

# BEST BRAIN EXAMINATIONS KONSORTIUM

**2023/ 2024**  
**Academic Season**

*Scheme of Learning for*  
**THIRD TERM**  
*April- July 2024*

The Exams Masters!

The Exams Leaders!

The Exams Experts!

The Exams Wizards!

The Exams Gurus!

The Exams Whiz Kids!

**KINDERGARTEN 1**  
*(KG 1)*

**MOTTO: EXCELLENCE**



Based On New Curriculum

# STRATEGIC SCHEME OF LEARNING

## **IMPORTANT INFORMATION**

- The schedule for the **Third Term** Examinations is: **TUESDAY 16<sup>TH</sup> – MONDAY 22<sup>ND</sup> JULY, 2024.**
- Submission of enrolments and final registration closes on: **28<sup>TH</sup> JUNE, 2024.**
- **Full payment of the total bill** for the examinations must be made **at the time of registration.**
- Registration is **invalid until full payment is made.**
- Examination materials **shall not be delivered without full payment.**

**FOR FURTHER ENQUIRIES, CALL OFFICE HOTLINES:**

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# KINDERGARTEN ONE— THIRD TERM

## STRAND 6: ALL AROUND US

WEEK	LEARNING AREA	SUB- STRAND	CONTENT STANDARDS	INDICATORS/ EXEMPLERS
1	OUR WORLD AND OUR PEOPLE	Sub Strand 1: Living And Non-Living Things	K1.6.1.1 Demonstrate understanding of living and non-living things.	<p><b>K1.6.1.1.1</b> Talk about different types of things around us and classify them into living things and non-living things</p> <ul style="list-style-type: none"> <li>- <i>Learners recite poem or rhymes about some things around us.</i></li> <li>- <i>Discuss which of the things are living things and those that are not</i></li> <li>- <i>Classify the list into living and non-living things</i></li> </ul> <p><b>K1.6.1.1.1</b> Talk about different types of things around us and classify them into living things and non-living things</p>
	LANGUAGE AND LITERACY			<p><b>K1.6.1.1.2</b> Participate actively in an Interactive Read Aloud story about living and non-living things</p> <ul style="list-style-type: none"> <li>- <i>Take learners through the pre-reading activity of a Big book</i></li> </ul> <p><b>K1.6.1.1.3</b> Blend letter sounds to form words related to the theme.</p> <ul style="list-style-type: none"> <li>- <i>Using letter cards, let learners identify the letter sounds.</i></li> <li>- <i>Guide learners to clap the syllables of the names of objects e.g. cat, tree,</i></li> <li>- <i>Classify and count the words used in the activity according to syllables and use comparative language to describe the groups</i></li> <li>- <i>Write at least two words each for living things and non-living things</i></li> </ul> <p><b>K1.6.1.1.4</b> Identify and write initial sounds of the objects.</p>
	NUMERACY			<ul style="list-style-type: none"> <li>- <i>Learners classify and count the living and non-living things read about. This can be done according to the pictures on the pages of the book. Extend this to include classification of cut out shapes, colours, and/or other objects</i></li> <li>- <i>Classify and count the words used in the activity according to syllables and use comparative language to describe the groups e.g. One syllable word e.g. book, tree, cat, etc. Two syllable word e.g. bucket, table, etc.</i></li> </ul> <p><b>K1.6.1.1.5</b> Identify and describe objects by colour names and size</p>
	CREATIVE ARTS			<ul style="list-style-type: none"> <li>- <i>Have learners draw their version of one living thing and one non-living thing they saw in the book and talk about their drawings</i></li> <li>- <i>Learners use the letter cards to names some of living and non-living things. E.g. /c//a//t/, /b//oo//k/</i></li> </ul> <p><b>K.1.6.1.1.6</b> Recognise, sort, classify, describe and extend nonnumerical patterns</p>

2	<b>OUR WORLD AND OUR PEOPLE</b>	<b>Sub Strand: Living Things – Animals (Domestic And Wild)</b>	<b>K1.6.2.1</b> Demonstrate understanding of domestic and wild animals.	<b>K1.6.2.1.1</b> Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. <ul style="list-style-type: none"> <li>- <i>Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make.</i></li> <li>- <i>Discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them</i></li> </ul>
	<b>LANGUAGE AND LITERACY</b>			<b>K16.2.1.2</b> Handle a book correctly e.g. hold the book upright and open right to left <ul style="list-style-type: none"> <li>- <i>Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them</i></li> </ul> <b>K1.6.2.1.4</b> Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals.
	<b>NUMERACY</b>			<ul style="list-style-type: none"> <li>- <i>Have learners sort and group the picture cards according to beginning sound of their labels. Guide the learners count the number of card in each</i></li> <li>- <i>group and use comparative language to describe the groups. You can also have learners use the groups for addition and/or subtraction activities</i></li> </ul> <b>K1.6.2.1.5</b> Identify and describe objects by colour names and size. <b>K1.6.2.1.6</b> Recognise, sort, classify, describe and extend nonnumerical patterns
	<b>CREATIVE ARTS</b>			<b>K1.6.2.1.3</b> Tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names <ul style="list-style-type: none"> <li>- <i>Have learners sing a song or recite a poem about and let them mimic the sound of the various animals in the song</i></li> <li>- <i>Have learners create patterns with the syllables in selected names of domestic animals using cut out shapes or colours e.g. 1,2,1,2- dog (1), chicken (2), cat (1), puppy (2). Extend this activity with word more syllables</i></li> <li>- <i>Using pictures, have learners talk about the different features of animals and use them to compare the animals by colour names and sizes. Extend this activity with other objects/things. With outline of some domestic animals have learners colour their favourite animal on a card and discuss their colour work. Have them create pattern using shapes/colours with some given criteria</i></li> <li>- <i>Have learners create pattern with sound using rhythm in a poem/rhyme/song. Guide them repeat this activity with syllable in words. You can let them use shapes/colours to create pattern</i></li> </ul>

3	<b>OUR WORLD AND OUR PEOPLE</b>	<b>Sub Strand 3: Water</b>	<b>K1.6.3.1</b> Demonstrate understanding of sources of water and its uses.	K1.6.3.1.1 Talk about where we get water from and its uses. - <i>Let learners sing and recite rhymes about water.</i>
	<b>LANGUAGE AND LITERACY</b>			<b>K1.6.3.1.2</b> Listen and interact with teacher and peers as they listen to a read aloud text on the uses. - <i>Have learners use some of the keywords to make simple sentences</i> - <i>Have learners write the names of 3 sources of water into their exercise books.</i> <b>K1.6.3.1.3.</b> Recognise letter sounds and names which begin words that describe how human beings and animals use water. <b>K1.6.3.1.4</b> Use a variety of new vocabulary learnt about the sources of water to make simple sentences orally - <i>Have learners pick picture and word card and orally make own sentences</i>
	<b>NUMERACY</b>			- <i>Have learners sort their drawing according to colours, shape and size and arrange them. Have them tell the position of a selected drawn</i> <b>K1.6.3.1.6</b> Describe the position of objects. - <i>Display number grid and guide learners describe position of a given number</i>
	<b>CREATIVE ARTS</b>			- <i>Have learners draw any of the sources of water</i> <b>K1.6.3.1.5</b> Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).
	<b>OUR WORLD AND OUR PEOPLE</b>	<b>Sub Strand 4: Air</b>	<b>K1.6.4.1</b> Demonstrate understanding of the presence of air and tell its importance	<b>K1.6.4.1.1.</b> Share their understanding and describe the presence of air through experimentation.
	<b>LANGUAGE AND LITERACY</b>			<b>K1.6.4.1.2.</b> Use visual information to help them understand the text they read <b>K1.6.4.1.3</b> Recognize the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme - <i>Have learners write and fill in the missing letters of some given words</i> - <i>Give learners selected words to tell the position of the target sound.</i> <b>K1.6.4.1.4</b> Use a variety of new vocabulary learnt about importance of air to make simple sentence orally.
	<b>NUMERACY</b>			- <i>Recap numeracy activities on the positions of numbers/letters and have learners write the position of the letter in bold print of the following words:</i> <b>K1.6.4.1.6</b> Describe the position of objects
	<b>CREATIVE ARTS</b>			<b>K1.6.4.1.5</b> Derive meaning and make judgment about artworks using the senses according to its beauty. - <i>Using pictures, guide learners to observe some art work on the experiments of presence of air and uses of air in the community and talk about them</i>

4	OUR WORLD AND OUR PEOPLE	Sub Strand 5: Plants -1	K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	<p>K1.6.5.1.1. Sing and talk about parts of a plants and their functions</p> <ul style="list-style-type: none"> <li>- <i>Using a picture or a real plant, guide learners to point to and name the part (roots, stem, leaf/leaves).</i></li> <li>- <i>Post a drawn tree on the board, using word cards, have learners pick and post the card at the appropriate part.</i></li> </ul>
	LANGUAGE AND LITERACY			<ul style="list-style-type: none"> <li>- <i>After detailed discussion have learners make sentences with the parts of plant e.g. this is the leaf, this is the roots.</i></li> </ul> <p><b>K1.6.5.1.2</b> Talk about the cover page of the book and point to individual words while listening to the teacher read aloud.</p> <p><b>K1.6.5.1.3</b> Blend individual sounds and decode simple words which relates to the theme.</p> <p><b>K1.6.5.1.4</b> Use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds.</p> <ul style="list-style-type: none"> <li>- <i>Using a clearly labelled tree, recap lessons on the parts of tree and take learners through the keywords, guide them to identify the initial letter sounds. Have learners play “Show and tell” or “Letter hunt” to highlight the initial sound of the words</i></li> </ul>
	NUMERACY			<p><b>K1.6.5.1.6</b> Describing the position and motion of objects in relation to others.</p> <ul style="list-style-type: none"> <li>- <i>Recap lessons of position of objects. Using pictures of different kinds of plants, guide learners to identify and talk about the position of each of the plants. E.g. The flower is the 5th. Ask learners to colour a particular position</i></li> </ul>
	CREATIVE ARTS			<ul style="list-style-type: none"> <li>- <i>Using a poster or picture, have learners draw, colour and label a plant and talk about their drawing using the right terms/names.</i></li> <li>- <i>Ask learners to draw and indicate the initial letter sounds of the parts.</i></li> </ul> <p><b>K1.6.5.1.5</b> Make art works with the elements of art</p> <ul style="list-style-type: none"> <li>- <i>Using leaves and saw dust, guide learners to make a collage of a tree and talk about their art work indicating the parts of a plant</i></li> </ul>

<b>5</b>	<b>OUR WORLD AND OUR PEOPLE</b>	<b>Sub Strand 6: Plants – 2</b>	<b>K1.6.6.1</b> Demonstrate understanding of how plants grow	<p><b>K1.6.6.1.1</b> Talk about and discuss how plants and what human should do to enhance the growth process</p> <ul style="list-style-type: none"> <li>- Have learners sit in a semi-circle position and recite a rhyme about plants. E.g. “Plants can grow”. Have learners identify the key things said about plants in the rhyme</li> <li>- Discuss with learners how plants grow</li> </ul>
	<b>LANGUAGE AND LITERACY</b>			<ul style="list-style-type: none"> <li>- Have learners use the treated keywords form sentences on how plants grow.</li> <li>- Ask simple questions about the story for learners to answer</li> </ul> <p><b>K1.6.6.1.3</b> Identify the initial and ending letter sounds of objects and blend letter sounds to form words.</p> <ul style="list-style-type: none"> <li>- Learners write selected words and show their beginning and ending sounds in their books e.g. root, leaf, roots, etc.</li> </ul> <p><b>K1.6.6.1.4</b> Use vocabulary learnt to form simple meaningful sentences</p> <ul style="list-style-type: none"> <li>- Using pictures and word cards, guide learners to read the words.</li> <li>- Help learners understand the selected words/keyword</li> <li>- Guide learners to use the keywords acquired to construct simple sentences about the theme. E.g. We need plant for shade</li> </ul>
	<b>NUMERACY</b>			<ul style="list-style-type: none"> <li>- Have them discuss 2-D and 3-D objects using real and drawn objects and compare some of the objects according to a given attributes.</li> <li>- Have learners colour outline of cut out shapes</li> <li>- Using 2-D and 3-D objects and drawn objects, have learners describe the characteristics of the everyday objects and shapes in their environment.</li> <li>- Have them match objects that look alike in terms of shapes.</li> </ul> <p><b>K1.6.6.1.6</b> Classify objects and count the number of objects in each category up to 9.</p> <ul style="list-style-type: none"> <li>- Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card</li> </ul>
	<b>CREATIVE ARTS</b>			<ul style="list-style-type: none"> <li>- Have learners compose simple story on a manila card about how plant grow. Have learners illustrate their composed story</li> </ul> <p><b>K1.6.6.1.2</b> Talk about the cover page and identify how plants grow in a read aloud story</p> <ul style="list-style-type: none"> <li>- Have learners draw and colour any object in 2-D</li> </ul> <p><b>K1.6.6.1.5</b> Identify, observe and talk about art in the immediate</p> <ul style="list-style-type: none"> <li>- Using conversational poster/pictures, have learners talk about uses of plants e.g. for shade, food, medicine, etc.</li> <li>- Have learner make their own picture about fruits and vegetables and compare them using positive language.</li> </ul>



<b>6</b>	<b>OUR WORLD AND OUR PEOPLE</b>	<b>Sub Strand 7: Gardening</b>	<b>K1.6.7.1</b> Demonstrate understanding of the types of soil.	<p><b>K1.6.7.1.1</b> Talk about different types of soil and which one is best used for gardening.</p> <ul style="list-style-type: none"> <li>- <i>Using different types of soil in separate containers, have learners watch and feel the types of soil</i></li> <li>- <i>Discuss with learners how to make soil fertile for a successful gardening.</i></li> </ul>
	<b>LANGUAGE AND LITERACY</b>			<ul style="list-style-type: none"> <li>- <i>learners recite a poem about gardening “I have my garden” Have learners observe and talk about a conversational poster on the different types of soil E.g. sandy, clayey and loamy soil</i></li> </ul> <p><b>K1.6.7.1.2</b> Point to individual words to track reading.</p> <ul style="list-style-type: none"> <li>- <i>Guide them point to the title of the book.</i></li> <li>- <i>Have them point to the individual words in the title.</i></li> <li>- <i>Guide them to use the cover page picture to predict the content.</i></li> <li>- <i>Have learners use some of the gardening words to make simple sentences</i></li> </ul> <p><b>K1.6.7.1.3</b> Use a variety of new vocabulary learnt about soil to make simple sentences about it.</p> <ul style="list-style-type: none"> <li>- <i>Asks learners to form own sentence with the word (e.g. I play in the sand.</i></li> <li>- <i>Write some of the sentences on the board for them</i></li> <li>- <i>Have learners mention words and identify the common sound e.g. rake,</i></li> <li>- <i>Guide learners to use given sounds to form the words using the letter cards</i></li> </ul>
	<b>NUMERACY</b>			<ul style="list-style-type: none"> <li>- <i>Have learners sort and group the farm tools according to colours and use comparative language (“more than”, “less than” “same as”) to compare their art work. Extend the activity to include addition and subtraction</i></li> <li>- <i>Representing art works with counters, have learners sort and group their art works according to colour and/or size.</i></li> <li>- <i>Have learners count the number in each group. You can extend the activity with addition, subtraction, or comparison activities</i></li> </ul> <p><b>K1.6.7.1.5</b> Classify objects and count the number of objects in each category up to 9</p> <ul style="list-style-type: none"> <li>- <i>Read a concept book on numbers (1-9) to learners.</i></li> <li>- <i>Let learners talk about the numbers heard in the reading and show their respective cut out number.</i></li> </ul>
	<b>CREATIVE ARTS</b>			<ul style="list-style-type: none"> <li>- <i>Have learners colour outlines of some of the farm tools mentioned.</i></li> </ul> <p><b>K1.6.7.1.4</b> Recognise and create words with given sounds and make art works with the elements of art</p> <ul style="list-style-type: none"> <li>- <i>Have learners use clay to mould objects e.g. farm tool and paint once it is dry and discuss their art works using positive language</i></li> </ul>



7	<b>OUR WORLD AND OUR PEOPLE</b>	<b>Sub Strand 8: Light – Day and Night</b>	<b>K1.6.8.1</b> Demonstrate understanding of the sources of light for day and night.	<p>K1.6.8.1.1 Recite rhymes/poems and talk about the different sources of light.</p> <ul style="list-style-type: none"> <li>- Have learners describe the beauty of the day and night scenes.</li> <li>- Guide learners to identify the natural and artificial sources.</li> </ul>
	<b>LANGUAGE AND LITERACY</b>			<p><b>K1.6.8.1.3</b> Recognise the beginning sound of the letters in relation to the types of light and write in their books.</p> <p><b>K1.6.8.1.4</b> Use a variety of new vocabulary learnt about light to form sentences orally.</p> <ul style="list-style-type: none"> <li>- Have learners discuss the uses of light in their everyday life using the new vocabulary learnt.</li> <li>- Have learners pick a word card and make simple sentence with it. E.g. Switch the torch light on; put the candle off; etc.</li> <li>- Guide them pick and act out simple sentences on sentence strips in relation to the theme E.g. Switch on the light, switch off the torch, light the lantern, etc.</li> </ul>
	<b>NUMERACY</b>			<ul style="list-style-type: none"> <li>- Have learners group the examples of lights talked about and count the number in each group. Have them do addition and subtraction activities with the examples of lights. Include word problem in these activities</li> <li>- Have learners do addition and subtraction activities with the examples of lights using simple everyday situation word problem e.g. Kofi was sent to buy 5 bulbs from a nearby shop. On his way back, he trips and the bag containing the bulbs fell and one got broken, how many bulbs would the family use?</li> <li>- Guide learners group and count the sources of light in each group and compare them using comparative language. Extend this activity to include additions and subtractions</li> </ul> <p><b>K1.6.8.1.6 1</b> Use number names, counting sequences and how to count to find out “how many”? (up to 9)</p>
	<b>CREATIVE ARTS</b>			<ul style="list-style-type: none"> <li>- Have learners draw any of the natural sources of light they like and talk about their art work</li> </ul> <p><b>K1.6.8.1.2</b> Use pictures and other text features to aid understanding as they listen to a read aloud informational text on sources light.</p> <ul style="list-style-type: none"> <li>- Have them draw and colour any example of man-made light read about.</li> <li>- Assist learners to arrange letter cards to form a given source of light</li> <li>- Have them draw any of the sources of light and write the initial and ending sounds of the name and use positive language to talk about their art work</li> </ul> <p><b>K1.6.8.1.5</b> Identify, observe and talk about art in the immediate natural and manmade environment.</p> <ul style="list-style-type: none"> <li>- Have learners connect the lights on the posters to those found in their environment focusing on natural and manmade lights</li> </ul>

8	OUR WORLD AND OUR PEOPLE	Sub Strand 9: Changing Weather Conditions	<b>K1.6.9.1</b> Demonstrate understanding of changing weather conditions and seasons.	<p><b>K1.6.9.1.1</b> Sing and talk about the weather condition in Ghana.</p> <ul style="list-style-type: none"> <li>- Have learners sing the “Rain rain go away song” and talk about the weather condition they sang about in the song.</li> <li>- Go out of the classroom to observe the weather with learners. Using conversational poster on different weather conditions in Ghana, guide learners e.g. rainy, sunny, windy, cloudy, etc.</li> <li>- Have learners sound out the names of the weather condition and share personal experiences on weather conditions.</li> <li>- Guide them to talk about the current weather condition. E.g. Sunny or cloudy weather.</li> <li>- Using a weather chart, discuss with learners how to cater for oneself during the different seasons.</li> </ul>
	LANGUAGE AND LITERACY			<p><b>K1.6.9.1.2</b> Identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather condition.</p> <p><b>K1.6.9.1.3</b> Identify initial letter-sounds of weather and write them under the appropriate pictures.</p> <p><b>K1.6.9.1.4</b> Use the vocabulary learnt to talk about the weather</p> <ul style="list-style-type: none"> <li>- Ask them to form sentences orally with the vocabulary acquired</li> </ul>
	NUMERACY			<ul style="list-style-type: none"> <li>- Have learners identify the weather conditions read about and tell the order in which they appeared. E.g. rainy weather came 1st, sunny 2nd, windy 3rd, etc.</li> <li>- Give out some numeral cards, let learners compare the numbers by using the comparative language “more than”, “less than”, “same as. Let learners compare the number of objects in the class room. E.g. the pencils are more than the erasers.</li> </ul>
	CREATIVE ARTS			<ul style="list-style-type: none"> <li>- Discuss the different weather conditions on a conversational poster with learners. Show keywords on cards and guide learners to read e.g. rainy, windy, sunny, cloudy, rain, wind, etc</li> <li>- Have learners draw and colour any of the weather conditions and talk about it.</li> </ul> <p><b>K1.6.9.1.5</b> Identify, observe and talk about art in the immediate</p>

9	OUR WORLD AND OUR PEOPLE	Sub Strand 7: My Global Community	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.	K1.7.1.1.1 Using pictures, talk about the various means by which we connect with the international community-Transportation. <ul style="list-style-type: none"><li>- Say a poem about different means of transport</li><li>- Guide learners to discuss various means one use to travel to other countries</li><li>- Discuss some of the basic reasons why people travel to other countries</li><li>- Have learners talk about the means through which one can travel to another country and tell why they like the chosen means of transport.</li></ul>
	LANGUAGE AND LITERACY			K1.7.1.1.2 talk about the various means by which we connect with the international community-Trade K1.7.1.1.3 Identify and cover and back page of a book and read aloud a simple sentence K1.7.1.1.4 Blend individual sounds to decode words which relates to the theme and write the words in their books <ul style="list-style-type: none"><li>- Using a letter-sound chart, revise the letter sounds learnt. With the use of letter cards, guide learners to arrange the letters to form words. Have learners use some of the words to construct simple sentences on their own</li><li>- Let learners write few of the words in their books</li></ul> K1.7.1.1.5 Use vocabulary leant to form simple sentences in real life situation.
	NUMERACY			<ul style="list-style-type: none"><li>- Have learners be in groups according to their choice of means of transport.</li><li>- Count members in each group and use comparative language to describe them</li><li>- Represent the number of each group with counters.</li><li>- Have each group present their number on a number line</li><li>- Using story problems guide learners to add or subtract single digit numbers which sums up to 9.</li></ul>
	CREATIVE ARTS			<ul style="list-style-type: none"><li>- Using conversational poster, have learners draw their favourite type of transport and compare their art works using positive language</li><li>- Discuss and draw some things we buy from other countries</li></ul>
10	LANGUAGE AND LITERACY	ALPHABET WORK	Read, write and master as many two-letter words as possible	
	NUMERACY	NUMBER WORK	Count and write from 1 to 100 Write number names from one - thirty	
11	REVISION			
12	END OF THIRD TERM EXAMINATIONS			