strand 1: Religious Worship in the three Major Religion in Ghana. Importance of religious worship. Name the sacred scriptures of the three major religions.	Sub-strand 2: Early of the Leaders of the three Major Religion. Lives of the leaders of the three major religions in Ghana.	
11	Sub-Strand 1: Religious Worship in the three Major Religion in Ghana. Importance of religious worship. Name the sacred scriptures of the three major religions.	Sub-strand 2: Early of the Leaders of the three Major Religion. Lives of the leaders of the three major religions in Ghana.	
12	Sub-strand 2: Festivals in the Three Major Religions How festivals are celebrated. Importance of religious festivals.	Sub-strand 2: Early of the Leaders of the three Major Religion. Lives of the leaders of the three major religions in Ghana.	
13	REVISION	REVISION	REVISION

CREATIVE ARTS WEEKLY SCHEME OF WORK FOR PRIMARY THREE (B.S 3)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.
2	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.
3	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.
4	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.
5	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana
6	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.
7	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.
8	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the
9	history and culture of the people of Ghana.	history and culture of the people of Ghana.	history and culture of the people of Ghana.
10	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines
11	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
12	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
13	REVISION	REVISION	REVISION

COMPUTING WEEKLY SCHEME OF WORK FOR: PRIMARY 4 (B.S 4)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: INTRODUCTION TO COMPUTING Sub-strand 1: Generation of Computers and Parts of a Computer and other Gadgets Identify parts of a Computer and Technology tools Sub-strand 1: Generation of Computers and Parts of a Computer and other Gadgets	Sub-strand 3: DATA, SOURCES AND USAGE Identify Data and collect data from different sources. Use strategies for identifying data in conversation and newspapers. Sub-strand 3: DATA, SOURCES AND USAGE Identify Data and collect data from different sources. Use strategies for classifying data into information (i.e sorting and classifying)	Strand 2: PRESENTATION Sub-strand 1: Introduction to MS-PowerPoint (Tabs and Ribbons of MS-PowerPoint). Demonstrate the use of MS-PowerPoint Sub-strand 1: Introduction to MS-PowerPoint (Tabs and Ribbons of MS-PowerPoint). Demonstrate the use of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section.
2	Identify parts of a computer and technology tools (the mouse, keyboard, monitor, system unit and its components (memory, HDD, CD-ROM etc.) speakers, and peripherals. Sub-strand 1: Generation of Computers and Parts of a Computer and other Gadgets	Sub-strand 3: DATA, SOURCES AND USAGE Identify Data and collect data from different sources. Identify primary sources of information (photograph, audio recording, video recording, film, letters and diaries, speeches, published books, newspapers and magazines)	Sub-strand 1: Introduction to MS-PowerPoint (Tabs and Ribbons of MS-PowerPoint). Show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
3	Describe the types of input devices of a computer and their uses. Eg. Joystick, light pen, mouse, pointing stick, etc. Bring input devices to class Sub-strand 1: Generation of Computers and Parts of a Computer and other Gadgets	Sub-strand 3: DATA, SOURCES AND USAGE Identify Data and collect data from different sources. Demonstrate sending and sharing information to and from other gadgets. E.g radio, fax, telephones calls, SMS etc.	Sub-strand 1: Introduction to MS-PowerPoint (Tabs and Ribbons of MS-PowerPoint). Show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
4	Differentiate between RAM and ROM. Type short phrases. Summarize the first generation of computers which used vacuum tubes as a major piece of technology. Sub-strand 2: Introduction to MS-WINDOWS INTERFACE	Sub-strand 3: DATA, SOURCES AND USAGE Identify Data and collect data from different sources. Demonstrate basic calculations on sample data e.g sum, percentage, average etc.	Sub-strand 1: Introduction to MS-PowerPoint (Tabs and Ribbons of MS-PowerPoint). Show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
5	Demonstrate the use of the Desktop Background as well as working with folders. Describe the desktop background and explain its features (e.g icons, image and Taskbar) Sub-strand 2: Introduction to MS-WINDOWS INTERFACE	Sub-strand 3: DATA, SOURCES AND USAGE Demonstrate data collection using Data collection tools. Identify the steps and issues involved in data collection.	STRAND 3: WORD PROCESSING Sub-strand 1: INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING). Demonstrate understanding of the use of word processing application. Demonstrate how to use the clipboard, styles, fonts, paragraph and editing.
6	Demonstrate how to personalize the Desktop Background using required tools and settings. Sub-strand 2: Introduction to MS-WINDOWS INTERFACE	Sub-strand 3: DATA, SOURCES AND USAGE Demonstrate data collection using Data collection tools. Describe various tools or techniques of data collection. E.g Interview, observation, checklist etc. Draw or sketch maps of the area to be surveyed.	Sub-strand 1: INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING). Illustrate the use of the clipboard, styles, fonts, paragraph and editing.
7	Demonstrate the use of the sections of the Taskbar; Start button, (Location and Launching only), Pinned Application (Launched/Minimised programmes) and Notification Area or system tray (Dates & Time, and Volume). Adding and removing icons from the Desktop. Sub-strand 2: Introduction to MS-WINDOWS INTERFACE	Sub-strand 4: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION). Demonstrate the use of technology in the community. Describe how digital systems are used and could be used at home, in school and the local community. Identify and list common examples of energy-efficient gadgets and techniques used in homes, in schools and in the local communities e.g using the appropriate Energy-efficient gadgets (energy saving bulbs).	Sub-strand 1: INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING). Illustrate the use of the clipboard, styles, fonts, paragraph and editing.
8	Demonstrate the use of the Desktop Background as well as working with folders. Moving, selecting and hiding multiple icons on the desktop. Sub-strand 2: Introduction to MS-WINDOWS INTERFACE	Sub-strand 3: DATA, SOURCES AND USAGE Describe how a range of digital systems (hardware and software) and their peripherals can be used for different purposes in the community. Identify technological changes in the community.	Sub-strand 1: INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING). Illustrate the use of the clipboard, styles, fonts, paragraph and editing.
9	Creating, naming and renaming a folder. Moving, selecting and hiding multiple icons on the desktop. Sub-strand 2: Introduction to MS-WINDOWS INTERFACE	Sub-strand 3: DATA, SOURCES AND USAGE	
10	Creating, naming and renaming a folder. Moving, selecting and hiding multiple icons on the desktop. Sub-strand 2: Introduction to MS-WINDOWS INTERFACE		
11	Creating, naming and renaming a folder. Moving, selecting and hiding multiple icons on the desktop. Sub-strand 2: Introduction to MS-WINDOWS INTERFACE		
12	Creating, naming and renaming a folder. Moving, selecting and hiding multiple icons on the desktop. Sub-strand 2: Introduction to MS-WINDOWS INTERFACE		
13	REVISION	REVISION	REVISION

CREATIVE ARTS WEEKLY SCHEME OF WORK FOR PRIMARY FOUR (B.S 4)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.
2	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.
3	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.
4	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.
5	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana
6	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.
7	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.
8	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the
9	history and culture of the people of Ghana.	history and culture of the people of Ghana.	history and culture of the people of Ghana.
10	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines
11	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
12	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
13	REVISION	REVISION	REVISION

ENGLISH LANGUAGE (FIRST TERM) WEEKLY SCHEME OF WORK PRIMARY FOUR (B.S. 4)

ENGLISH LANGUAGE					
WEEK	READING	GRAMMAR	LISTENING AND SPEAKING	WRITING AND COMPOSITION	WRITING CONVENTIONS /GRAMMAR USAGE
1	Strand 2: Reading Sub-strand 2: Phonics Connect sounds to letters; and blend letter/syllables in order to read and write	Strand 3: Nouns Identify the different types of nouns	Strand 1: Oral Language Sub-strand 1: Listening to songs Poems	Strand 4: Sub-strand 2: Penmanship and handwriting Copy and rewrite sentences correctly	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
2		Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 1: Listening to songs Poems		Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
3	Sub-strand 2: Phonics Comprehension	Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 1: Listening to songs Poems	Sub-strand 2: Penmanship and handwriting	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
4	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs	Sub-strand 2: Determiners Identify the different types of determiners in communication	Sub-strand 3: Poems Recite poems with stress, rhythm and actions and interpret them in own words	Sub-strand 6: Paragraph Development Develop, organize and express ideas cohesively in writing for a variety of purposes, audience, and contexts	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
5	Use common rhyming/ending words to decode words		Sub-strand 3: Poems Recite poems with stress, rhythm and actions and interpret them in own words		Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
6	Sub-strand 3: Word families, Rhyming Endings and Common Digraphs	Sub-strand 2: Determiners	Sub-strand 3: Poems Recite poems with stress, rhythm and actions and interpret them in own words	Sub-strand 6: Paragraph Development	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
7	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 3: Pronouns Explore the different types of in communication	Sub-strand 4: Story telling Retell stories sequentially, including key details	Sub-strand 9: Writing as a process Select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
8	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 4: Story telling Retell stories sequentially, including key details		Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
9	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 4: Story telling Retell stories sequentially, including key details	Sub-strand 9: Writing as a process	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
10	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 5: Dramatisation and role play. Role play a story	Sub-strand 10: Narrative writing Narrate situations, express feelings and convey point of view about the world/ or fictional world.	Sub-strand 5: Using Qualifying words (Adjectives) Show understanding of adjectives in speech and in writing
11	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 5: Dramatisation and role play. Role play a story	Sub-strand 10: Narrative writing Narrate situations, express feelings and convey point of view about the world/ or fictional world.	Sub-strand 5: Using Qualifying words (Adjectives) Show understanding of adjectives in speech and in writing
12	Sub-strand 7: Comprehension	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 5: Dramatisation and role play. Role play a story		Sub-strand 5: Using Qualifying words (Adjectives) Show understanding of adjectives in speech and in writing
13	REVISION	REVISION	REVISION	REVISION	REVISION

FRENCH WEEKLY SCHEME OF WORK FOR PRIMARY FOUR (B.S. 4)

1 st TRIMESTRE			2 ^e TRIMESTRE (2)		3 ^e TRIMESTRE	
SEMAINE (S)	MATIERE/SUJET/THEME	REFERENCES	MATIERE/SUJET/THEME	REFERENCES	MATIERE/SUJET/THEME	REFERENCES
Ler – 2e Semaine	L'alphabet	Je veux parler Francais pg 1	Les habit/des vetements	French syllabus section 4 unite 6. Et Francais primaire bk 1 pg 23	Les legumes	Francais primaire bk 1 pg 37.
3e – 4e Semaine	Les chiffres/cardinal numbers	Je veux parler Francais pg 4-5	les jours de la semaine et les mois de l'annee	Je veux parler Francais pg 16	Savoir nommer les ustensiles de cuisine.	French syllabus section 1 unite 1 let francais primaire bk 1 pg 40
5e – 6e Semaine	Savoir se presenter Savoir demander et donor Son nom, son prenom, son age Sa nationalite. Sa date de naissance, son lieu de naissance, sa profession et son adresse	French syllabus section 1 unite 1. Transafrique 1 pg 10-13	Les meubles et les fruits	Francais primaire bk 1 pg 29-31. Transafrique 2 pg 20	Les animaux domestiques et les animaux sauvages.	Francais primaire bk 1 pg 43-46. Transafrique bk 3 pg 98
7e Semaine	Les outils d'ecolier et l'ecole	Francais primaire bk 1 pg 14-18	Savoir decrier sa famille et les lieux familiaux. Des Aliments	French syllabus section 1 unite 8.	Savoir se derire	French syllabus section 1 unite 1. Et Transafrique bk 1 pg 20
8e – 9e Semaine	Savoir peeler un mot ecrire un mot.	French syllabus section 1 unite 1.	Savoir demander l'heure donner l'heure	Francais primaire bk 1 pg 34. Transafrique 1 pg 84-86	Conjugaison des verbes Auxiliaries: Etre Avoir	Je veux parler Francais pg 22
10e – 11e Semane	Lest corps humaines	Je veux parler Francaise pg 33- 34 et francais primaire bk 1 pg 20.	Savoir demander l'heure donner l'heure	French syllabus section 2 unite 2. New practiced French bk 1 pg 105	Les articles	Je veux parler Francais pg 47
12e Semaine	Savoir decrier quelqu'un Son physique Son visage	French syllabus section 1 unite 5. Je veux parler Francais pg 36- 37	Moi meme	Je veux parler Francais pg 76	Savoir presenter quell qu'un	French syllabus section 1 unite 11.
13e – 14e Semaine	Revision et examen		Revision et examen		Revision et examen	

(FIRST TERM) GHANAIAIAN LANGUAGE WEEKLY SCHEME OF WORK: PRIMARY 4

WEEK	GHANAIAIAN LANGUAGE/CULTURE			
	ORAL SKILLS	GRAMMAR	READING SKILLS	WRITING SKILLS
	Section 1:	Section 2:	Section 3:	Section 4:
1	<u>Unit 1: The Environment</u> Meaning of environment Environmental degradation	<u>Unit 1: Nouns</u> Proper nouns in Speech writing	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 1: Punctuation marks</u> Full stop, comma, question mark etc.
2	<u>Unit 1: The Environment</u> Meaning of environment Environmental degradation	<u>Unit 1: Nouns</u> Common nouns	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 1: Punctuation marks</u> Full stop, comma, question mark etc.
3	<u>Unit 1: The Environment</u> Meaning of environment Environmental degradation	<u>Unit 1: Nouns</u> Common nouns	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 1: Punctuation marks</u> Full stop, comma, question mark etc.
4	<u>Unit 2: Talking and Listening</u> (Sports and Games) some Rules of the football game	<u>Unit 2: Adjective</u> Adjectives in speech and writing	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 2: Constructing of sentences</u> from substitution table
5	<u>Unit 2: Talking and Listening</u> (Sports and Games) some Rules of the football game	<u>Unit 2: Adjective</u> Adjectives in speech and writing	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 2: Constructing of sentences</u> from substitution table
6	<u>Unit 2: Talking and Listening</u> (Sports and Games) Local, national, world	<u>Unit 3: Verb Tense</u> Simple Present Simple Present in speech	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 3: Controlled composition</u> Simple story writing e.g. A visit to a town
7	<u>Unit 2: Talking and Listening</u> (Sports and Games) Local, national, world	<u>Unit 3: Verb Tense</u> Simple Present Simple Present in speech	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 3: Controlled composition</u> Simple story writing e.g. A visit to a town
8	<u>Unit 3: The Home</u> Appropriate register for items in the kitchen	<u>Unit 3: Verb Tense</u> Simple Present Simple Present with qualifiers	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 4: Simple and Purposeful</u> Communication Writing request and commands
9	<u>Unit 3: The Home</u> Appropriate register for items in the bedroom	<u>Unit 3: Verb Tense</u> Simple Present Simple Present with qualifiers	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 4: Simple and Purposeful</u> Communication Writing request and commands
10	<u>Unit 3: The Home</u> Appropriate register for items in the hall	<u>Unit 3: Verb Tense</u> Simple Past Simple past in speech	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 4: Simple and Purposeful</u> Communication Writing request and commands
11	<u>Unit 3: The Home</u> Appropriate register for items in the kitchen	<u>Unit 3: Verb Tense</u> Simple Past Simple past. writing	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 5: Dictation</u>
12	<u>Unit 3: The Home</u> Appropriate register for items in the kitchen	<u>Unit 3: Verb Tense</u> Simple Past Simple past. writing	<u>Unit 2: Reading</u> Comprehension Class reader	<u>Unit 5: Dictation</u>
13	REVISION	REVISION	REVISION	REVISION

HISTORY OF GHANA WEEKLY SCHEME OF WORK FOR PRIMARY FOUR (B.S 4)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: HISTORY AS A SUBJECT Sub-strand 1: WHY AND HOW WE STUDY HISTORY Show understanding of the importance of studying history. Explain the importance of studying the history of Ghana.	Strand 3: EUROPEANS IN GHANA Sub-strand 3: MISSIONARY ACTIVITIES Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana.	Sub-strand 1: ESTABLISHING BRITISH RULE IN GHANA Show understanding how the various parts of the country were brought together.
2	Sub-strand 1: WHY AND HOW WE STUDY HISTORY Show understanding of the importance of studying history. Explain the importance of studying the history of Ghana.	Sub-strand 3: MISSIONARY ACTIVITIES Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana.	Sub-strand 1: ESTABLISHING BRITISH RULE IN GHANA Show understanding how the various parts of the country were brought together. Describe how the different areas – The Colony, Asante, The Northern Territories and the British Mandated Togoland – became one territory known as the Gold Coast.
3	Sub-strand 1: WHY AND HOW WE STUDY HISTORY Understand the sources of writing history. Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.	Sub-strand 3: MISSIONARY ACTIVITIES Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana. Discuss Christianity and formal education as some of the major impacts of European presence in Ghana	
4	Sub-strand 1: WHY AND HOW WE STUDY HISTORY Understand the sources of writing history. Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.	Sub-strand 3: MISSIONARY ACTIVITIES Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana. Debate the effects of European activities in Ghana.	Strand 6: INDEPENDENT GHANA Sub-strand 1: THE REPUBLICS Understand that there have been four Republics in Ghana.
5	Strand 2: MY COUNTRY GHANA Sub-strand 1: THE PEOPLE OF GHANA Show understanding of some of the factors that led to the rise, expansion and decline of one major Kingdom.	Sub-strand 3: MISSIONARY ACTIVITIES Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana. Locate places where they operated.	Sub-strand 1: THE REPUBLICS Understand that there have been four Republics in Ghana. Explain that Ghana up to June 1960, though independent, had the Queen of The United
6	Sub-strand 1: THE PEOPLE OF GHANA Show understanding of some of the factors that led to the rise, expansion and decline of one major Kingdom. Describe how one major Kingdom was formed and the reasons behind its expansion. State the factors that led to the decline of the Kingdom you have studied.	Sub-strand 3: MISSIONARY ACTIVITIES Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana.	Kingdom (UK) as Head of State of the then Ghana and made limitations on Ghana's independence. Define the term Republic.
7		Sub-strand 3: MISSIONARY ACTIVITIES Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana. Discuss	Sub-strand 1: THE REPUBLICS Understand that there have been four Republics in Ghana. Explain that Ghana up to June 1960, though independent, had the Queen of The United
8	Sub-strand 4: MAJOR HISTORICAL LOCATIONS Demonstrate knowledge of the history of some historical locations in Ghana. Demonstrate the history of Ghana's major	Other activities they engaged in (trade, vocational training centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages)	Kingdom (UK) as Head of State of the then Ghana and made limitations on Ghana's independence. Define the term Republic. Discuss the limitations on Ghana's independence up to June 1960.
9	numerical locations, specifically. Flagstaff house, Burma Camp, James Town Light house, Gbewa Palace, Larabanga Mosque etc.	Strand 4: COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA Sub-strand 1: ESTABLISHING BRITISH RULE IN	Sub-strand 1: THE REPUBLICS Understand that there have been four Republics in Ghana. State the dates and names of leaders of the four Republics of Ghana since 1960.
10	Sub-strand 5: SOME SELECTED INDIVIDUALS Demonstrate understanding of the role of significant traditional rulers in Ghana's history	GHANA. Demonstrate understanding of the gradual process of colonization and recall the initial steps the British took to colonise Ghana.	
11	Sub-strand 5: SOME SELECTED INDIVIDUALS Identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra,	Sub-strand 1: ESTABLISHING BRITISH RULE IN GHANA Examine the Bond of 1844	
12	Ndwura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I, Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc.	Sub-strand 1: ESTABLISHING BRITISH RULE IN GHANA Examine the Bond of 1844	
13	REVISION	REVISION	REVISION

INTEGRATED SCIENCE WEEKLY SCHEME OF WORK FOR PRIMARY FOUR (B.S 4)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: DIVERSITY OF MATTER Sub-strand 1: Living and Non-Living Things The physical features and life processes of living things. Classify animals into insects, birds, mammals and reptiles.	Strand 2: CYCLES Sub-strand 2: LIFE CYCLE OF ORGANISMS Demonstrate understanding of the life cycle of plants. Observe, identify and give functions of the parts of a plant.	Strand 4: FORCES AND ENERGY Sub-strand 3: Forces and Movement Demonstrate understanding of elastic and compressional forces and their everyday applications.
2	Sub-strand 1: Living and Non-Living Things The physical features and life processes of living things. Classify animals into insects, birds, mammals and reptiles.	Sub-strand 2: LIFE CYCLE OF ORGANISMS Demonstrate understanding of the life cycle of plants. Observe, identify and give functions of the parts of a plant	Sub-strand 3: Forces and Movement Demonstrate understanding of elastic and compressional forces and their everyday applications.
3	Sub-strand 1: Living and Non-Living Things The physical features and life processes of living things. Classify animals into insects, birds, mammals and reptiles.	Sub-strand 2: LIFE CYCLE OF ORGANISMS Demonstrate understanding of the life cycle of plants. Observe, identify and give functions of the parts of a plant	Sub-strand 3: Forces and Movement Demonstrate understanding of elastic and compressional forces and their everyday applications.
4	Sub-strand 1: Living and Non-Living Things Explain the differences between Living things and non-living things. Describe the physical appearance of different types of plants (trees, shrubs, climbing, creeping)	Strand 3: SYSTEMS Sub-strand 1: The Human Body Systems Identify the different parts of the human body interdependently to perform a specific function.	Sub-strand 3: Forces and Movement Demonstrate understanding of elastic and compressional forces and their everyday applications.
5	Sub-strand 1: Living and Non-Living Things Explain the differences between Living things and non-living things. Describe the physical appearance of different types of plants (trees, shrubs, climbing, creeping)	Sub-strand 1: The Human Body Systems Identify the different parts of the human body interdependently to perform a specific function. Explore the organs of the digestive system and their functions.	Strand 5: HUMANS AND THE ENVIRONMENT Sub-strand 1: Personal Hygiene and Sanitation Recognise the importance of personal hygiene. Describe ways of sustaining the environment.
6	Sub-strand 1: Living and Non-Living Things Explain the differences between Living things and non-living things. Describe the physical appearance of different types of plants (trees, shrubs, climbing, creeping)	Sub-strand 1: The Human Body Systems Identify the different parts of the human body interdependently to perform a specific function. Explore the organs of the digestive system and their functions.	Sub-strand 1: Personal Hygiene and Sanitation Recognise the importance of personal hygiene. Know how to care for one's self and the environment. Describe ways of sustaining the environment.
7	Sub-strand 2: MATERIALS Demonstrate an understanding of mixtures, their types, formation, use and ways of separating them into their components.	Sub-strand 2: THE SOLAR SYSTEM Show an understanding of the orderliness of the sun, planets and satellites in the solar system, as well as the important role of the sun in the existence of the solar system.	Sub-strand 2: DISEASES Identify common diseases of humans; causes, symptoms, effects and prevention.
8	Sub-strand 2: MATERIALS Demonstrate an understanding of mixtures, their types, formation, use and ways of separating them into their components.	Sub-strand 3: ECOSYSTEM Demonstrate understanding and appreciation of the interactions and interdependencies of organisms in an ecosystem. Explain the concept of ecosystem.	Sub-strand 2: DISEASES Identify common diseases of humans; causes, symptoms, effects and prevention.
9	Sub-strand 2: MATERIALS Describe a liquid-liquid mixture and describe how to separate its components	Strand 4: FORCES AND ENERGY Sub-strand 1: Sources and Forms of Energy Explain the concepts of energy, its various forms, sources and how to transform and conserve it. Identify the effect of heat on the change of state of substances.	Sub-strand 4: CLIMATE CHANGE Explore climate change and explain how it is one of the most important environmental issues facing the world
10	Strand 2: CYCLES Sub-strand 1: Earth Science Demonstrate understanding of cyclic movements in the environment. Identify the objects in the sky during day and night.	Sub-strand 1: Sources and Forms of Energy Explain the concepts of energy, its various forms, sources and how to transform and conserve it. Identify the uses of electricity.	
11	Sub-strand 1: Earth Science Demonstrate understanding of cyclic movements in the environment. Demonstrate the process of condensation, evaporation, transpiration etc.	Sub-strand 1: Sources and Forms of Energy Describe ways of conserving electricity. Identify the basic components and functions of electronic circuits.	
12	Sub-strand 1: Earth Science Demonstrate understanding of cyclic movements in the environment. Demonstrate ways of making water safe.	Sub-strand 1: Sources and Forms of Energy Describe ways of conserving electricity. Identify the basic components and functions of electronic circuits.	
13	REVISION	REVISION	REVISION

MATHEMATICS WEEKLY SCHEME OF WORK FOR PRIMARY FOUR (B.S 4)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: NUMBER Sub-strand 1: Counting, Representation & Cardinality Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100, 000.	Strand 2: ALGEBRA Sub-strand 1: Pattern and Relationships Describe the pattern found in given table or chart.	Sub-strand 3: Measurements (Perimeter & Area) Demonstrate understanding of perimeter of regular and irregular shapes
2	Sub-strand 1: Counting, Representation & Cardinality Model numbers quantities, place value for multi-digit using graph sheets or multi-base materials up to 100, 000	Strand 2: ALGEBRA Sub-strand 1: Pattern and Relationships Describe the pattern found in given table or chart.	Sub-strand 3: Measurements (Perimeter & Area) Demonstrate understanding of perimeter of regular and irregular shapes
3	Sub-strand 1: Counting, Representation & Cardinality Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100, 000. Read and write numbers in figures and in words up 100, 000.	Sub-strand 1: Unknowns, Expressions & Equations Express given problem as an equation in which a symbol is used to represent an unknown number.	Sub-strand 3: Measurements (Perimeter & Area) Demonstrate understanding of perimeter of regular and irregular shapes
4	Sub-strand 1: Counting, Representation & Cardinality Identify numbers in different position around a given numbers in a number chart. Compare and order whole numbers up to 10, 000 and represent comparisons using the symbols “<”, “=”, “>”.	Sub-strand 1: Unknowns, Expressions & Equations Express given problem as an equation in which a symbol is used to represent an unknown number.	Sub-strand 3 Measurement (TIME) Demonstrate understanding of time taken by events in minutes and hours.
5	Sub-strand 1: Counting, Representation & Cardinality Round (off, up, down) whole numbers up to 10000 to the nearest thousands, hundreds and tens.	Sub-strand 1: Unknowns, Expressions & Equations Solve one-step equations involving a symbol to represent an unknown number.	Sub-strand 3 Measurement (TIME) Demonstrate understanding of time taken by events in minutes and hours.
6	Sub-strand 1: Counting, Representation & Cardinality Determine set of factors of a given numbers up to 50. Determine the highest common factor (HCF) of any two whole numbers between 1 and 50. LCM.	Sub-strand 1: Unknowns, Expressions & Equations Solve one-step equations involving a symbol to represent an unknown number.	Strand 4: DATA Sub-strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Demonstrate an understanding of many-to-one correspondence in displaying, and reading or interpreting, graphs.
7	Sub-strand 2: NUMBERS AND OPERATIONS Basic multiplication facts up to 12 x 12. Demonstrate an understanding of multiplication (2 or 3-digit by 1-digit). Determine basic division fact up to 81. Divide 2-digit numbers by 1-digit numbers efficiently.	Strand 3: GEOMETRY AND MEASUREMENT Sub-strand 1: 2D and 3D Shapes Identify the lines of symmetry of regular and irregular 2D shapes.	Sub-strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
8	Sub-strand 3: Fractions Equivalent and Improper fractions. Comparing, adding and subtraction of fractions.	Sub-strand 1: 2D and 3D Shapes Identify the lines of symmetry of regular and irregular 2D shapes.	Sub-strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
9	Sub-strand 3: Fractions Equivalent and Improper fractions. Comparing, adding and subtraction of fractions. Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically	Sub-strand 2: Position / Transformation Describe the position of objects in space using the cardinal points	Sub-strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
10	Sub-strand 3: Fractions Equivalent and Improper fractions. Comparing, adding and subtraction of fractions.	Sub-strand 2: Position / Transformation Describe the position of objects in space using the cardinal points	Sub-strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
11	Sub-strand 3: Fractions Equivalent and Improper fractions. Comparing, adding and subtraction of fractions.	Sub-strand 2: Position / Transformation Describe the position of objects in space using the cardinal points	Sub-strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
12	Sub-strand 3: Fractions Equivalent and Improper fractions. Comparing, adding and subtraction of fractions.	Sub-strand 2: Position / Transformation Describe the position of objects in space using the cardinal points	Sub-strand 1: Data Collection, Organisation, Presentation, Interpretation and Analysis Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
13	REVISION	REVISION	REVISION

RELIGIOUS & MORAL EDUCATION WEEKLY SCHEME OF WORK FOR PRIMARY FOUR (B.S. 4)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: GOD HIS CREATION AND ATTRIBUTES Sub-strand 1: God the Creator Explore and explain the nature of God as the Creator. Identify the uniqueness of humankind from other creatures.	Sub-strand 1: Religious Worship, Prayer and other Religious Practices. Appreciate the importance of prayer, worship and other acts of worship	Strand 4: THE FAMILY AND COMMUNITY Sub-strand 1: Roles and Relationships Explain the need to be committed to God. Identify deeds that attract rewards.
2	Sub-strand 1: God the Creator Explore and explain the nature of God as the Creator. Identify the uniqueness of humankind from other creatures.	Sub-strand 1: Religious Worship, Prayer and other Religious Practices. Appreciate the importance of prayer, worship and other acts of worship	Sub-strand 1: Roles and Relationships Explain the need to be committed to God. Identify deeds that attract rewards.
3	Sub-strand 1: God the Creator Explore and explain the nature of God as the Creator. Identify the uniqueness of humankind from other creatures.	Sub-strand 2: Festivals in the three main major religion Explore festivals and their significance.	Sub-strand 1: Roles and Relationships Explain the need to be committed to God. Identify deeds that attract rewards.
4	Sub-strand 1: God the Creator Explore and explain the nature of God as the Creator. Identify the uniqueness of humankind from other creatures.	Sub-strand 2: Festivals in the three main major religion Explore festivals and their significance.	Strand 5: THE FAMILY, AUTHORITY AND OBEDIENCE Sub-strand 1: Authority and Obedience Explain authority at home, school and in the community
5	Sub-strand 2: The Environment Explain the effects of human activities on the environment. Discuss the effects of human activities on the environment.	Sub-strand 2: Festivals in the three main major religion Explore festivals and their significance.	Sub-strand 1: Authority and Obedience Explain authority at home, school and in the community
6	Sub-strand 2: The Environment Explain the effects of human activities on the environment. Discuss the effects of human activities on the environment.	Sub-strand 2: Festivals in the three main major religion Explore festivals and their significance.	Sub-strand 1: Authority and Obedience Explain authority at home, school and in the community
7	Sub-strand 2: The Environment Explain the effects of human activities on the environment. Discuss the effects of human activities on the environment.	Sub-strand 2: Festivals in the three main major religion Explore festivals and their significance.	Sub-strand 2: Roles, Relationships in the Family and character Formation Importance of being a committed member of the family.
8	Strand 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS Sub-strand 1: Religious Worship, Prayer and other Religious Practices Name the various forms of worship. Purpose of worship in the three main religions.	Sub-strand 2: Festivals in the three main major religion Explore festivals and their significance.	Sub-strand 2: Roles, Relationships in the Family and character Formation Importance of being a committed member of the family.
9	Sub-strand 1: Religious Worship, Prayer and other Religious Practices Name the various forms of worship. Purpose of worship in the three main religions.	Strand 3: RELIGIOUS LEADERS Sub-strand 3: The Call of the Leaders of the Three Major Religions. Explain the significance of the call of main religious leaders.	Sub-strand 2: Roles, Relationships in the Family and character Formation Importance of being a committed member of the family.
10	Sub-strand 1: Religious Worship, Prayer and other Religious Practices Name the various forms of worship. Purpose of worship in the three main religions.	Sub-strand 3: The Call of the Leaders of the Three Major Religions. Explain the significance of the call of main religious leaders.	
11	Sub-strand 1: Religious Worship, Prayer and other Religious Practices Name the various forms of worship. Purpose of worship in the three main religions.	Sub-strand 3: The Call of the Leaders of the Three Major Religions. Explain the significance of the call of main religious leaders.	
12	Sub-strand 1: Religious Worship, Prayer and other Religious Practices Name the various forms of worship. Purpose of worship in the three main religions.	Sub-strand 3: The Call of the Leaders of the Three Major Religions. Explain the significance of the call of main religious leaders.	
13	REVISION	REVISION	REVISION

OUR WORLD, OUR PEOPLE WEEKLY SCHEME OF WORK FOR PRIMARY FOUR (B.S 4)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: ALL ABOUT US Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is	Sub-strand 3: Map Making and Land Marks Physical features of a school.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
2	Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is	Sub-strand 4: Population and Settlement Nature of settlements in Ghana.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
3	Sub-strand 2: Myself Identify one's strength and weakness. How to promote interpersonal relationships	Strand 3: OUR BELIEFS AND VALUES Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
4	Sub-strand 2: Myself Identify one's strength and weakness. Significance of living in harmony with one another.	Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 3: Farming in Ghana Gardening basics such as preparing healthy soil and nursing
5	Sub-strand 3: My Family and the Community Appreciating family relationships. Importance of being a committed member of the family.	Sub-strand 2: Festivals Significance of cultural practices, traditions and celebrations in Ghana.	Sub-strand 3: Farming in Ghana Gardening basics such as preparing healthy soil and nursing
6	Sub-strand 3: My Family and the Community Appreciating family relationships. Importance of being a committed member of the family.	Sub-strand 3: Basic Human Rights Fundamental human rights of citizens	Strand 5: MY GLOBAL COMMUNITY Sub-strand 1: Our Neighbouring Countries Cultural exchanges between Ghana and her neighbours.
7	Sub-strand 4: Home and School Explore the importance of education and work as a responsible citizen.	Sub-strand 4: Being a Leader Leadership. Importance of leadership and civic duty.	Sub-strand 1: Our Neighbouring Countries Cultural exchanges between Ghana and her neighbours.
8	Sub-strand 4: Home and School Explore the importance of education and work as a responsible citizen.	Sub-strand 4: Being a Leader Leadership. Importance of leadership and civic duty.	Sub-strand 1: Our Neighbouring Countries Cultural exchanges between Ghana and her neighbours.
9	Strand 2: ALL AROUND US Sub-strand 1: The Environment and the Weather Environmental safety. Ways of sustaining the environment. How to Prevent pollution in the environment.	Strand 4: OUR NATION GHANA Sub-strand 1: Being a citizen Showing good manners at home, school and community.	Sub-strand 1: Our Neighbouring Countries Cultural exchanges between Ghana and her neighbours.
10	Sub-strand 1: The Environment and the Weather Environmental safety. Ways of sustaining the environment. How to Prevent pollution in the environment.	Sub-strand 1: Being a citizen Showing good manners at home, school and community. Characteristics of a responsible citizen.	
11	Sub-strand 2: Plants and Animals Exploring living and non-living things in the environment	Strand 4: OUR NATION GHANA Sub-strand 2: Authority and Power Respect and obedience to those in authority.	
12	Sub-strand 2: Plants and Animals Exploring living and non-living things in the environment	Sub-strand 2: Authority and Power Respect and obedience to those in authority.	
13	REVISION	REVISION	REVISION

COMPUTING WEEKLY SCHEME OF WORK FOR: PRIMARY 5 (B.S 5)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: INTRODUCTION TO COMPUTING Sub-strand 1: GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS Identify parts of a computer and technology tools	Strand 5: PROGRAMMING AND DATABASE Sub-strand 1: INTRODUCTION TO DATABASES, ALGRITHM AND PROGRAMMING. Demonstrate how to use Databases. Describe Database.	Sub-strand 6: CUSTOMIZING YOUR BROWSER Show how to Customize a Browser. Demonstrate how to set default search engines.
2	Sub-strand 1: GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS Identify parts of a computer and technology tools	Discus importance and uses of database. Describe the types of Database. Identify types of databases and data. Explain fundamental database concepts.	Sub-strand 6: CUSTOMIZING YOUR BROWSER Show how to Customize a Browser. Demonstrate how to set default search engines.
3	Sub-strand 1: GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS Identify parts of a computer and technology tools	Sub-strand 2: INTRODUCTION TO ELECTRONIC SPREADSHEET (TABS AND RIBBONS MANIPULATION) Demonstrate how to use Electronic Spreadsheet. E.g Excel	Sub-strand 7: ELECTRONIC EMAIL Demonstrate the use of Electronic Mail. Identify the various e-mail service providers.
4	Sub-strand 2: INTRODUCTION TO MS-WINDOWS (DESKTOP BACKGROUND AND LOCATIONS OF THE COMPUTER). Demonstrate the use of the Desktop Background as well as working with folders. Personalise the Desktop Background and edit its images (e.g image, icons and Taskbar of the background). Demonstrate an understanding of the File Explorer Window and locations of the computer through the File Explorer. Moving. Copying and pasting a file or icon into and from a folder on the desktop	Identify Electronic Spreadsheets and their uses. Discuss the importance of Electronic Spreadsheets Explore the interface of MS- EXCEL.	Sub-strand 7: ELECTRONIC EMAIL Demonstrate the use of Electronic Mail. Identify the various e-mail service providers. Demonstrate the use of intern e-mail addresses.
5	Sub-strand 3: DATA, SOOURCES AND USAGE Illustrate the use of Data and Identify their sources. Use strategies for identifying data from results of an experiment. Identify primary sources of information. E.g photograph, audio, video recordings, letters etc.	Strand 6: INTERNET AND SOCIAL MEDIA Sub-strand 1: NETWORK OVERVIEW Demonstrate how to Network computers. Explain what a network is. Describe how the internet works Explain what the internet is.	Sub-strand 8: INTERNET OF THINGS (IOT) Demonstrate the use of Internet of Things (IoT) Describe the purpose of Internet of Things. Identify the components of Internet of Things.
6	Sub-strand 3: DATA, SOOURCES AND USAGE Recognise data types (integer, double, float). Demonstrate sending and sharing information. Make simple tables and diagrams from collected data.	Sub-strand 1: NETWORK OVERVIEW Demonstrate how to Network computers. Explain what a network is. Describe how the internet works Explain what the internet is.	Sub-strand 9: DIGITAL LITERACY Demonstrate proficiency in Digital Literacy Describe private and personal information.
7	Sub-strand 4: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION). Demonstrate the use of technology in the community. Discuss the effects of technology on the community.	Sub-strand 2: WEB BROWSERS AND WEB PAGES Demonstrate how to use Web Pages. Explain what a web browser is. Identify web browsers. Demonstrate the use of MS- Internet Explorer. Create favourite folders.	Sub-strand 10: DIGITAL LITERACY Demonstrate the application of Network Etiquette. Define digital footprint. Illustrate how to keep some information from public
8	Strand 2: PRESENTATION Sub-strand 1: INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT) Demonstrate how to use Microsoft PowerPoint.	Sub-strand 2: WEB BROWSERS AND WEB PAGES Demonstrate how to use Web Pages. Explain what a web browser is. Identify web browsers. Use the links toolbar	Strand 7: HEALTH AND SAFETY IN USING ICT TOOLS Sub-strand 1: HEALTH AND SAFETY IN USING
9	Strand 2: PRESENTATION Sub-strand 1: INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT) Demonstrate how to use Microsoft PowerPoint.	Sub-strand 3: SURFING THE WORLD WIDE WEB Demonstrate how to use favourite places.	ICT TOOLS. Describe proper sitting posture. Demonstrate the application of Health and Safety measures, in using ICT tools.
10	Strand 3: WORD PROCESSING Sub-strand: INTRODUCTION TO WORD PROCESSING (TABS ANDRIBBONS OF WORD PROCESSING). Illustrate the use of word processing.	Sub-strand 3: SURFING THE WORLD WIDE WEB Demonstrate how to use favourite places.	
11	Strand 3: WORD PROCESSING Sub-strand: INTRODUCTION TO WORD PROCESSING (TABS ANDRIBBONS OF WORD PROCESSING). Illustrate the use of word processing.	Sub-strand 4: FAVOURITE PLACES AND SEARCH ENGINE Demonstrate how to use Search Engine.	
12	Strand 3: WORD PROCESSING Sub-strand: INTRODUCTION TO WORD PROCESSING (TABS ANDRIBBONS OF WORD PROCESSING). Illustrate the use of word processing.	Sub-strand 5: USING ONLINE FORMS Demonstrate the usage of Forms.	
13	REVISION	REVISION	REVISION

CREATIVE ARTS WEEKLY SCHEME OF WORK FOR PRIMARY FIVE (B.S 5)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.
2	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.
3	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.
4	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.
5	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana
6	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.
7	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.
8	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the
9	history and culture of the people of Ghana.	history and culture of the people of Ghana.	history and culture of the people of Ghana.
10	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines
11	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
12	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
13	REVISION	REVISION	REVISION

ENGLISH LANGUAGE (FIRST TERM) WEEKLY SCHEME OF WORK PRIMARY FIVE (B.S. 5)

WEEK	ENGLISH LANGUAGE				
	READING	GRAMMAR	LISTENING AND SPEAKING	WRITING AND COMPOSITION	WRITING CONVENTIONS /GRAMMAR USAGE
1	Strand 2: Reading Sub-strand 2: Phonics Connect sounds to letters; and blend letter/syllables in order to read and write	Strand 3: Nouns Identify the different types of nouns	Strand 1: Oral Language Sub-strand 1: Songs Poems	Strand 4: Sub-strand 2: Penmanship and handwriting Copy and rewrite sentences correctly	Sub-strand 1: Using Capitalisation Use capital letters to start the first words in a direct speech
2		Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 1: Songs Values in songs		Sub-strand 1: Using Capitalisation Use capital letters to start the first words in a direct speech
3	Sub-strand 2: Phonics Comprehension	Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 1: Songs Values in songs	Sub-strand 2: Penmanship and handwriting	Sub-strand 1: Using Capitalisation Use capital letters to start the first words in a direct speech
4	Sub-strand 3: Word Families, Rhyming Endings and Common Digraphs	Sub-strand 2: Determiners Identify the different types	Sub-strand 3: Poems Respond to poems by discussing their central messages and expressing own opinion	Sub-strand 6: Paragraph Development Develop, organize and express ideas	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
5	Identify minimal pairs and common digraphs	of determiners in communication	Sub-strand 3: Poems Respond to poems by discussing their central messages and expressing own opinion	cohesively in writing for a variety of purposes, audience, and contexts	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
6	Sub-strand 3: Word Families, Rhyming Endings and Common Digraphs	Sub-strand 2: Determiners	Sub-strand 3: Poems. Respond to poems by discussing their central messages and expressing own opinion	Sub-strand 6: Paragraph Development	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
7	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 3: Pronouns Explore the different types of in communication	Sub-strand 4: Story telling Respond to stories	Sub-strand 9: Writing as a process Select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
8	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 3: Pronouns Explore the different types of in communication	Sub-strand 4: Story telling Respond to stories		Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
9	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 3: Pronouns Explore the different types of in communication	Sub-strand 4: Story telling Respond to stories	Sub-strand 9: Writing as a process	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
10	Sub-strand 7: Comprehension. Use appropriate skills and strategies to process meaning from text	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 5: Dramatisation and role play. Appreciate pieces of literary materials through dramatisation	Sub-strand 10: Narrative writing Narrate situations, express feelings and convey point of view about the	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
11	Sub-strand 7: Comprehension Process and comprehend level appropriate text.	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 5: Dramatisation and role play. Appreciate pieces of literary materials through dramatisation	world/ or fictional world.	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
12	Sub-strand 7: Comprehension Process and comprehend level appropriate text.	Sub-strand 5: Verbs Apply the knowledge of verbs in communication	Sub-strand 5: Dramatisation and role play. Role play a story	Sub-strand 10: Narrative writing Narrate situations, express feelings and convey point of view about the world/ or fictional world.	Sub-strand 4: Using Action Words Demonstrate understanding of Verbs in everyday language.
13	REVISION	REVISION	REVISION	REVISION	REVISION

FRENCH WEEKLY SCHEME OF WORK FOR PRIMARY FIVE (B.S. 5)

1st TRIMESTRE			2e TRIMESTRE (2)		3e TRIMESTRE	
SEMAINE (S)	MATIERE/SUJET/THEME	REFERENCES	MATIERE/SUJET/THEME	REFERENCES	MATIERE/SUJET/THEME	REFERENCES
Ler – 2e Semaine	Savoir se presenter savoir demander et donner son nom, son prenom. son age son lieu de naissance, son adresse sa nationalite. Sa profession	French syllabus section 1 Unite 1 and 3	Les Articles Definite/Indefinite	Je veux parler Francais pg 47. Handbook for French Studies by Margret Kwakwa pg. 26-28	Les jours de la semaine et les mois de l'annee	Francais primaire bk 1 pg 37
3e – 4e Semaine	fait	Francais primaire Bk 1 pg 11 Tranafrrique bk 2 pg 72	La Nationalite	Je veux parler Francais pg 19-20	Le meubles pronom personnel	Francais primaire bk 1 pg 29
5e – 6e Semaine	A la maison qu'est-ce que c'est	Je veux parler Francais pg 38	Savoir decrier sa famille et les lieux familiaux	French syllabus section 1 Unite 8	Qu'est-ce que tu preferes? Conjugaison deuxieme groupe verbs	Tranafrrique bk 1 pg 36-37
7e Semaine	Possessive Adjectives	French basic course ny Monique cossard pg. 100	L'unique priere	Je veux parler Francais pg 23	La coifure	Francais primaire bk 1 pg 26
8e – 9e Semaine	Les outils d'ecolier	Francais primaire Bk 1 pg 14-18	Savoir decrier des preffession	French syllabus section 2 Unite 1 et je veux parler Francais pg 71-73	Des Aliments	Francais primaire bk 1 pg 34-35
10e – 11e Semane	Les corps humaine	Je veux parler Francais pg 33-34	Savoir demander l'heure et donner l'heure	French Syllabus section 2 unite 2 Tranafrrique bk 2 pg 40	Savoir nommer: Les commercents, les magasins, les marchandises et leur mode de presentation	French syllabus section 4 Unite 2
12e Semaine	Savoir exprimer la propriete des objets	French syllabus section 1 Unite 10: New practical French students bk 1 pg 4-5	Savoir se decriere	French Syllabus section 1 unite 6 Je veux parler Francais pg 76	La sale de classe	Je veux parler Francais pg 62-65
13e – 14e Semaine	Revision et examen		Revision et examen		Revision et examen	

APEC FIRST TERM WEEKLY SCHEME OF WORK: PRIMARY 5

WEEK	GHANAIAN LANGUAGE/CULTURE			
	ORAL SKILLS	GRAMMAR	READING SKILLS	WRITING SKILLS
	Section 1:	Section 2:	Section 3:	Section 4:
1	<u>Unit 1: Manners and Etiquette Elements of comportment</u>	<u>Unit 1: Nouns: Countable and Uncountable nouns</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 1: Picture description e.g. A market scene</u>
2	<u>Unit 1: Manners and Etiquette Elements of comportment</u>	<u>Unit 1: Nouns: Countable nouns in speech and writing</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 1: Picture description e.g. A market scene</u>
3	<u>Unit 1: Manners and Etiquette Elements of comportment</u>	<u>Unit 1: Nouns: Countable nouns in speech and writing</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 1: Picture description e.g. A market scene</u>
4	<u>Unit 2: Authority and obedience Levels of authority or Power structure at home</u>	<u>Unit 1: Nouns: Uncountable nouns Uncountable nouns in speech and writing</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 1: Picture description e.g. A hospital scene</u>
5	<u>Unit 2: Levels of authority or Power structure at home</u>	<u>Unit 2: Adjectives (Quality & Quantity) Adjectives in sentences and passages</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 2: Other forms of description e.g. Describe your school</u>
6	<u>Unit 2: Why should we obey People in authority</u>	<u>Unit 2: Adjectives Appropriate use of adjectives</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 2: Other forms of description e.g. Describe your school building</u>
7	<u>Unit 2: Qualities of an obedient Person</u>	<u>Unit 2: Adjectives Appropriate use of adjectives</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 3: Punctuation Marks Full stop, comma, colon etc.</u>
8	<u>Unit 2: Qualities of an obedient Person</u>	<u>Unit 3: Simple determiners determines in sent</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 3: Punctuation Marks Question marks, quotation etc.</u>
9	<u>Unit 2: Qualities of an obedient Person</u>	<u>Unit 3: Simple determiners determines in passages</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 4: Letter Writing (Informal)</u>
10	<u>Unit 3: Artifacts Artifacts produced in the locality (home)</u>	<u>Unit 3: Simple determiners Appropriate use of determines in speech</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 4: Letter Writing (Informal)</u>
11	<u>Unit 3: Artifacts Artifacts produced in the locality (chief regalia)</u>	<u>Unit 3: Simple determiners Appropriate use of determines in writing</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 5: Narration Composition</u>
12	<u>Unit 3: Artifacts Some uses of Artifacts</u>	<u>Unit 3: Simple determiners Appropriate use of determines in writing</u>	<u>Unit 1: Short Passage Class reader</u>	<u>Unit 5: Narration Composition</u>
13	REVISION	REVISION	REVISION	REVISION

HISTORY OF GHANA WEEKLY SCHEME OF WORK FOR PRIMARY FIVE (B.S 5)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 2: MY COUNTRY GHANA Sub-strand 1: THE PEOPLE OF GHANA Demonstrate understanding of how life in ancient times was different from life today.	Strand 4: COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA. Sub-strand 2: Social Developments Under Colonial Rule Demonstrate understanding of the social developments that took place during the colonial period (1874 - 1957)	Strand 5: JOURNEY TO INDEPENDENCE Sub-strand 1: EARLY PROTEST MOVEMENTS Show understanding of the factors that led to the formation of early protest movements in Ghana
2	Sub-strand 1: THE PEOPLE OF GHANA Describe how our ancestors lived in ancient times (before 15 th century) and compare it with how we live today. Identify the kinds of food they ate, the clothes they wore and how they travelled. Visit ancient sites and museums.	Sub-strand 2: Social Developments Under Colonial Rule Demonstrate understanding of the social developments that took place during the colonial period (1874 - 1957)	Sub-strand 1: EARLY PROTEST MOVEMENTS Identify the early protest movements in Ghana before 1945. What is a protest movement? List the main protest movements in Ghana before 1945: Aborigines Rights Protection Society – ARPS
3	Sub-strand 1: THE PEOPLE OF GHANA Demonstrate understanding of how life in ancient times was different from life today.	Sub-strand 2: Social Developments Under Colonial Rule. Identify the developments in education during the colonial era (1874 - 1957)	1897 National Congress of British West Africa-NCBWA 1917. The Gold Coast Youth Conference - 1929
4	Sub-strand 1: THE PEOPLE OF GHANA Demonstrate understanding of how life in ancient times was different from life today. Describe some ancient towns in Ghana (Begho, Bono-Manso, Dawhenya, Eguafu, Kintampo)	Sub-strand 2: Social Developments Under Colonial Rule. Recall the role of the important people in (a) the community and (b) the country who played key role in the educational sector. E.g Dr. Kwagyr Aggrey.	Sub-strand 1: EARLY PROTEST MOVEMENTS Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society – ARPS – 1897.
5	Sub-strand 5: SOME SELECTED INDIVIDUALS Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally.	Sub-strand 2: Social Developments Under Colonial Rule. Identify some of the health facilities and housing projects in the colonial era.	Sub-strand 1: EARLY PROTEST MOVEMENTS. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945
6	Sub-strand 5: SOME SELECTED INDIVIDUALS Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally.	Sub-strand 2: Social Developments Under Colonial Rule. Identify some of the health facilities and housing projects in the colonial era.	Sub-strand 1: EARLY PROTEST MOVEMENTS. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945
7	Sub-strand 5: SOME SELECTED INDIVIDUALS Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally. Name some Ghanaians who have made significant contribution locally and	Sub-strand 2: Social Developments Under Colonial Rule. Identify some of the health facilities and housing projects in the colonial era.	Strand 5: JOURNEY TO INDEPENDENCE Sub-strand 3: THE 1948 RIOTS AND AFTER Show understanding of the sequence of events leading to the 1948 riots in Ghana.
8	Internationally including Dr. R.E.G Armattoe (Science and Medicine). Kofi Annan (International diplomacy), Osibisa (Popular musician), EL Anatsui (Sculptor), David Adjaye (Architect), Ozwald Boateng (fashion), Efua Sutherland (Playwright), Prof Francis Allotey (Science and History) etc.	Sub-strand 3: ECONOMIC DEVELOPMENTS UNDER COLONIAL RULE Show understanding of the Economic policies and projects during the colonial period (1974 - 1957). Identify the economic policies and projects during the colonial era.	Sub-strand 3: THE 1948 RIOTS AND AFTER Show understanding of the sequence of events leading to the 1948 riots in Ghana. Explain why people were unhappy in the country after the Second World War.
9	Strand 3: EUROPEANS IN GHANA Sub-strand 2: International Trade including the Slave Trade. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16 th century.	Sub-strand 3: ECONOMIC DEVELOPMENTS UNDER COLONIAL RULE Describe the economic measures introduced during the colonial period including transport and communication projects.	Sub-strand 3: THE 1948 RIOTS AND AFTER Show understanding of the sequence of events leading to the 1948 riots in Ghana. Examine sources of evidence about what happened during the 1948 riots. Discuss the arrest of the “Big Six” (leaders of UGCC)
10	Sub-strand 2: International Trade including the Slave Trade. Investigate why the Europeans began trading in humans by the 16 th century. Use a map to explain the concept of Trans-Antlantic slave trade.	Sub-strand 3: ECONOMIC DEVELOPMENTS UNDER COLONIAL RULE Enumerate contributions in the agriculture sector. Discuss the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become.	Sub-strand 3: THE 1948 RIOTS AND AFTER Show understanding of the sequence of events leading to the 1948 riots in Ghana. Examine sources of evidence about what happened during the 1948 riots. Discuss the arrest of the “Big Six” (leaders of UGCC)
11	Sub-strand 2: International Trade including the Slave Trade. Investigate why the Europeans began trading in humans by the 16 th century.	Enumerate contributions of the colonial government to mining sector	
12	Sub-strand 2: International Trade including the Slave Trade. Investigate why the Europeans began trading in humans by the 16 th century.	Sub-strand 3: ECONOMIC DEVELOPMENTS UNDER COLONIAL RULE	

INTEGRATED SCIENCE WEEKLY SCHEME OF WORK FOR PRIMARY FIVE (B.S 5)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: DIVERSITY OF MATTER Sub-strand 1: Living and Non-Living Things Identify and explain the physical features and life processes of living things and use this understanding to classify them	Strand 3: SYSTEMS Sub-strand 1: The Human Body Systems Identify the different parts of the human body and how they work interdependently to perform a specific function	Strand 4: FORCES AND ENERGY Sub-strand 3: Forces and Movement Identify how movement is caused by applied forces due to the release of stored energy.
2	Sub-strand 1: Living and Non-Living Things Identify and explain the physical features and life processes of living things and use this understanding to classify them	Sub-strand 1: The Human Body Systems Identify the different parts of the human body and how they work interdependently to perform a specific function	Sub-strand 3: Forces and Movement Explain the term, "Friction", its effects and applications.
3	Demonstrate understanding of the differences between living things, non-living things, and things which have never been alive. Sub-strand 1: Living and Non-Living Things	Sub-strand 1: The Human Body Systems Identify and explain the parts of the respiratory system in humans.	Strand 5: HUMANS AND THE ENVIRONMENT Sub-strand 1: Personal Hygiene and Sanitation Identify and explain the importance of personal hygiene.
4	Demonstrate understanding of the differences between living things, non-living things, and things which have never been alive. Sub-strand 2: MATERIALS	Sub-strand 1: The Human Body Systems Identify and explain the parts of the respiratory system in humans.	Sub-strand 1: Personal Hygiene and Sanitation Identify and explain the importance of personal hygiene. Know why it is important to wash clothes regularly. Know how to keep washrooms clean
5	Identify materials as important resources for providing human needs. Sub-strand 2: MATERIALS	Sub-strand 2: The Solar System Identify the components of the solar system (sun, earth, moon, other planets, satellite)	Sub-strand 1: Personal Hygiene and Sanitation Identify the natural and human features of the environment and the need to keep it clean.
6	Identify materials as important resources for providing human needs. Classify everyday materials based on their properties (soft, hard, rough, smooth, opaque, transparent and bendable) Sub-strand 2: MATERIALS	Sub-strand 2: The Solar System Identify the components of the solar system (sun, earth, moon, other planets, satellite)	Sub-strand 2: DISEASES Identify common diseases of humans: causes, symptoms, effects and prevention. (Cholera)
7	Explain mixtures, the types, formation, uses and ways of separating them into components. Demonstrate the formation and separation of mixtures (solid-liquid and liquid-liquid mixtures) Strand 2: CYCLES Sub-strand 1: EARTH SCIENCE	Sub-strand 3: ECOSYSTEM Show/Demonstrate understanding of ecosystem, interdependency of organisms in an ecosystem and appreciate the interactions. Know how the various organisms are adapted to survive in their habitat.	Sub-strand 2: DISEASES Identify common diseases of humans: causes, symptoms, effects and prevention. (Cholera)
8	Recognise that some events in our environment occur recurrently. Know how day and night are formed. Sub-strand 1: EARTH SCIENCE	Sub-strand 3: ECOSYSTEM Show/Demonstrate understanding of ecosystem, interdependency of organisms in an ecosystem and appreciate the interactions. Know how the various organisms are adapted to survive in their habitat.	Sub-strand 3: SCIENCE AND INDUSTRY Explore the impact of science and technology in society. Identify raw materials used in some local industries (kenkey production, gari production, ceramic production and pottery production)
9	Describe the benefits of the sun to the earth. Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle. Sub-strand 1: EARTH SCIENCE	Strand 4: FORCES AND ENERGY Sub-strand 1: Sources and Forms of Energy Demonstrate understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved.	Sub-strand 4: CLIMATE CHANGE Explain how climate change is one of the most important environmental issues facing the world today. Identify the impact of deforestation on climate change.
10	Describe the uses of carbon dioxide and its effects on humans and life earth. Identify human activation that make water unsuitable for human use Sub-strand 2: Life Cycle of Organism	Sub-strand 1: Sources and Forms of Energy Explain how energy is transformed from one form to another. Know how to use electricity efficiently in the home. Show the relationship between heat and temperature.	
11	Demonstrate understanding of life cycle of a plant. Sub-strand 2: Life Cycle of Organism	Sub-strand 2: ELECTRICITY AND ELECTRONICS Identify the components of an electric circuit and their functions	
12	Demonstrate understanding of life cycle of a plant. Sub-strand 2: Life Cycle of Organism	Sub-strand 2: ELECTRICITY AND ELECTRONICS Identify the components of an electric circuit and their functions	
13	REVISION	REVISION	REVISION

MATHEMATICS WEEKLY SCHEME OF WORK FOR PRIMARY FIVE (B.S 5)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: NUMBER Sub-strand 1: Counting, Representation & Cardinality Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 1, 000, 000.	Strand 2: ALGEBRA Sub-strand 1: Patterns and Relationships Determine the pattern rule to make predictions about subsequent elements.	Strand 3: GEOMETRY AND MEASUREMENT Sub-strand 3: Perimeter, Area, Capacity/Volume and Angle Identify and sort quadrilaterals, including
2	Sub-strand 1: Counting, Representation & Cardinality Model numbers quantities, place value for multi-digit using graph sheets or multi-base materials up to 100, 000	Sub-strand 1: Patterns and Relationships Determine the pattern rule to make predictions about subsequent elements. Predict subsequent elements in a given pattern.	rectangles, squares, trapezoids, parallelograms and rhombuses according to their attributes. Calculate perimeter of given in centimetres and metres.
3	Sub-strand 1: Counting, Representation & Cardinality Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 1, 000, 000. Read and write numbers in figures and in words up 1, 000, 000.	Sub-strand 1: Patterns and Relationships Determine the pattern rule to make predictions about subsequent elements. Represent a given pattern visually to verify predictions.	Sub-strand 3: Perimeter, Area, Capacity/Volume and Angle. Calculate perimeter of given in centimetres and metres. Calculate surface area of given shapes in cm and m
4	Sub-strand 1: Counting, Representation & Cardinality Identify numbers in different position around a given numbers in a number chart. Compare and order whole numbers up to 100, 000 and represent comparisons using the symbols " $<$ ", " $=$ ", " $>$ ".	Sub-strand 2: ALGEBRAIC EXPRESSIONS Demonstrate understanding of algebraic expression. Add, Subtract, Multiply and Divide.	Sub-strand 3: Perimeter, Area, Capacity/Volume and Angle. Volume of shapes (cube/cuboids). Determine different sizes of boxes that have the same volume
5	Sub-strand 1: Counting, Representation & Cardinality Round (off, up, down) whole numbers up to 10000 to the nearest thousands, hundreds and tens.	Sub-strand 2: ALGEBRAIC EXPRESSIONS Demonstrate understanding of algebraic expression. Add, Subtract, Multiply and Divide.	Sub-strand 3: MEASUREMENT (ANGLES) Demonstrate an understanding of angles.
6	Sub-strand 1: Counting, Representation & Cardinality Factors, Prime numbers, Composite numbers, even numbers, odd numbers, HCF. Multiplication of a 2-digit or 3-digit number. Basic division facts up to 81.	Sub-strand 2: ALGEBRAIC EXPRESSIONS Demonstrate understanding of algebraic expression. Add, Subtract, Multiply and Divide.	Sub-strand 3: MEASUREMENT (ANGLES) Demonstrate an understanding of angles.
7	Sub-strand 1: Counting, Representation & Cardinality Factors, Prime numbers, Composite numbers, even numbers, odd numbers, HCF. Multiplication of a 2-digit or 3-digit number. Basic division facts up to 81. Addition and subtraction of integers	Sub-strand 3: Variables and Equations Express a given problem as an equation where the unknown is represented by a letter to variable	Sub-strand 3: Geometric Reasoning. Describe the position of objects in space using cardinal points
8	Sub-strand 3: FRACTIONS Comparing, Adding, Subtracting, and multiplication of fraction.	Sub-strand 3: Variables and Equations Express a given problem as an equation where the unknown is represented by a letter to variable	Strand 4: DATA Sub-strand 1: Data collection, organization, Presentation, interpretation and Analysis. Differentiate between first-hand and second-hand data. Construct and interpret double bar graphs to draw conclusions.
9	Sub-strand 3: FRACTIONS Comparing, Adding, Subtracting, and multiplication of fraction.	Sub-strand 3: Variables and Equations Express a given problem as an equation where the unknown is represented by a letter to variable	Sub-strand 2: Chance (Probability) Describe the likelihood of a single outcome occurring using words such as impossible, possible, and certain.
10	Sub-strand 3: FRACTIONS Comparing, Adding, Subtracting, and multiplication of fraction.	Strand 3: GEOMETRY AND MEASUREMENT Sub-strand 1: Lines and Shapes Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms and rhombuses according to their attributes.	
11	Sub-strand 3: FRACTIONS Comparing, Adding, Subtracting, and multiplication of decimal fraction. Percentages	Sub-strand 1: Lines and Shapes Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms and rhombuses according to their attributes.	
12	Sub-strand 3: FRACTIONS Comparing, Adding, Subtracting, and multiplication of decimal fraction. Percentages	Sub-strand 1: Lines and Shapes Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms and rhombuses according to their attributes.	
13	REVISION	REVISION	REVISION

RELIGIOUS & MORAL EDUCATION WEEKLY SCHEME OF WORK FOR PRIMARY FIVE (B.S. 5)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: GOD, HIS CREATION and ATTRIBUTES Sub-strand 1: God the Creator How special each individual is. Qualities of God that humankind should demonstrate. Appreciate the nature of God as the Creator.	Sub-strand 2: Festivals in the Three Major Religions Festivals and their significance.	Strand 4: THE FAMILY AND COMMITMENT Sub-strand 1: The Family and the Community Explain Family Commitment.
2	Sub-strand 1: God the Creator How special each individual is. Qualities of God that humankind should demonstrate. Appreciate the nature of God as the Creator.	Sub-strand 2: Festivals in the Three Major Religions Festivals and their significance.	Sub-strand 1: The Family and the Community Explain Family Commitment.
3	Sub-strand 1: God the Creator How special each individual is. Qualities of God that humankind should demonstrate. Appreciate the nature of God as the Creator.	Sub-strand 2: Festivals in the Three Major Religions Festivals and their significance.	Sub-strand 1: The Family and the Community Explain Family Commitment.
4	Sub-strand 1: God the Creator How special each individual is. Qualities of God that humankind should demonstrate. Appreciate the nature of God as the Creator.	Sub-strand 2: Festivals in the Three Major Religions Festivals and their significance.	Sub-strand 1: The Family and the Community Explain Family Commitment.
5	Sub-strand 2: THE ENVIRONMENT Effects of human activities on the environment. Explore how to care for the environment.	Sub-strand 2: Festivals in the Three Major Religions Festivals and their significance.	Strand 5: THE FAMILY, AUTHORITY and OBEDIENCE Sub-strand 1: Authority and Obedience The need to obey and submit to authority
6	Sub-strand 2: THE ENVIRONMENT Effects of human activities on the environment. Explore how to care for the environment.	Sub-strand 2: Festivals in the Three Major Religions Festivals and their significance.	Sub-strand 1: Authority and Obedience The need to obey and submit to authority
7	Sub-strand 2: THE ENVIRONMENT Effects of human activities on the environment. Explore how to care for the environment.	Strand 3: RELIGIOUS LEADERS Sub-strand 4: Ministry of the Leaders of the Three Major Religions. Show an understanding of the major religious leaders	Sub-strand 1: Authority and Obedience The need to obey and submit to authority
8	Sub-strand 2: THE ENVIRONMENT Effects of human activities on the environment. Explore how to care for the environment.	Sub-strand 4: Ministry of the Leaders of the Three Major Religions. Show an understanding of the major religious leaders.	Sub-strand 1: Roles, Relationships in the Family and Character Formation. Importance of being a responsible family member.
9	Strand 2: RELIGIOUS AND THEIR MORAL IMPLICATIONS Sub-strand 1: Religious Worship in the Three Major Religions in Ghana. Importance of prayer, worship and other acts of worship.	Sub-strand 4: Ministry of the Leaders of the Three Major Religions. Show an understanding of the major religious leaders.	Sub-strand 1: Roles, Relationships in the Family and Character Formation. Importance of being a responsible family member.
10	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana. Importance of prayer, worship and other acts of worship.	Sub-strand 4: Ministry of the Leaders of the Three Major Religions. Show an understanding of the major religious leaders.	
11	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana. Importance of prayer, worship and other acts of worship.	Sub-strand 4: Ministry of the Leaders of the Three Major Religions. Show an understanding of the major religious leaders.	
12	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana. Importance of prayer, worship and other acts of worship.	Sub-strand 4: Ministry of the Leaders of the Three Major Religions. Show an understanding of the major religious leaders.	
13	REVISION	REVISION	REVISION

OUR WORLD, OUR PEOPLE WEEKLY SCHEME OF WORK FOR PRIMARY FIVE (B.S 5)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: ALL ABOUT US Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is compared to other creatures.	Sub-strand 3: Map Making and Land Marks Locating land marks on a map.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
2	Sub-strand 1: Nature of God Appreciating the uniqueness and how special each individual is compared to other creatures.	Sub-strand 4: Population and Settlement Features of rural settlement. Nature of settlements in Ghana.	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
3	Sub-strand 2: Myself Changes that occur during adolescence	Strand 3: OUR BELIEFS AND VALUES Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 4: Farming in Ghana Basic farming practices.
4	Sub-strand 2: Myself Changes that occur during adolescence	Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 4: Farming in Ghana Basic farming practices.
5	Sub-strand 3: My Family and the Community Importance of being a committed member of the family. Promoting gender equity.	Sub-strand 2: Festivals Significance of cultural practices, traditions and celebrations in Ghana.	Strand 5: MY GLOBAL COMMUNITY Sub-strand 1: Our Neighbouring Countries Economic exchanges between Ghana and her neighbours.
6	Sub-strand 3: My Family and the Community Importance of being a committed member of the family. Promoting gender equity.	Sub-strand 3: Basic Human Rights Fundamental human rights of citizens	Sub-strand 1: Our Neighbouring Countries Economic exchanges between Ghana and her neighbours.
7	Sub-strand 4: Home and School Peer groups. Skills for dealing with peer pressure.	Sub-strand 4: Being a Leader Ministry of the major religious leaders.	Sub-strand 1: Our Neighbouring Countries Economic exchanges between Ghana and her neighbours.
8	Sub-strand 4: Home and School Peer groups. Skills for dealing with peer pressure.	Sub-strand 4: Being a Leader Ministry of the leaders of the three religions	Sub-strand 1: Our Neighbouring Countries Economic exchanges between Ghana and her neighbours.
9	Strand 2: ALL AROUND US Sub-strand 1: The Environment and the Weather Human activities that contribute to abundant greenhouse gasses in the atmosphere. Climate change. Ways to care for the environment	Strand 4: OUR NATION GHANA Sub-strand 1: Being a citizen Attitudes needed for effective citizenship. Explore how diversity can promote national development	Sub-strand 1: Our Neighbouring Countries Economic exchanges between Ghana and her neighbours.
10	Sub-strand 1: The Environment and the Weather Human activities that contribute to abundant greenhouse gasses in the atmosphere. Climate change. Ways to care for the environment	Sub-strand 1: Being a citizen Attitudes needed for effective citizenship. Explore how diversity can promote national development	
11	Sub-strand 2: Plants and Animals Animal housing and how to care for pets.	Strand 4: OUR NATION GHANA Sub-strand 2: Authority and Power The need to submit to authority Respect and obedience to those in authority.	
12	Sub-strand 2: Plants and Animals Animal housing and how to care for pets.	Sub-strand 2: Authority and Power The need to submit to authority. Importance of democratic governance.	
13	REVISION	REVISION	REVISION

COMPUTING WEEKLY SCHEME OF WORK FOR PRIMARY SIX (B.S 6)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	STRAND 1: INTRODUCTION TO COMPUTING Sub-Strand 1: Generation of computers and parts of a computer and other gadgets. Identifying parts of a computer, technology tools and history of computers	STRAND 5: PROGRAMMING AND DATABASES Sub-Strand 1: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING LANGUAGES Eg. MS-EXCEL, SCRATCH, VB DOT NET etc.	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 4: FAVOURITE PLACES AND SEARCH ENGINE Demonstrate searching for information on the web.
2	Sub-strand 2: INTRODUCTION TO MS-WINDOWS INTERFACE. Demonstrate the use of Desktop Background as well as working with folders	Sub-Strand 1: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING LANGUAGES Eg. MS-EXCEL, SCRATCH, VB DOT NET etc. Demonstrate how to manipulate data in Databases	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 5: USING ONLINE FORMS Demonstrate the usage of online forms
3	Sub-strand 2: INTRODUCTION TO MS-WINDOWS INTERFACE. Demonstrate the use of Desktop Background as well as working with folders	Sub-Strand 1: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING LANGUAGES Eg. MS-EXCEL, SCRATCH, VB DOT NET etc. Demonstrate how to manipulate data in Databases	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 5: USING ONLINE FORMS Demonstrate the usage of online forms
4	Sub-strand 3: DATA, SOURCES AND USAGE Demonstrate the use of Date and identify sources of data	STRAND 5: PROGRAMMING AND DATABASES Sub-strand 2: INTRODUCTION TO ELECTRONIC SPREADSHEET. Tabs and Ribbon manipulation. Demonstrate how to use spreadsheet	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 6: CUSTOMIZING YOUR BROWSER Show how to customize a Browser
5	Sub-strand 3: DATA, SOURCES AND USAGE Demonstrate the use of Date and identify sources of data	STRAND 5: PROGRAMMING AND DATABASES Sub-strand 2: INTRODUCTION TO ELECTRONIC SPREADSHEET. Tabs and Ribbon manipulation. Demonstrate how to use spreadsheet.	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 7: ELECTRONIC MAIL Demonstrate the use of Electronic Mail
6	Sub-strand 3: DATA, SOURCES AND USAGE Demonstrate the use of Date and identify sources of data	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 1: NETWORK OVERVIEW Demonstrate how to network computers	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 8: INTERNET OF THINGS (IOT) Demonstrate the use of Internet of Things (IoT)
7	Sub-strand 4: TECHNOLOGY IN THE COMMUNITY Demonstrate the use of Technology in the community	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 1: NETWORK OVERVIEW Demonstrate how to network computers	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 9: DIGITAL LITERACY Demonstrate proficiency in Digital Literacy
8	Sub-strand 4: TECHNOLOGY IN THE COMMUNITY Demonstrate the use of Technology in the community	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 2: WEB BROWSERS AND WEB PAGES Demonstrate the use of a Web Browser.	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 10: INTERNET ETIQUETTE Demonstrate the application of internet Etiquette
9	STRAND 2: PRESENTATION Sub-strand 1: INTRODUCTION TO MS-POWERPOINT Demonstrate how to use Microsoft PowerPoint.	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 2: WEB BROWSERS AND WEB PAGES Demonstrate the use of a Web Browser.	STRAND 7: HEALTH AND SAFETY IN USING ICT TOOLS Sub-Strand 1: HEALTH AND SAFETY IN USING ICT TOOLS Demonstrate how to apply Health and Safety measures in using ICT Tools
10	STRAND 2: PRESENTATION Sub-strand 1: INTRODUCTION TO MS-POWERPOINT Demonstrate how to use Microsoft PowerPoint.	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 2: WEB BROWSERS AND WEB PAGES Demonstrate the use of a Web Browser.	
11	STRAND 3: WORD PROCESSING Sub-strand 1: INTRODUCTION TO MS-POWERPOINT	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 3: SURFING THE WORLD WIDE WEB Demonstrate Surfing the World Wide Web	
12	STRAND 3: WORD PROCESSING Sub-strand 1: INTRODUCTION TO MS-POWERPOINT	STRAND 6: INTERNET AND SOCIAL MEDIA Sub-Strand 3: SURFING THE WORLD WIDE WEB Demonstrate Surfing the World Wide Web	
13	REVISION	REVISION	REVISION

CREATIVE ARTS WEEKLY SCHEME OF WORK FOR PRIMARY SIX (B.S 6)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.	Strand 1: VISUAL ARTS Sub-strand 1: Thinking and Exploring Ideas Develop ideas by studying the artworks of some Ghanaian visual arts that reflect topical issues in Ghana.
2	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.	Strand 2: PERFORMING ARTS Sub-strand 1: Thinking and Exploring ideas Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana.
3	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.	Strand 1: VISUAL ARTS Sub-strand 2: Planning, Making & Composing Use available materials in the environment to make own visual artworks that represent the artworks studied.
4	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.	Strand 2: PERFORMING ARTS Sub-strand 2: Planning, Making & Composing Experiment with available visual arts media and techniques to create artworks based on Views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana.
5	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana	Strand 1: VISUAL ARTS Sub-strand 3: Displaying and Sharing. Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana
6	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.	Strand 1: PERFORMING ARTS Sub-strand 3: Displaying and Sharing Plan a performance of composition to share creative experiences based on own ideas and understanding of the history and culture of the people of Ghana.
7	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.	Strand 1: VISUAL ARTS Sub-strand 4: Appreciating and Appraising Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.
8	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the	Strand 2: PERFORMING ARTS Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the
9	history and culture of the people of Ghana.	history and culture of the people of Ghana.	history and culture of the people of Ghana.
10	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines	Sub-strand 4: Appreciating and Appraising. Develop guidelines
11	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
12	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.	Sub-strand 4: Appreciating and Appraising. Develop guidelines for appreciating own and others' visual artworks that reflect the history and culture of the people of Ghana.
13	REVISION	REVISION	REVISION

ENGLISH LANGUAGE (FIRST TERM) WEEKLY SCHEME OF WORK PRIMARY SIX (B.S. 6)

WEEK	ENGLISH LANGUAGE				
	READING	GRAMMAR	LISTENING AND SPEAKING	WRITING AND COMPOSITION	WRITING CONVENTIONS /GRAMMAR USAGE
1	Strand 2: Reading Sub-strand 2: Phonics Connect sounds to letters; and blend letter/syllables in order to read and write	Strand 3: Nouns Identify the different types of nouns	Strand 1: Oral Language Sub-strand 1: Songs Poems	Strand 4: Sub-strand 2: Penmanship and handwriting Copy and rewrite sentences correctly	Sub-strand 1: Using Capitalisation Use capital letters to start the first words in a direct speech
2		Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 1: Songs Demonstrate understanding of variety of songs.		Sub-strand 1: Using Capitalisation Use capital letters to start the first words in a direct speech
3	Sub-strand 2: Phonics Comprehension	Sub-strand 1: Nouns Identify the different types of nouns	Sub-strand 1: Songs Values in songs Compose songs around values discussed	Sub-strand 2: Penmanship and handwriting	Sub-strand 1: Using Capitalisation Use capital letters to start the first words in a direct speech
4	Sub-strand 3: Word Families, Rhyming Endings and Common Digraphs	Sub-strand 2: Determiners Identify the different types	Sub-strand 3: Poems Appreciate poems and other pieces of literary materials	Sub-strand 6: Paragraph Development Develop, organize and express ideas	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
5	Identify minimal pairs and common digraphs	of determiners in communication	Sub-strand 3: Poems Appreciate poems and other pieces of literary materials	cohesively in writing for a variety of purposes, audience, and contexts	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
6	Sub-strand 3: Word Families, Rhyming Endings and Common Digraphs	Sub-strand 2: Determiners	Sub-strand 3: Poems. Appreciate poems and other pieces of literary materials	Sub-strand 6: Paragraph Development	Sub-strand 2: Using Punctuation Show understanding of how punctuations are used appropriately in writing
7	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 3: Pronouns Explore the different types of in communication	Sub-strand 4: Story telling Respond to stories	Sub-strand 9: Writing as a process Select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
8	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 3: Pronouns Explore the different types of in communication	Sub-strand 4: Story telling Respond to stories		Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
9	Sub-strand 4: Diphthongs Identify and use diphthongs to decode words	Sub-strand 3: Pronouns Explore the different types of in communication	Sub-strand 4: Story telling Respond to stories	Sub-strand 9: Writing as a process	Sub-strand 3: Naming words/Nouns Identify and use nouns in phrase or in sentences to identify people, animals etc.
10	Sub-strand 7: Comprehension Process and comprehend level appropriate text.	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 5: Dramatisation and role play. Appreciate pieces of literary materials through dramatisation	Sub-strand 10: Narrative writing Apply strategies for improving drafts for publishing	Sub-strand 5: Using Qualifying words (Adjectives) Show understanding of adjectives in speech and in writing
11	Sub-strand 7: Comprehension Process and comprehend level appropriate text.	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 5: Dramatisation and role play. Appreciate pieces of literary materials through dramatisation	Sub-strand 10: Narrative writing Apply strategies for improving drafts for publishing	Sub-strand 5: Using Qualifying words (Adjectives) Show understanding of adjectives in speech and in writing
12	Sub-strand 7: Comprehension Process and comprehend level appropriate text.	Sub-strand 4: Adjectives Apply the knowledge of adjectives in communication	Sub-strand 5: Dramatisation and role play. Role play a story	Sub-strand 10: Narrative writing Narrate situations, express feelings and convey point of view about the world/ or fictional world.	Sub-strand 5: Using Qualifying words (Adjectives) Show understanding of adjectives in speech and in writing
13	REVISION	REVISION	REVISION	REVISION	REVISION

FRENCH WEEKLY SCHEME OF WORK FOR PRIMARY SIX (B.S. 6)

1 st TRIMESTRE			2 ^e TRIMESTRE (2)		3 ^e TRIMESTRE	
SEMAINE (S)	MATIERE/SUJET/THE ME	REFERENCES	MATIERE/SUJET/THE ME	REFERENCES	MATIERE/SUJET/THE ME	REFERENCES
Ler – 2e Semaine	Savoir se presenter demander et donner Son nom. Son prenom, sa nationalite, son profession, son adresse, son age sa date de naissance, son lieu de naissance.	French syllabus section 1 unite 1	Savoir se decrier Moi meme	French syllabus section 1 unite 6 et Je veux parler Francais pg 76...	Conjugason premier Groupe (verbe-en-ER) Deuxieme groupe (verbes- en-IR/ISSANT) Au present indicative	Je veux parler Francais pg 88- 89
3e – 4e Semaine	Possessive Adjectives	Je veux parler Francais pg 38	Les fruits	Francais primaire bk 1 pg 31	Fais	Je veux parler Francais pg 88- 89
5e – 6e Semaine	Grammer noun-markers Demonstrative Adjectives.	Je veux parler Francais pg 13	Les insectes et les animaux sauvages	Et Tranfrigue 3 pg 98 et Francais primaire bk 1 pg 49	Savoir demander a voir quelqu'un	French syllabus section 1 unite 12
7e Semaine	Savoir completer une fiche d'identite.	French syllabus section 1 unite 4.	Savoir dire ce que l'on veunt acheter. Demander le prix marchander payer.	French syllabus section 4 unite 3. Tranfrigue 2 pg 70, 86	La sale de classe	Je veux parler Francais pg 62- 65
8e – 9e Semaine	Savoir demander l'heure donner l'heure	French syllabus section 2 unite 2. Et Tranfrigue 2 pg 38-39	Joe et Awura Ama	Je veux parler Francais pg 58	Mon ecole	Je veux parler Francais pg 81
10e – 11e Semane	Cardinal numbers en chiffres en lettres.	Je veux parler Francais pg 4	Adjectif interrogatif	Je veux parler Francais pg 48	Savoir demander, indiquer le temps qu'il fait	French syllabus section 2 unite 7, Je veux parler Francais pg 29
12e Semaine	Ma famille	Je veux parler Francais pg 74- 75	Ma mere	Je veux parler Francais pg 80	Le marche	Je veux parler Francais pg
13e – 14e Semaine	Revision et examen		Revision et examen		Revision et examen	

APEC FIRST TERM WEEKLY SCHEME OF WORK: PRIMARY 6

WEEK	GHANAIAN LANGUAGE/CULTURE			
	ORAL SKILLS	GRAMMAR	READING SKILLS	WRITING SKILLS
	SECTION 1	SECTION 2	SECTION 3	SECTION 4
1	<u>Unit 1:</u> Courtesy and Etiquette Comment and its importance	<u>Unit 1:</u> Verbs Present progressive	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 1:</u> Penmanship (Joint script)
2	<u>Unit 1:</u> Courtesy and Etiquette Comment and its importance	<u>Unit 1:</u> Verbs Present progressive	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 1:</u> Penmanship (Joint script)
3	<u>Unit 2:</u> The environment (Degradation and maintenance) Factors that destroy the environment. Ways of maintaining the environment	<u>Unit 1:</u> Verbs Past Perfect Tense	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 2:</u> Letter Writing Semi-official letters
4	<u>Unit 2:</u> Factors that destroy the environment. Ways of maintaining the environment	<u>Unit 1:</u> Verbs Past Perfect Tense	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 2:</u> Letter Writing Semi-official letters
5	<u>Unit 3:</u> People in the community Some role models in politics	<u>Unit 2:</u> Adjectives Types of adjectives	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 3:</u> Narrative composition
6	<u>Unit 3:</u> People in the community Some role models in politics	<u>Unit 2:</u> Adjectives Types of adjectives	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 3:</u> Narrative composition
7	<u>Unit 3:</u> People in the community Some role models in Education	<u>Unit 2:</u> Adjectives Types of adjectives	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 4:</u> Description composition
8	<u>Unit 3:</u> People in the community Some role models in Education	<u>Unit 2:</u> Adjectives Types of adjectives	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 5:</u> Class Magazine
9	<u>Unit 3:</u> People in the community Some role models in Sports	<u>Unit 3:</u> Adverbs Types of Adverbs	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 6:</u> Argumentative essay
10	<u>Unit 3:</u> People in the community Some role models in Sports	<u>Unit 3:</u> Adverbs Types of Adverbs	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 6:</u> Argumentative essay
11	<u>Unit 3:</u> People in the community Some role models in entertainment	<u>Unit 3:</u> Adverbs Types of Adverbs	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 7:</u> Advertisement and Notices
12	<u>Unit 3:</u> People in the community Some role models in entertainment	<u>Unit 3:</u> Adverbs Types of Adverbs	<u>Unit 1:</u> Reading and comprehension Class reader	<u>Unit 7:</u> Advertisement and Notices
13	REVISION	REVISION	REVISION	REVISION

HISTORY OF GHANA WEEKLY SCHEME OF WORK: PRIMARY SIX (B.S 6)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 3: EUROPEANS IN GHANA Sub-strand 4: IMPACT OF EUROPEAN PRESENCE Demonstrate knowledge of the impact of European presence on Ghana	Strand 5: JOURNEY TO INDEPENDENCE Sub-strand 2: FORMATION OF POLITICAL PARTIES Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957.	Strand 6: INDEPENDENT GHANA Sub-strand 1: THE REPUBLICS Demonstrate understanding of the Fourth Republic.
2	Sub-strand 4: IMPACT OF EUROPEAN PRESENCE Demonstrate knowledge of the impact of European presence on Ghana	Sub-strand 2: FORMATION OF POLITICAL PARTIES Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957. Discuss the formation of UGCC	Sub-strand 1: THE REPUBLICS Demonstrate understanding of the Fourth Republic. Describe the events leading to the emergence of the fourth Republic.
3	Sub-strand 4: IMPACT OF EUROPEAN PRESENCE Demonstrate knowledge of the impact of European presence on Ghana	Sub-strand 2: FORMATION OF POLITICAL PARTIES Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957. Discuss the formation of CPP	Sub-strand 1: THE REPUBLICS Demonstrate understanding of the Fourth Republic. List all the names of the Presidents of the fourth Republics and their dates of tenure.
4	Sub-strand 4: IMPACT OF EUROPEAN PRESENCE Demonstrate knowledge of the impact of European presence on Ghana	Sub-strand 2: FORMATION OF POLITICAL PARTIES Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957.	Sub-strand 1: THE REPUBLICS Identify the political parties that have governed the country under the Fourth Republic
5	Sub-strand 4: IMPACT OF EUROPEAN PRESENCE Demonstrate knowledge of the impact of European presence on Ghana	Sub-strand 2: FORMATION OF POLITICAL PARTIES Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957	Sub-strand 1: THE REPUBLICS Identify the political parties that have governed the country under the Fourth Republic. List the parties and their dates of tenure
6	Sub-strand 4: IMPACT OF EUROPEAN PRESENCE Demonstrate knowledge of the impact of European presence on Ghana	Sub-strand 2: FORMATION OF POLITICAL PARTIES Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957	Sub-strand 1: THE REPUBLICS Identify the political parties that have governed the country under the Fourth Republic. Use the internet/resource/persons/documentary/visits To district/municipal assemblies to identify achievements of various governments within their respective districts.
7	Strand 4: COLONISATION AND DEVELOPMENT UNDER COLONIAL RULE IN GHANA Sub-strand 4: POLITICAL DEVELOPMENTS UNDER COLONIAL RULE	Sub-strand 4: GHANA GAINS INDEPENDENCE Demonstrate an understanding of the course of events leading to independence from 1948 to 1957	Strand 6: INDEPENDENT GHANA Sub-strand 2: MILITARY RULE Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences
8	Sub-strand 4: POLITICAL DEVELOPMENTS UNDER COLONIAL RULE Show an understanding of political developments under colonial rule, 1874 - 1957	Sub-strand 4: GHANA GAINS INDEPENDENCE Demonstrate an understanding of the course of events leading to independence from 1948 to 1957	Sub-strand 2: MILITARY RULE Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences
9	Sub-strand 4: POLITICAL DEVELOPMENTS UNDER COLONIAL RULE Show an understanding of political developments under colonial rule, 1874 - 1957	Sub-strand 4: GHANA GAINS INDEPENDENCE Demonstrate an understanding of the course of events leading to independence from 1948 to 1957	Sub-strand 2: MILITARY RULE Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences
10	Sub-strand 4: POLITICAL DEVELOPMENTS UNDER COLONIAL RULE. Show an understanding of political developments under colonial rule, 1874 - 1957	Sub-strand 4: GHANA GAINS INDEPENDENCE Demonstrate an understanding of the course of events leading to independence from 1948 to 1957	
11	Sub-strand 4: POLITICAL DEVELOPMENTS UNDER COLONIAL RULE. Show an understanding of political developments under colonial rule, 1874 - 1957	Sub-strand 4: GHANA GAINS INDEPENDENCE Demonstrate an understanding of the course of events leading to independence from 1948 to 1957	
12	Sub-strand 4: POLITICAL DEVELOPMENTS UNDER COLONIAL RULE. Show an understanding of political developments under colonial rule, 1874 - 1957	Sub-strand 4: GHANA GAINS INDEPENDENCE Demonstrate an understanding of the course of events leading to independence from 1948 to 1957	
13	REVISION	REVISION	REVISION

INTEGRATED SCIENCE WEEKLY SCHEME OF WORK: PRIMARY 6 (B.S 6)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: DIVERSITY OF MATTER Sub-strand 1: LIVING AND NON-LIVING THINGS Sub-strand 1: LIVING AND NON-LIVING THINGS	Strand 3: SYSTEMS Sub-strand 1: THE HUMAN BODY SYSTEMS	Strand 4: FORCES AND ENERGY Sub-strand 3: FORCES AND MOVEMENTS
2	Show an understanding of the physical features and life process of living things and use this understanding to classify them. Classify plants based on their root system.	Recognize that different part of the human body work interdependently to perform a specific function. Explain the functions of organs in the excretory systems of humans.	Know that movement is caused by applied forces due to the release of stored energy. Recognise the relationship between energy and forces.
3	Sub-strand 1: LIVING AND NON-LIVING THINGS Show an understanding of the physical features and life process of living things and use this understanding to classify them. Classify plants based on their root system.	Strand 3: SYSTEMS Sub-strand 1: THE HUMAN BODY SYSTEMS Recognize that different part of the human body work interdependently to perform a specific function.	Sub-strand 3: FORCES AND MOVEMENTS Recognize some simple machines used for making work easier, analyse their advantages and know their uses. Identify levers, pulleys, inclined planes as classes of simple machines and cite some common examples
4	Sub-strand 2: MATERIALS Recognise materials as important resources for providing human needs. Know the general properties of metals such lustre, malleability, conductivity and ductility.	Explain the functions of organs in the excretory systems of humans.	Identify levers, pulleys, inclined planes as classes of simple machines and cite some common examples
5	Sub-strand 2: MATERIALS Investigate the uses of metals in everyday life and link the uses to their properties.	Sub-strand 2: SOLAR SYSTEMS Show understanding of the motion of bodies in the solar system.	Strand 5: HUMANS AND THE ENVIRONMENT Sub-strand 1: Personal Hygiene and Sanitation Recognise the importance of personal hygiene Sub-strand 1: Personal Hygiene and Sanitation
6	Sub-strand 2: MATERIALS Understand mixtures, the types of formation, uses and ways of separating them into their components.	Sub-strand 2: SOLAR SYSTEMS Explain the difference between a star, a planet and a satellite	Identify the causes and effects of foul body odour on humans and how it can be prevented. Describe ways of minimizing waste.
7	Sub-strand 2: MATERIALS Understand mixtures, the types of formation, uses and ways of separating them into their components.	Sub-strand 3: ECOSYSTEM Show understanding of ecosystems, interdependency of organisms in an ecosystem and appreciate the	Sub-strand 2: DISEASES Demonstrate knowledge of common diseases of humans; causes, symptoms, effects and prevention
8	Strand 2: CYCLES Sub-strand 1: EARTH SCIENCE Recognise the relationship between the earth and the sun. Describe the relative sizes of the earth and sun and their importance.	Interactions. Investigate various interactions in an ecosystem and the effect on humans	Sub-strand 3: SCIENCE AND INDUSTRY Recognise the impact of science and technology on society. Identify the scientific concepts and principles underlying the operation of some industries.
9	Sub-strand 1: EARTH SCIENCE Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle. Explain how rain falls from clouds	Strand 4: FORCES AND ENERGY Sub-strand 1: SOURCES AND FORMS OF ENERGY Demonstrate understanding of the concept of energy, its Various forms and sources and the way in which it can be transformed and conserved. Compare renewable and non-renewable source of energy.	Sub-strand 4: CLIMATE CHANGE Know that climate change is one of the most important environmental issues facing the world today. Know the effects of climate change on humans.
10	Sub-strand 1: EARTH SCIENCE Demonstrate understanding of how carbon and nitrogen are cycled in nature. Know the functions of carbon within the environment.	Sub-strand 1: SOURCES AND FORMS OF ENERGY Show understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another. Measure the temperature of a body using a thermometer.	
11	Sub-strand 2: LIFE CYCLE OF ORGANISM Demonstrate understanding of the life cycle of a plant. Know the materials needed for the survival of plants in the environment (water, carbon dioxide, oxygen, sunlight)	Sub-strand 2: ELECTRICITY AND ELECTRONICS Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms. Construct an electric circuit and know the functions of its components. Identify the symbols used in representing various components in a given circuit diagram. Know the functions and assemblage of basic electronic components.	
12	Sub-strand 2: LIFE CYCLE OF ORGANISM Demonstrate understanding of the life cycle of a plant. Observe the life cycle of a plant (okra or maize plant)	Construct an electronic circuit using battery, connecting wire and LED	
13	REVISION	REVISION	REVISION

MATHEMATICS WEEKLY SCHEME OF WORK: PRIMARY SIX (B.S 6)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: NUMBER Sub-strand 1: COUNTING, REPRESENTATION, CARDINALITY & ORDINALITY. Demonstrate an understanding of quantities and Place value for multi-digit numerals up to 1, 000, 000, 000 or 1 billion. Read and write figures and in words up to 1,000,000,000	STRAND 2: ALGEBRA Sub-strand 1: PATTERN AND RELATIONSHIPS Demonstrate the pattern rule to make predictions about subsequent elements.	STRAND 4: DATA Sub-strand 1: Data collection, Organization, Presentation, Interpretation and Analysis. Create, label and interpret line graphs to draw conclusions
2	Sub-strand 1: COUNTING, REPRESENTATION, CARDINALITY & ORDINALITY. Demonstrate an understanding of Roman numerals up to C.	Sub-strand 1: PATTERN AND RELATIONSHIPS Demonstrate the pattern rule to make predictions about subsequent elements.	Sub-strand 1: Data collection, Organization, Presentation, Interpretation and Analysis. Determine whether a given set of data can be represented by a line Graph (continuous) or a series of points (discrete data) and explain why. Apply understanding of how to create a line graph using a given table of values to draw a line graph.
3	Sub-strand 1: COUNTING, REPRESENTATION, CARDINALITY & ORDINALITY. Demonstrate understanding of factors, multiples and prime numbers from 1 to 100.	Sub-strand 1: PATTERN AND RELATIONSHIPS Demonstrate the pattern rule to make predictions about subsequent elements.	Sub-strand 1: Data collection, Organization, Presentation, Interpretation and Analysis. Select and justify and use appropriate methods of collecting data, Including questionnaire, interview, observation, experiments, database, electronic media etc.
4	Sub-strand 2: Number Operations Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts	Sub-strand 2: ALGEBRAIC EXPRESSIONS Demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply and divide)	
5	Sub-strand 2: Number Operations Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts	Sub-strand 3: VARIABLES AND EQUATIONS Solve problems involving single-variable, one-step equations with whole number coefficients.	Sub-strand 1: Data collection, Organization, Presentation, Interpretation and Analysis. Select and justify and use appropriate methods of collecting data, including questionnaire, interview, observation etc.
6	Sub-strand 2: Number Operations Demonstrate understanding of multiplication of a 2 or 3-digit number by a 2 or 3-digit number. Manipulate numbers, using basic division fact up to 144.	Sub-strand 3: VARIABLES AND EQUATIONS Solve problems involving single-variable, one-step equations with whole number coefficients.	Sub-strand 2: CHANCE OR PROBABILITY Demonstrate an understanding of probability by identifying all possible outcomes of a probability experiment, determining the theoretical an experimental probability of outcomes in a probability experiment
7	Sub-strand 2: Number Operations Translate word problems into mathematical sentences and solve. Demonstrate an understanding of integers.	STRAND 3: GEOMETRY AND MEASUREMENTS Demonstrate understanding of prism. Identify examples of rectangular and triangular prisms in the classroom and the community	Sub-strand 2: CHANCE OR PROBABILITY Demonstrate an understanding of probability by identifying all possible outcomes of a probability experiment, determining the theoretical an experimental probability of outcomes in a probability experiment.
8	Sub-strand 3: FRACTIONS Demonstrate understanding of strategies for comparing, adding, subtracting, multiplying and dividing common, decimal and percent fractions	Sub-strand 3: GEOMETRIC REASONING Describe the position of objects in space using the cardinal points	
9	Sub-strand 3: FRACTIONS Demonstrate understanding of strategies for comparing, adding, subtracting, multiplying and dividing common, decimal and percent fractions	Sub-strand 3: GEOMETRIC REASONING Perform a single transformation (i.e reflection translation) on a 2D shape.	
10	Sub-strand 4: RATIOS AND PROPORTION Demonstrate understanding of the concept of ratios and its relationship to fractions and to the multiplication and division of whole numbers.	Sub-strand 3: GEOMETRIC REASONING Perform a single transformation (i.e reflection translation) on a 2D shape.	
11	Sub-strand 4: RATIOS AND PROPORTION Understand the concept of proportion and its relationship to ratios and rates. Use proportional reasoning and rates to solve real world and mathematical problems.	Sub-strand 3: GEOMETRIC REASONING Perform a single transformation (i.e reflection translation) on a 2D shape.	
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13	REVISION	REVISION	REVISION

RELIGIOUS & MORAL EDUCATION (RME) WEEKLY SCHEME OF WORK: PRIMARY 6 (B.S 6)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: GOD, HIS CREATION AND ATTRIBUTES Sub-strand 1: GOD THE CREATOR Explore the Nature of God as the creator	Strand 3: RELIGIOUS LEADERS Sub-strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana	Strand 4: THE FAMILY AND COMMUNITY Sub-strand 1: COMMITMENT TO THE GOD Discuss the need to be committed to the community
2	Sub-strand 1: GOD THE CREATOR Explore the Nature of God as the creator	Sub-strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana Discuss the latter lives of the leaders of the three major religions in Ghana.	Strand 4: THE FAMILY AND COMMUNITY Sub-strand 1: COMMITMENT TO THE GOD Explain the need to be committed members of the community
3	Sub-strand 1: GOD THE CREATOR Describe the nature of God through His attributes	Sub-strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana Discuss the latter lives of the leaders of the three major religions in Ghana.	Strand 5: THE FAMILY, AUTHORITY AND OBEDIENCE Sub-strand 1: AUTHORITY AND OBEDIENCE
4	Sub-strand 1: GOD THE CREATOR Describe the nature of God through His attributes	Sub-strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana. Discuss the latter lives of the leaders of the three major religions in Ghana.	Sub-strand 1: AUTHORITY AND OBEDIENCE. Discuss the need to obey and submit to authority.
5	Sub-strand 2: THE ENVIRONMENT Appreciate the uniqueness of humankind and their environments	Sub-strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana Discuss the latter lives of the leaders of the three major religions in Ghana.	Sub-strand 1: AUTHORITY AND OBEDIENCE Identify the role of children in promoting harmony with other family members.
6	Sub-strand 2: THE ENVIRONMENT Explain how humankind and the environment interrelate.	Sub-strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana. Discuss the latter lives of the leaders of the three major religions in Ghana.	Sub-strand 1: AUTHORITY AND OBEDIENCE. Explain the need for cordial relationships among family members
7	Strand 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS Sub-strand 1: Religious Worship in the Three Major Religions in Ghana	Sub-strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana Discuss the latter lives of the leaders of the three major religions in Ghana.	Sub-strand 2: Roles, Relationships in the Family and Character Formations. Describe attitudes and behaviour of a responsible family member.
8	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Explain the importance of prayer, worship and other acts of worship	Sub-strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana Discuss the latter lives of the leaders of the three major religions in Ghana.	Sub-strand 2: Roles, Relationships in the Family and Character Formations. Describe attitudes and behaviour of a responsible family member.
9	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Discuss the importance of prayer in our lives	Strand 4: THE FAMILY AND COMMUNITY Sub-strand 1: COMMITMENT TO THE GOD Discuss the need to be committed to the community	Sub-strand 2: Roles, Relationships in the Family and Character Formations. Identify attitudes and behaviours of a responsible family member.
10	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Discuss the significance of religious festivals. Gather and record data on religious festivals	Sub-strand 1: COMMITMENT TO THE GOD Discuss the need to be committed to the community	
11	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Discuss the significance of religious festivals. Gather and record data on religious festivals	Sub-strand 1: COMMITMENT TO THE GOD Discuss the need to be committed to the community	
12	Sub-strand 1: Religious Worship in the Three Major Religions in Ghana Explain the need for celebrating various festivals. Discuss moral lessons from the festivals	Sub-strand 1: COMMITMENT TO THE GOD Discuss the need to be committed to the community	
13	REVISION	REVISION	REVISION

OUR WORLD, OUR PEOPLE WEEKLY SCHEME OF WORK FOR PRIMARY SIX (B.S 6)

WEEK	FIRST TERM	SECOND TERM	THIRD TERM
1	Strand 1: ALL ABOUT US Sub-strand 1: Nature of God Attributes of God	Sub-strand 3: Map Making and Land Marks Demonstrate understanding of the map of Ghana	Sub-strand 3: Responsible use of Resources Responsible ways of using water.
2	Sub-strand 1: Nature of God Attributes of God	Sub-strand 4: Population and Settlement Explore migration. Internal migration in Ghana.	Sub-strand 3: Responsible use of Resources Protecting waterbodies.
3	Sub-strand 2: Myself Identify and Explain problems associated with adolescence. How to manage problems during adolescence. How to maintain personal hygiene during adolescence	Strand 3: OUR BELIEFS AND VALUES Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 4: Farming in Ghana Demonstrate knowledge of job opportunities in the agricultural value chain.
4	Sub-strand 2: Myself Identify and Explain problems associated with adolescence. How to manage problems during adolescence. How to maintain personal hygiene during adolescence	Sub-strand 1: Worship Importance of prayer, worship and other acts of worship.	Sub-strand 4: Farming in Ghana Demonstrate knowledge of job opportunities in the agricultural value chain.
5	Sub-strand 3: My Family and the Community The need for cordial relationships among family members.	Sub-strand 2: Festivals Significance of cultural practices, traditions and celebrations in Ghana.	Sub-strand 4: Farming in Ghana Demonstrate knowledge of job opportunities in the agricultural value chain.
6	Sub-strand 3: My Family and the Community The need for cordial relationships among family members.	Sub-strand 3: Basic Human Rights Fundamental human rights of citizens	Strand 5: MY GLOBAL COMMUNITY Sub-strand 1: Our Neighbouring Countries How Ghana co-operates with other nations Effects of climate change.
7	Sub-strand 4: Home and School Explore food safety practices	Sub-strand 4: Being a Leader Narrate story of the major religious leaders.	Sub-strand 1: Our Neighbouring Countries How Ghana co-operates with other nations Effects of climate change.
8	Sub-strand 4: Home and School Explore food safety practices	Sub-strand 4: Being a Leader Narrate story of the leaders of the three religions	Sub-strand 1: Our Neighbouring Countries How Ghana co-operates with other nations Effects of climate change.
9	Strand 2: ALL AROUND US Sub-strand 1: The Environment and the Weather Significance of trees in the environment	Strand 4: OUR NATION GHANA Sub-strand 1: Being a citizen Ways of peaceful living. Conflict resolution skills. Importance of public accountability.	Sub-strand 1: Our Neighbouring Countries How Ghana co-operates with other nations Effects of climate change.
10	Sub-strand 1: The Environment and the Weather Significance of trees in the environment	Sub-strand 1: Being a citizen Ways of peaceful living. Conflict resolution skills. Importance of public accountability.	
11	Sub-strand 2: Plants and Animals Explore the significance of animals to plants in the environment. Importance of animal waste to plants.	Strand 4: OUR NATION GHANA Sub-strand 2: Authority and Power The need to submit to authority Respect and obedience to those in authority.	
12	Sub-strand 2: Plants and Animals Explore the significance of animals to plants in the environment. Importance of animal waste to plants.	Sub-strand 2: Authority and Power The need to submit to authority. Importance of democratic governance.	
13	REVISION	REVISION	REVISION

FRENCH WEEKLY SCHEME OF WORK

WEEK	PRIMARY 1	PRIMARY 2	PRIMARY 3
1	L'aphabet Francais	Le verbe Etre	Les nombres de l a 50
2	L'aphabet Francais	Les nombres (1 – 40)	Les nombres de l a 50
3	Les nombres de la 20	Les nombres (1 – 40)	Les verbes avoir et etre
4	De un a vingt	Les jours de la semaine	Les verbes avoir et etre
5	L' Objets de classe	Les mois de l'annee	Savoir se presenter
6	L' Objets de classe	Les mois de l'annee	(en detail)
7	Les jours de le semaine	L'auxilliare "Avoir"	Les jours et les mois
8	Les jours de le semaine	Savoir se presenter	Les jours et les mois
9	Salutation et	Savoir se presenter	Les moyens de transport
10	Presentation	Les objets de maison	Les moyens de transport
11	Savoir se presenter	Les objets de maison	Les articles defines
12	Savoir se presenter	Les animaux domestiques	(Le, La, L', Les)
13	Les objets de maison	Les animaux domestiques	(Le, La, L', Les)
14	Les objets de maison	Revision et examen	Revision et examen
15	Revision et examen	Revision et examen	Revision et examen



FIRST TERM WEEKLY SCHEME OF WORK FOR KINDERGARTEN ONE (KG 1)

WEEK	OUR WORLD, OUR PEOPLE	NUMERACY	CREATIVE ARTS	LANGUAGE AND LITERACY	
				ORAL LANGUAGE (LISTENING & SPEAKING)	READING AND WRITING
1	Strand 1: ALL ABOUT ME Sub-strand 1: I am a wonderful and unique creation	Strand 1: NUMBER Sub-strand 1: Whole Numbers. Counting and Representation and Cardinality	Strand 1: MEDIA, METHODS, TECHNIQUES & TECHNOLOGY. Explore, understand and experiment creatively with variety of tools and materials	Listening to songs Poems, Rhymes	Phonics Awareness The ability to hear, identify, and differentiate sounds in spoken words
2	Sub-strand 2 The parts of the human body and their functions	Sub-strand 1: Whole Numbers. Counting and Representation and Cardinality	Explore, understand and experiment creatively with variety of tools and materials	Listening to songs Poems, Rhymes	Phonics Connect sounds to letters and blend letters/syllables in order to read and write
3	Sub-strand 3 Caring for the parts of my body	Sub-strand 1: Whole Numbers. Counting and Representation and Cardinality	Explore, understand and experiment creatively with variety of tools and materials	Listening to songs Poems, Rhymes	Phonics Connect sounds to letters and blend letters/syllables in order to read and write
4	Keeping My body healthy by eating good food and taking my vaccination	Sub-strand 1: Whole Numbers. Counting and Representation and Cardinality	Handle and play with simple tools and materials freely with little guidance	Listening to songs Poems, Rhymes	Phonics Connect sounds to letters and blend letters/syllables in order to read and write
5	Keeping My body healthy by eating good food and taking my vaccination	Sub-strand 1: Whole Numbers Operations Relationship between numbers	Handle and play with simple tools and materials freely with little guidance	Rhymes Listen to and recite rhymes and tongue-twisters with accompanying actions	Print Concepts Knowing how text works for the purpose of reading and writing. Understand that spoken words are represented in written language
6	My environment and my health	Sub-strand 1: Whole Numbers Operations Relationship between numbers	Design, make, exhibit and respond to own or others artworks (2 and 3-dimensional) freely	Rhymes Listen to and recite rhymes and tongue-twisters with accompanying actions	Print Concepts Knowing how text works for the purpose of reading and writing. Understand that spoken words are represented in written language
7	Protecting ourselves from home and road accidents	Sub-strand 1: Whole Numbers Operations Relationship between numbers	Strand 2: Creative Expression Through Production and Making. Design, make, exhibit and respond to own or others	Story telling Retell short stories.	Writing Follow basic concepts of writing: write from left to right and top to bottom
8	Protecting ourselves from home and road accidents	Strand 2: ALGEBRA Sub-strand 1: Non-Numerical patterns and relationships	artworks (2-dimensional and 3-dimensional) freely	Story telling Retell short stories.	Writing Write individual letters legibly and with appropriate spacing.
9	Types and members of my family	Sub-strand 1: Non-Numerical patterns and relationships	Design, make, exhibit and respond to own or others artworks (2 and 3-dimensional) freely	Story telling Respond to stories.	Demonstrate appropriate use of writing tool. Make given patterns, trace and draw various objects.
10	Origin and History of my family	Sub-strand 1: Non-Numerical patterns and relationships	Perform rhythmic action (e.g clapping, stamping, snapping etc.) using songs, words etc.	Dramatisation and role play. Perform stories. Dramatise stories heard	Comprehension The ability to analyse text heard or read. "Read" pictures stories (stories with no text)
11	Family celebrations and festivals	Sub-strand 1: Non-Numerical patterns and relationships	Demonstrate creative knowledge in making 2 and 3-dimensional art works, music or drama	Dramatisation and role play. Perform stories. Dramatise stories heard	Comprehension Use pictures and other text features to aid understanding of a text. Connect stories to own experiences
12	My school family-rules and regulations	Sub-strand 1: Non-Numerical patterns and relationships	Talk about how they made their art work, music or drama	Dramatisation and role play. Perform stories. Dramatise stories heard	Comprehension Use background knowledge to understand text. Answer factual and vocabulary questions about level-appropriate text
13	REVISION	REVISION	REVISION	REVISION	REVISION

FIRST TERM WEEKLY SCHEME OF WORK FOR KINDERGARTEN TWO (KG 2)

WEEK	OUR WORLD, OUR PEOPLE	NUMERACY	CREATIVE ARTS	LANGUAGE AND LITERACY	
				ORAL LANGUAGE (LISTENING & SPEAKING)	READING AND WRITING
1	Strand 1: ALL ABOUT ME Sub-strand 1: I am a wonderful and unique creation	Strand 1: NUMBER Sub-strand 1: Whole Numbers. Counting and Representation and Cardinality	Strand 1: MEDIA, METHODS, TECHNIQUES & TECHNOLOGY. Explore, understand and experiment creatively with variety of tools and materials	Listening to songs Poems, Rhymes	Phonics Awareness The ability to hear, identify, and differentiate sounds in spoken words
2	Sub-strand 2 The parts of the human body and their functions	Sub-strand 1: Whole Numbers. Counting and Representation and Cardinality	Explore, understand and experiment creatively with variety of tools and materials	Listening to songs Poems, Rhymes	Phonics Connect sounds to letters and blend letters/syllables in order to read and write
3	Personal hygiene and Caring for the parts of my body	Sub-strand 1: Whole Numbers. Counting and Representation and Cardinality	Explore, understand and experiment creatively with variety of tools and materials	Listening to songs Poems, Rhymes	Phonics Connect sounds to letters and blend letters/syllables in order to read and write
4	Keeping My body healthy by eating good food and taking my vaccination	Sub-strand 1: Whole Numbers. Counting and Representation and Cardinality	Handle and play with simple tools and materials freely with little guidance	Listening to songs Poems, Rhymes	Phonics Connect sounds to letters and blend letters/syllables in order to read and write
5	My environment and my health	Sub-strand 1: Whole Numbers Operations Relationship between numbers	Handle and play with simple tools and materials freely with little guidance	Rhymes Listen to and recite rhymes and tongue-twisters with accompanying actions	Print Concepts Point to individual words to track reading (illustrations) Use visual information when reading (illustrations)
6	Protecting ourselves from home and road accidents	Sub-strand 1: Whole Numbers Operations Relationship between numbers	Design, make, exhibit and respond to own or others artworks (2 and 3-dimensional) freely	Rhymes Listen to and recite rhymes and tongue-twisters with accompanying actions	Print Concepts Identify basic components of a book (cover, back, title, author)
7	Protecting ourselves from home and road accidents	Sub-strand 1: Whole Numbers Operations Relationship between numbers	Strand 2: Creative Expression Through Production and Making. Design, make, exhibit and respond to own or others artworks (2-dimensional and 3-dimensional) freely	Story telling Retell short stories.	Writing Adequately communicate visually through pictures, symbols letters and words
8	Types and members of my family	Strand 2: ALGEBRA Sub-strand 1: Non-Numerical patterns and relationships	Design, make, exhibit and respond to own or others artworks (2 and 3-dimensional) freely	Story telling Retell short stories.	Writing Work with peers to generate ideas and draw pictures to show ideas. Draw objects and accurately label drawings
9	Family history	Sub-strand 1: Non-Numerical patterns and relationships	Design, make, exhibit and respond to own or others artworks (2 and 3-dimensional) freely	Story telling Respond to stories.	Demonstrate appropriate use of writing tool. Make given patterns, trace and draw various objects.
10	Family celebrations and festivals	Sub-strand 1: Non-Numerical patterns and relationships	Perform rhythmic action (e.g clapping, stamping, snapping etc.) using songs, words etc.	Dramatisation and role play. Perform stories. Dramatise stories heard	Comprehension Retell level-appropriate text in own words Use pictures and other text features to make predictions
11	Family celebrations and festivals	Sub-strand 1: Non-Numerical patterns and relationships	Demonstrate creative knowledge in making 2 and 3-dimensional art works, music or drama	Dramatisation and role play. Perform stories. Dramatise stories heard	Comprehension Actively engage in teacher-lead reading activities with purpose and understanding
12	My school family	Sub-strand 1: Non-Numerical patterns and relationships	Talk about how they made their art work, music or drama	Dramatisation and role play. Perform stories. Dramatise stories heard	Comprehension
13	REVISION	REVISION	REVISION	REVISION	REVISION

APEC FIRST TERM WEEKLY SCHEME OF WORK FOR UPPER NURSERY

WEEK	NUMERACY	PRE-WRITING
1	Sizes- Height (ref. straws, pencils, trees)	Strokes – flash cards 
2	Sizes- weight (ref. stones, other objects)	Dashes - flash cards 
3	Colour (vegetable, fruits, fabrics-yellow, red, blue, green, white, pink ,brown)	Curve In - flash cards
4	Shapes (ref. cut out cards,- triangle, square, circle- add two more shapes)	Curve Out- flash cards
5	Sorting- Grouping (ref. shapes, sizes, colours)	Slant In - flash cards
6	Sorting-Grouping (ref. shapes, sizes, colours)	Slant Out - flash cards
7	Number 1-5 making quantity (ref. number cards and counters)	Dots - flash cards
8	Number 1-5 making quantity (ref. number cards and counters)	Swing In - flash cards
9	Number 1-5 making quantity (ref. number cards and counters)	Swing Out - flash cards
10	Number 1-5 making quantity (ref. number cards and counters)	Over - flash cards
11	Tracing numbers (sand paper numbers)	Bouncing balls and zigzag flash cards
012	Tracing numbers	Circle - flash cards
13	Revision	Scribbling flash cards

APEC FIRST TERM WEEKLY SCHEME OF WORK FOR LOWER NURSERY

WEEK	NUMERACY	PRE- WRITING
1	Shapes (ref. cut out shapes, primary)	Strokes (cards, news prints, crayon)
2	Shapes (ref. cut out shapes, primary)	Strokes (cards, news prints, crayon)
3	Colours (pieces of cloth, pictures, crayons etc)	Dashes (cards, news prints, crayon)
4	Colours (pieces of cloth, pictures, crayons etc)	Dashes (cards, news prints, crayon)
5	Sizes (pieces of cloth, pictures, crayons etc)	Curve In (cards, news prints, crayon)
6	Sizes (pieces of cloth, pictures, crayons etc)	Curve In (cards, news prints, crayon)
7	Sorting and grouping (cut out shapes, colours, sizes)	Curve Out (cards, news prints, crayon)
8	Sorting and grouping (cut out shapes, colours, sizes)	Curve Out (cards, news prints, crayon)
9	Sorting and grouping (cut out shapes, colours, sizes)	Slant In (cards, news prints, crayon)
10	Number 1-5 (number cards and dominoes, straws)	Slant In (cards, news prints, crayon)
11	Number 1-5 (number cards and dominoes, straws)	Slant Out (cards, news prints, crayon)
12	Number 1-5 (number cards and dominoes, straws)	Slant Out (cards, news prints, crayon)
13	Revision	Scribbling