

BEST BRAIN EXAMINATIONS KONSORTIUM

2022 Academic
Season

BASIC 5

Scheme of Learning for
FIRST TERM
January–April 2022

The Exams Masters!

The Exams Leaders!

The Exams Experts!

The Exams Wizards!

The Exams Gurus!

The Exams Whiz Kids!

MOTTO: EXCELLENCE



Based On New Curriculum

STRATEGIC SCHEME OF LEARNING

IMPORTANT INFORMATION

- **Your acceptance of this scheme of learning implies consent to our terms and conditions herein and any infractions thereof shall attract appropriate punishments.**
- The charges for the end of term examinations for **Basic 1-6** is: **GH¢ 5.00 PER PUPIL**
- **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**.

FIRST TERM – ENGLISH LANGUAGE – BASIC FIVE

WEEK	STRAND	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	ORAL LANGUAGE	Sub-Strand 1: Songs	B5.1.1.1: Demonstrate understanding of a variety of songs	B5.1.1.1.1. Explain the central messages in songs
	READING	Sub-Strand 2: Phonics	B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B5.2.2.1.1. Apply common phonic generalisations (e.g. hard and soft 'c' and 'g') when reading continuous texts.
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 1: Nouns	B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.1. Identify and use nouns or noun phrases to refer to quantities or units.
	WRITING	Sub-Strand 2: Penmanship and Handwriting	B5.4.2.1: Copy and rewrite sentences correctly	B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 1: Using Capitalisation	B5.5.1.1: Use capital letters to start the first words in a direct speech	B5.5.1.1.1. Follow appropriate mechanical convention
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
2	ORAL LANGUAGE	Sub-Strand 1: Songs	B5.1.1.1: Demonstrate understanding of a variety of songs	B5.1.1.1.2. Relate values in songs to real life experiences
	READING	Sub-Strand 2: Phonics	B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B5.2.2.1.1. Apply common phonic generalisations (e.g. hard and soft 'c' and 'g') when reading continuous texts.
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 1: Nouns	B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.2. Identify and use: - proper nouns - refer to festivals; - Count/non-count – Singular – Plural (regular, irregular)
	WRITING	Sub-Strand 2: Penmanship and Handwriting	B5.4.2.1: Copy and rewrite sentences correctly	B5.4.2.1.2. Write compound sentences clearly and correctly
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 1: Using Capitalisation	B5.5.1.1: Use capital letters to start the first words in a direct speech	B5.5.1.1.2. Writing of lower case and capital letters
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

3	ORAL LANGUAGE	Sub-Strand 3: Poems	B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.1. Respond to poems by discussing their central messages and expressing own opinion
	READING	Sub-Strand 2: Phonics	B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B5.2.2.1.2. Read two syllable words with suffixes and "r" controlled words (or, er, ar , ur) when reading continuous texts.
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 1: Nouns	B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.3 Identify and use collective nouns to refer to a group of objects and people
	WRITING	Sub-Strand 3: Paragraph Development	B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 2: Using Punctuation	B5.5.2.1: Show understanding of how punctuations are used appropriately in writing	B5.5.2.1.1. Use punctuations: - (the comma) to write an address; - (the apostrophe) in contraction
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
4	ORAL LANGUAGE	Sub-Strand 3: Poems	B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.1. Respond to poems by discussing their central messages and expressing own opinion
	READING	Sub-Strand 2: Phonics	B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B5.2.2.1.2. Read two syllable words with suffixes and "r" controlled words (or, er, ar , ur) when reading continuous texts.
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 1: Nouns	B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas
	WRITING	Sub-Strand 3: Paragraph Development	B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.2. Identify the main idea and minor ideas/supporting details in a paragraph
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 2: Using Punctuation	B5.5.2.1: Show understanding of how punctuations are used appropriately in writing	B5.5.2.1.1. Use punctuations: - (the comma) to write an address; - (the apostrophe) in contraction
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

5	ORAL LANGUAGE	Sub-Strand 3: Poems	B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.2. Relate values in poems to day-to-day life
	READING	Sub-Strand 3: Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.1. Use common minimal pairs to decode words. e.g. – sash, wash
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.1. Identify and use indefinite and definite articles ‘a’ and ‘an’ to refer to a person, animal, event, time or objects in general
	WRITING	Sub-Strand 3: Paragraph Development	B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.3. Elaborate on, explain and or justify the main ideas of a paragraph by providing explanation and examples
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 3: Naming Words/Nouns	B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.1. Identify and use nouns or noun phrases to refer to quantities or units.
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
6	ORAL LANGUAGE	Sub-Strand 3: Poems	B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.2. Relate values in poems to day-to-day life
	READING	Sub-Strand 3: Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.1. Use common minimal pairs to decode words. e.g. – sash, wash
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.2. Identify and use quantifiers to show qualities: – ordinal first, second etc.) – a few/a little etc. – both each/every – Another, other, etc
	WRITING	Sub-Strand 3: Paragraph Development	B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.4. Use cohesive devices –pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 3: Naming Words/Nouns	B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.2. Identify and use proper nouns to refer to festivals; common nouns: – Count/non-count – Singular – Plural (regular, irregular) – plural without plural marker
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

7	ORAL LANGUAGE	Sub-Strand 3: Poems	B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.3. Compose six-line poems
	READING	Sub-Strand 3: Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.1. Use common minimal pairs to decode words. e.g. – sash, wash
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.3. Identify and use possessive pronouns to show possession
	WRITING	Sub-Strand 9: Writing as a Process	B5.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing	B5.4.9.1.1. Select a topic of choice on issues in their community, brainstorm and organise ideas before writing
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 3: Naming Words/Nouns	B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
8	ORAL LANGUAGE	Sub-Strand 3: Poems	B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.3. Compose six-line poems
	READING	Sub-Strand 3: Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.2. Use words with digraphs to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.4. Identify and use demonstratives: -this/that, these/those people
	WRITING	Sub-Strand 9: Writing as a Process	B5.4.9.2: Develop and express ideas coherently and cohesively in writing	B5.4.9.2.1. Develop ideas into a two-paragraph draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using action Words	B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.1. Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

9	ORAL LANGUAGE	Sub –Strand 4: Story Telling	B5.1.4.1: Respond to stories	B5.1.4.1.1. Demonstrate understanding of lessons in stories by making relevant comments
	READING	Sub-Strand 3: Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.2. Use words with digraphs to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.5. Identify and use interrogative determiners e.g. which, whose -to find out which person something belongs to
	WRITING	Sub-Strand 9: Writing as a Process	B5.4.9.3: Apply strategies for improving drafts for publishing	B5.4.9.3.1. Review, and revise the draft by proposing grammar for improvement
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using action Words	B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.2. Use the simple past verb form to express past needs, feelings and interest
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
10	ORAL LANGUAGE	Sub –Strand 4: Story Telling	B5.1.4.1: Respond to stories	B5.1.4.1.1. Demonstrate understanding of lessons in stories by making relevant comments
	READING	Sub-Strand 3: Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.2. Use words with digraphs to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 3: Pronouns	B5.3.3.1: Apply knowledge of different types of pronouns in communication	B5.3.3.1.1. Identify and use indefinite pronouns e.g. someone, anyone, everything etc. Possessive pronouns to show possession, e.g. mine, ours etc.
	WRITING	Sub-Strand 9: Writing as a Process	B5.4.9.3: Apply strategies for improving drafts for publishing	B4.4.9.3.2. Edit/proofread draft, checking capitalization, usage of punctuation and spelling
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using action Words	B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.3. Use past perfect in speech and in writing
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

11	ORAL LANGUAGE	Sub –Strand 4: Story Telling	B5.1.4.1: Respond to stories	B5.1.4.1.2. Tell stories which are parallel to stories heard or read
	READING	Sub-strand 4: Diphthongs	B5.2.4.1: Identify and use diphthongs to decode	B5.2.4.1.1. Use closing diphthongs, e.g. /aʊ/, /eɪ/ to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 3: Pronouns	B5.3.3.1: Apply knowledge of different types of pronouns in communication	B5.3.3.1.1. Identify and use indefinite pronouns e.g. someone, anyone, everything etc. Possessive pronouns to show possession, e.g. mine, ours etc.
	WRITING	Sub-Strand 9: Writing as a Process	B5.4.9.3: Apply strategies for improving drafts for publishing	B5.4.9.3.3. Display writing piece for peers to read and publish it in the class magazine
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using action Words	B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.4. Use singular and plural subjects and the verb forms that go with them.
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
12	ORAL LANGUAGE	Sub –Strand 4: Story Telling	B5.1.4.1: Respond to stories	B5.1.4.1.2. Tell stories which are parallel to stories heard or read
	READING	Sub-strand 4: Diphthongs	B5.2.4.1: Identify and use diphthongs to decode	B5.2.4.1.1. Use closing diphthongs, e.g. /aʊ/, /eɪ/ to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub- Strand 4: Adjectives	B5.3.4.1: Apply the knowledge of adjectives in communication	B5.3.4.1.1. Use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better
	WRITING	Sub-Strand 9: Writing as a Process	B5.4.9.3: Apply strategies for improving drafts for publishing	B5.4.9.3.3. Display writing piece for peers to read and publish it in the class magazine
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using action Words	B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.4. Use singular and plural subjects and the verb forms that go with them.
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
13	REVISION			

BASIC FIVE – GHANAIAI LANGUAGE – FIRST TERM

WEEK	STRAND	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	STRAND 1: ORAL LANGUAGE <i>(Listening And Speaking)</i>	Sub-strand 1: Songs	B5.1.1.1: Show an understanding of cradle songs/lullaby.	B5.1.1.1.1: Sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.
	STRAND 2: READING	sub-strand 4: Phonics: Letter and sound knowledge	B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words	B5.2.4.1.1 Read and recognise words with familiar sounds..
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.1 Recognise the use of full stops at the end of a complete sentence, and to separate initials.
	STRAND 4: COMPOSITION WRITING	Sub-strand 1: Narrative Writing	B5.4.1.1: Comprehend and use punctuation marks in narrative writing.	B5.4.1.1.1 Recognise and use commas, full stops, and question marks appropriately in narrative writing.
	STRAND 5: WRITING CONVENTIONS/ USAGE	Sub-strand 1: Integrating Grammar in Written Language (capitalization)	B5.5.1.1: Show an understanding in the use of capital letters appropriately	B5.5.1.1.1 Understand that capital letters begin proper nouns.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.
2	(STRAND 1: ORAL LANGUAGE <i>(Listening And Speaking)</i>	Sub-Strand 3: Poems	B5.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them.	B5.1.3.1.1 Explore a poem of about six to seven lines correctly.
	STRAND 2: READING	sub-strand 4: Phonics: Letter and sound knowledge	B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words	B5.2.4.1.1 Read and recognise words with familiar sounds..
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.1 Recognise the use of full stops at the end of a complete sentence, and to separate initials.
	STRAND 4: COMPOSITION WRITING	Sub-strand 1: Narrative Writing	B5.4.1.1: Comprehend and use punctuation marks in narrative writing.	B5.4.1.1.2 Understand and use exclamation mark in narrative writing appropriately
	STRAND 5: WRITING CONVENTIONS/ USAGE	Sub-strand 1: Integrating Grammar in Written Language (capitalization)	B5.5.1.1: Show an understanding in the use of capital letters appropriately	B5.5.1.1.2 Comprehend the use of capital letters after a colon
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.

3	(STRAND 1: ORAL LANGUAGE (Listening And Speaking))	Sub-Strand 3: Poems	B5.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them.	B5.1.3.1.2 Recognise the key words in the poem and discuss the theme of the poem.
	STRAND 2: READING	sub-strand 4: Phonics: Letter and sound knowledge	B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words	B5.2.4.1.2 Read and recognise diagraphs in words found in paragraphs..
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.2 Recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech
	STRAND 4: COMPOSITION WRITING	Sub-strand 1: Narrative Writing	B5.4.1.1: Comprehend and use punctuation marks in narrative writing.	B5.4.1.1.3 Know the appropriate use of colon and quotation marks in narrative writing.
	STRAND 5: WRITING CONVENTIONS/ USAGE	Sub-strand 1: Integrating Grammar in Written Language (capitalization)	B5.5.1.1: Show an understanding in the use of capital letters appropriately	B5.5.1.1.3 Understand the use of capital letters after a question mark.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.
4	(STRAND 1: ORAL LANGUAGE (Listening And Speaking))	Sub-Strand 3: Poems	B5.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them.	B5.1.3.1.2 Recognise the key words in the poem and discuss the theme of the poem.
	STRAND 2: READING	sub-strand 4: Phonics: Letter and sound knowledge	B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words	B5.2.4.1.2 Read and recognise diagraphs in words found in paragraphs..
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.2 Recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech
	STRAND 4: COMPOSITION WRITING	sub-strand 2: Creative/ Free Writing	B5.4.2.1: Show an understanding of creating and writing longer stories on their own.	B5.4.2.1.1 Write a short story on their own.
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 2: Integrating Grammar in Written Language (Punctuation)	B5.5.2.1: Demonstrate knowledge in the use of punctuation marks in passages.	B5.5.2.1.1 Recognise and use commas, full stops, and question marks appropriately in writing.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.

5	(STRAND 1: ORAL LANGUAGE) <i>(Listening And Speaking)</i>	Sub-strand 4: Listening and Story Telling	B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	B5.1.4.1.1. Retell a folktale of about five scenes and discuss the moral/values of it.
	STRAND 2: READING	sub-strand 4: Phonics: Letter and sound knowledge	B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words	B5.2.4.1.3 Blend two or more syllables to form words and read them
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.3 Recognise that a colon is used to list and explain a statement, or to mention a list of items
	STRAND 4: COMPOSITION WRITING	Sub-strand 2: Creative/ Free Writing	B5.4.2.1: Show an understanding of creating and writing longer stories on their own.	B5.4.2.1.2 Write an imaginative longer story on their own.
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 2: Integrating Grammar in Written Language (Punctuation)	B5.5.2.1: Demonstrate knowledge in the use of punctuation marks in passages.	B5.5.2.1.2 Understand and use exclamation mark in writing appropriately.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.
6	(STRAND 1: ORAL LANGUAGE) <i>(Listening And Speaking)</i>	Sub-strand 4: Listening and Story Telling	B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	B5.1.4.1.1. Retell a folktale of about five scenes and discuss the moral/values of it.
	STRAND 2: READING	sub-strand 4: Phonics: Letter and sound knowledge	B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words	B5.2.4.1.3 Blend two or more syllables to form words and read them
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.3 Recognise that a colon is used to list and explain a statement, or to mention a list of items
	STRAND 4: COMPOSITION WRITING	sub-strand 2: Creative/ Free Writing	B5.4.2.1: Show an understanding of creating and writing longer stories on their own.	B5.4.2.1.3 Create a story that relates to their environment.
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 2: Integrating Grammar in Written Language (Punctuation)	B5.5.2.1: Demonstrate knowledge in the use of punctuation marks in passages.	B5.5.2.1.2 Understand and use exclamation mark in writing appropriately.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone.

7	(STRAND 1: ORAL LANGUAGE) <i>(Listening And Speaking)</i>	Sub-strand 4: Listening and Story Telling	B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	B5.1.4.1.1. Retell a folktale of about five scenes and discuss the moral/values of it.
	STRAND 2: READING	sub-strand 4: Phonics: Letter and sound knowledge	B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words	B4.2.4.1.4 Recognise and say consonant clusters in words found in paragraphs.
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.4 Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B5.4.3.1: Exhibit knowledge of writing descriptive essays using controlled composition or on their own.	B5.4.3.1.1 Write simple descriptive essays about human beings using controlled composition.
	STRAND 5: WRITING CONVENTIONS/ USAGE	Sub-strand 2: Integrating Grammar in Written Language (Punctuation)	B5.5.2.1: Demonstrate knowledge in the use of punctuation marks in passages.	B5.5.2.1.3 Use colon and quotation marks in writing appropriately.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.2 Demonstrate correct speech, rhythm and tone..
8	(STRAND 1: ORAL LANGUAGE) <i>(Listening And Speaking)</i>	Sub-strand 4: Listening and Story Telling	B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	B5.1.4.1.1. Retell a folktale of about five scenes and discuss the moral/values of it.
	STRAND 2: READING	sub-strand 4: Phonics: Letter and sound knowledge	B5.2.4.1: Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words	B4.2.4.1.4 Recognise and say consonant clusters in words found in paragraphs.
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.4 Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B5.4.3.1: Exhibit knowledge of writing descriptive essays using controlled composition or on their own.	B5.4.3.1.1 Write simple descriptive essays about human beings using controlled composition.
	STRAND 5: WRITING CONVENTIONS/ USAGE	Sub-strand 2: Integrating Grammar in Written Language (Punctuation)	B5.5.2.1: Demonstrate knowledge in the use of punctuation marks in passages.	B5.5.2.1.3 Use colon and quotation marks in writing appropriately.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.2 Demonstrate correct speech, rhythm and tone..

9	(STRAND 1: ORAL LANGUAGE (Listening And Speaking))	Sub-strand 4: Listening and Story Telling	B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	B5.1.4.1.1. Retell a folktale of about five scenes and discuss the moral/values of it.
	STRAND 2: READING	sub-strand 5: Vocabulary (Sight and content vocabulary)	B5.2.5.1: Show an understanding of recognising and reading about things in their environment	B5.2.5.1.1 Read paragraphs of passages aloud with correct pronunciation and tone
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.4 Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B5.4.3.1: Exhibit knowledge of writing descriptive essays using controlled composition or on their own.	B5.4.3.1.2 Give simple descriptive essays about objects using controlled composition.
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 3: Integrating Grammar in Written Language (Use of action words)	B5.5.3.1: Demonstrate knowledge on use of action words appropriately	B5.5.3.1.1 Recognise and use simple present tense action words in sentences.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.2 Demonstrate correct speech, rhythm and tone..
10	(STRAND 1: ORAL LANGUAGE (Listening And Speaking))	Sub-strand 4: Listening and Story Telling	B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	B5.1.4.1.2 Recognise the characters in the folktales
	STRAND 2: READING	sub-strand 5: Vocabulary (Sight and content vocabulary)	B5.2.5.1: Show an understanding of recognising and reading about things in their environment	B5.2.5.1.1 Read paragraphs of passages aloud with correct pronunciation and tone
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.5 Write simple sentences.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B5.4.3.1: Exhibit knowledge of writing descriptive essays using controlled composition or on their own.	B5.4.3.1.2 Give simple descriptive essays about objects using controlled composition.
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 3: Integrating Grammar in Written Language (Use of action words)	B5.5.3.1: Demonstrate knowledge on use of action words appropriately	B5.5.3.1.1 Recognise and use simple present tense action words in sentences.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1. 1.2 Demonstrate correct speech, rhythm and tone.

11	(STRAND 1: ORAL LANGUAGE (<i>Listening And Speaking</i>))	Sub-strand 4: Listening and Story Telling	B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	B5.1.4.1.2 Recognise the characters in the folktales
	STRAND 2: READING	sub-strand 5: Vocabulary (Sight and content vocabulary)	B5.2.5.1: Show an understanding of recognising and reading about things in their environment	B5.2.5.1.2 Read stories aloud with correct pronunciation and tone.
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.5 Write simple sentences.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B5.4.3.1: Exhibit knowledge of writing descriptive essays using controlled composition or on their own.	B5.4.3.1.3 Write their own simple descriptive essays on given topics..
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 3: Integrating Grammar in Written Language (Use of action words)	B5.5.3.1: Demonstrate knowledge on use of action words appropriately	B5.5.3.1.2 Use simple past tense action words in sentences.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.2 Demonstrate correct speech, rhythm and tone..
12	(STRAND 1: ORAL LANGUAGE (<i>Listening And Speaking</i>))	Sub-strand 4: Listening and Story Telling	B5.1.4.1: Demonstrate knowledge on the structure and features of folktales	B5.1.4.1.2 Recognise the characters in the folktales
	STRAND 2: READING	sub-strand 5: Vocabulary (Sight and content vocabulary)	B5.2.5.1: Show an understanding of recognising and reading about things in their environment	B5.2.5.1.2 Read stories aloud with correct pronunciation and tone.
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B5.3.1.1: Exhibit knowledge in the use of full stops, commas and question marks appropriately in sentences; and write simple sentences boldly and clearly.	B5.3.1.1.5 Write simple sentences.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B5.4.3.1: Exhibit knowledge of writing descriptive essays using controlled composition or on their own.	B5.4.3.1.3 Write their own simple descriptive essays on given topics..
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 3: Integrating Grammar in Written Language (Use of action words)	B5.5.3.1: Demonstrate knowledge on use of action words appropriately	B5.5.3.1.2 Use simple past tense action words in sentences.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B5.6.1.1: Exhibit the ability to read other materials like newspapers, novels, other than the class Reader alone.	B5.6.1.1.2 Demonstrate correct speech, rhythm and tone..
13	REVISION			

BASIC FIVE– MATHEMATICS – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: NUMBER	Sub-strand 1: Counting, Representation & Cardinality	B5.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000	B5.1.1.1.1 Model number quantities up to 1,000,000 using graph sheets and multi-base block B5.1.1.1.2 Read and write numbers in figures and in words up to 1000,000 B5.1.1.1.3 Identify numbers in different positions around a given number in a number chart
2				B5.1.1.1.4 Compare and order whole numbers up to 100,000 and represent the comparison using ">," B5.1.1.1.5 Round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens B5.1.1.1.6 Skip count forwards and backwards in 500s 1000s etc. up to and from 100,000
3				B5.1.1.3.3 Identify even and odd numbers between 1 and 100 as number that can be arrayed in twos array and those which cannot
			B5.1.1.2 Demonstrate understanding of Roman Numerals up to C (i.e. 100)	B5.1.1.2.1 Recognize Roman Numerals system up to C (i.e. 100) B5.1.1.2.2 Count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa
4			B5.1.1.3 Demonstrate an understanding of factors, multiples of numbers including composite, even, odd and prime numbers from 1 to 100	B5.1.1.3.1 Identify the factors of whole numbers 1 – 100 B5.1.1.3.2 Generate and identify prime numbers and composite numbers between 1 and 100 B5.1.1.3.4 Determine the highest common factor of any 2 or 3 numbers by prime factorization B5.1.1.3.5. Recognize relationship between factors and multiples of whole numbers from 1 to 100
5			B5.1.2.1 Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts	B5.1.2.1.1 Apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9sfacts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division facts B5.1.2.1.2 Apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property

6			B5.1.2.2 Demonstrate an understanding of multiplication of a 2 or 3-digit number by a 2 or 3-digit number.	B5.1.2.2.1. Multiply multi digit numbers by 2-digit numbers efficiently
			B5.1.2.3 Recall basic division fact up to 100	B5. 1.2.3.1 Determine basic division fact up to 81
			B5.1.2.4 Demonstrate an understanding of division of a 2 or 3- digit number by a 1 or 2-digit number	B5.1.2.4.1 Divide 3-digit numbers by 1-digit number efficiently
7			B5.1.2.5 Translate word problems into mathematical sentences and solve	B5.1.2.5.1. Solve multi step word problems involving the four basic operations
			B5.1.2.6 Demonstrate understanding of integers	B5.1.2.6.1 Solve simple addition and subtraction problems involving integers
8	STRAND 2: ALGEBRA	Sub-strand 1: Patterns and Relationships	B5.2.1.1 Determine the pattern rule to make predictions about subsequent elements.	B5.2.1.1.1 Extend a given pattern with and without concrete materials, and explain how each element differs from the preceding one B5.2.1.1.2 Describe, orally or in writing, a given pattern, using mathematical language, such as one more, one less, five more, one more than or less than twice, etc. B5.2.1.1.3 Predict subsequent elements in a given pattern
9				B5.2.1.1.4 Represent a given pattern visually to verify predictions B5.2.1.1.5 Solve a given problem by using a pattern rule to determine subsequent elements B5.2.1.1.6 Determine and explain why a given number is or is not the next element in a pattern
10				B5.2.1.1.7 Write a rule in words and in algebra to represent a given pattern B5.2.1.1.8 Describe the relationship in a given table or chart, using a mathematical expression
11	STRAND 3: GEOMETRY & MEASUREMENT	Sub-Strand 1: Lines and Shapes	B5.3.1.1 Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	B5.3.1.1.1 Demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectangles
12	STRAND 4: DATA	Sub-strand 1: Data Collection, Organization, Presentation, Interpretation and Analysis	B5.4.1.1 Differentiate between first-hand and secondhand data	B5.4.1.1.1 Explain the difference between first-hand and second-hand data. B5.4.1.1.2 Find examples of second-hand data in print and electronic media, such as newspapers, magazines, and the internet.
13	REVISION			

BASIC FIVE – SCIENCE – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: DIVERSITY OF MATTER	Sub-Strand 1: Living And Non-Living Things	B5.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them	B5.1.1.1.1 Know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)
2			B5.1.1.2 Demonstrate understanding of the differences between living things, non-living things, and things which have never been alive	B5.1.1.2.1 Compare the differences among things that are living, dead and things that have never been alive
3	STRAND 2: CYCLES	Sub-Strand 1: Earth Science	B5.2.1.1 Recognise that some events in our environment occur recurrently	B5.2.1.1.1 Know how day and night are formed
4			B5.2.1.2 Recognise the relationship between the earth and the sun	5.2.1.2.1 Describe the benefits of the sun to the earth
5			B5.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle	B5.2.1.3.1 Demonstrate evaporation and condensation as important processes of the hydrological (water) cycle B5.2.1.3.2 Know how clouds are formed
6			B5.2.1.4 Demonstrate understanding of how carbon and nitrogen are cycled in nature	B5.2.1.4.1 Describe the uses of carbon dioxide and its effects on humans and life on earth
			B5.2.1.5 Recognise water and air as important natural resources	B5.2.1.5.1 Identify human activities that make water unsuitable for human use B5.2.1.5.2 Know how to make and keep air clean in our environment
7	STRAND 3: SYSTEMS	Sub-Strand 1: The Human Body Systems	B5.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	B5.3.1.1.1 Know the parts of the respiratory system in humans
8	STRAND 4: FORCES AND ENERGY	Sub-Strand 1: Sources And Forms Of Energy	B5.4.1.1 Demonstrate understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved	B5.4.1.1.1 Explain how energy is transformed from one form to another B5.4.1.1.2 Know how to use electricity efficiently in the home
9			B5.4.1.2 Show understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another	B5.4.1.2.1 Show the relationship between heat and temperature B1.4.1.2.2 Measure and record temperature using thermometer
10	STRAND 5: HUMANS AND THE ENVIRONMENT	Sub-Strand 1: Personal Hygiene And Sanitation	B5.5.1.1 Recognise the importance of personal hygiene	B5.5.1.1.1 Know why it is important to wash clothes regularly
11			B5.5.1.2 Identify, discuss and appreciate the natural and human features of the environment and the need to keep the environment clean	B5.5.1.2.1 Know how to keep washrooms clean
12			B5.5.1.2 Identify, discuss and appreciate the natural and human features of the environment and the need to keep the environment clean	B5.5.1.2.2 Demonstrate how to clean the environment regularly
13	REVISION			

BASIC FIVE – COMPUTING – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: INTRODUCTION TO COMPUTING	Sub-Strand 1: Generation of Computers and Parts of a Computer and Other Gadgets	B5.1.1.1: Identify parts of a computer and technology tools	B5.1.1.1.1. Recognise and use output devices. B5.1.1.1.2. Describe the types of output device and identify their uses B5.1.1.1.3. Distinguish the difference and similarities between analogue and digital devices.
2				B5.1.1.1.4. Identify the left, right mouse button, holding of mouse, performing single, double and triple clicking and dragging object. B5.1.1.1.5. Identify home row keys, top row, bottom row keys, numerical pad and type B5.1.1.1.6. Introduction to Windows Interface. B5.1.1.1.7. Summarise the generation of computers.
3	STRAND 2: PRESENTATION	Sub-Strand 1: Introduction to Ms- Powerpoint	B5.2.1.1. Demonstrate how to use Microsoft PowerPoint	B5.2.1.1.1. Show the use of Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon. B5.2.1.1.2. Show a 5-slide presentation using of Insert, design, animation and transition of the ribbons studied.
4	STRAND 3: WORD PROCESSING	Sub-Strand 1: Introduction to Word	B5.3.1.1. Illustrate the use of word processing	B5.3.1.1.1. Demonstrate the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph). B5.3.1.1.2. Illustrate the use Insert, Design and Layout.
5	STRAND 5: PROGRAMMING AND DATABASES	Sub-Strand 1: Introduction to Databases, Algorithm and Programming.	B5.5.1.3. Demonstrate how to use Databases	B5.5.1.3.1. Describe databases. B5.5.1.3.2. Discuss the importance and uses of database. B5.5.1.3.3. Describe the types of database.
6				B5.5.1.3.4. Identify types of databases and data. B5.5.1.3.5. Explain fundamental database concepts. B5.5.1.3.6 Discuss programming languages and their use (e.g. scratch, vb.net etc.)
7	STRAND 6: INTERNET AND SOCIAL MEDIA	Sub-Strand 1: Network Overview	B5.6.1.1. Demonstrate how to Network computers.	B5.6.1.1.1. Explain what a network is. B5.6.1.1.2. Describe how the internet works. B5.6.1.1.3. Explain what the Internet is.
8		Sub-Strand 2: Web Browsers And Web Pages	B5.6.2.1. Demonstrate how to use Web Pages.	B5.6.2.1.1. Explain what a web browser is and its use. B5.6.2.1.2. Identify web browsers. B5.6.2.1.3. Demonstrate the use of MS-Internet Explorer
9				5.6.2.1.4. Show how to create and remove a favorites link. B5.6.2.1.5. Create favorites folder. B5.6.2.1.6. Use the links toolbar
10				B5.6.2.1.7. Explain what a Web Page is. B5.6.2.1.8. Explain what a home page is. B5.6.2.1.9. Movement within and between web pages using hyperlinks
11		Sub-Strand 3: Surfing The World Wide Web	B5.6.3.1. Demonstrate how to use Favorite places	B5.6.3.1.1. Show how to create a favorite link. B5.6.3.1.2. Demonstrate deleting favorite links. B5.6.3.1.3. Create favorite folder. B5.6.3.1.4. Use the links toolbar.
12		Sub-Strand 4: Favourite Places and Search Engine	B5.6.4.1. Demonstrate how to use Search Engines	B5.6.4.1.1. Identify common search engines. B5.6.4.1.2 Explore how smart search engines work. B5.6.4.1.3. Demonstrate how to handle search results.
13	REVISION			

BASIC FIVE – FRENCH – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: DÉFINIR LES ASPECTS DE L'IDENTITÉ	Sub-Strand 1 : Saluer et prendre congé	(Saluer et prendre congé)	B5.1.1.1.1 Écouter/Regarder et comprendre un document audio-visuel dans lequel deux personnes se saluent B5.1.1.2.1 Saluer et répondre oralement aux salutations et respecter le code et les valeurs sociales B5.1.1.3.1 Lire et comprendre un texte, regarder une image qui décrit une scène de personnes qui se saluent B5.1.1.4.1 Écrire pour saluer pour saluer quelqu'un.
2		Sub-Strand 2: Se présenter	(Se présenter et présenter quelqu'un)	B5.1.2.1.1- Écouter et comprendre un dialogue entre deux personnes qui se présentent et identifier oralement les personnes B5.1.2.2.1 Poser et répondre à des questions sur l'âge, la profession/occupation, l adresse B5.1.2.2.2- Se présenter à quelqu'un et donner ses goûts et préférences
3				B5.1.2.3.1 Lire et comprendre un dialogue dans lequel deux personnes se présenter B5.1.2.4.1 Écrire une carte postale à un(e) correspondant(e) ; donner son âge, sa profession/occupation, son adresse
4	STRAND 2 : PARLER DE SON ENVIRONNEMENT	Sub-Strand 1: Parler de sa maison	(Parler de sa maison)	B5.2.1.1.1 Écouter/Regarder et comprendre un document audio-visuel sur les pièces, les objets de la maison et les animaux domestiques B5.2.1.2.1 Poser et répondre à des questions sur les objets et les animaux de la maison B5.2.1.2.2 Réciter des poèmes, chanter des chansons sur des objets, des animaux, des fruits, etc.
5				B5.2.1.3.1 Lire et comprendre un texte, sur les objets, les pièces les animaux, les fruits ; dire ce qui se passe B5.2.1.4.1 Décrire les pièces de sa maison B5.2.1.4.2 Décrire les différents objets dans sa maison
6	STRAND 3: EXPRIMER SES GOÛTS ET SES PRÉFÉRENCES	Sub-Strand 1 : Dire ce que l'on aime	(Dire ce que l'on aime et ce que l'on n'aime pas)	B5.3.1.1.1 Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un : plats, sports, matières, professions, etc. B5.3.1.2.1 Poser et répondre à des questions sur les goûts, les préférences
7				B5.3.1.2.2 Dire ce que l'on aime faire et ce que l'on n'aime pas faire: B5.3.1.3.1- Lire et comprendre un texte simple sur les goûts et les préférences des personnes B5.3.1.4.1 Écrire des phrases sur ce que l'on aime et de ce que l'on n'aime pas.
8	STRAND 4: LES ACTIVITÉS SIMPLES	Sub-Strand 1: Compter et faire des calculs	(Compter et faire des calculs simples)	B5.4.1.1.1 Écouter/Regarder et comprendre un document audiovisuel sur les nombres: B5.4.1.2.1 Compter à haute voix des objets, des personnes, de son environnement. B5.4.1.2.2 Faire oralement des calculs mentaux simples B5.4.1.2.3 Chanter des chansons/ Réciter poèmes sur les nombres
9				B5.4.1.3.1 Lire et comprendre les prix B5.4.1.4.1 Faire des calculs simples à l'écrit avec des chiffres en lettres: B5.4.1.4.2 Ecrire en lettres des chiffres proposés
10		Sub-Strand 2: Demander et donner l'heure	(Demander et donner l'heure)	B5.4.2.1.1 Écouter/Regarder et comprendre un document audio-visuel sur les horaires B5.4.2.2.1 se renseigner sur l'heure
11				B5.4.2.2.2 Raconter ce que l'on fait à certaines heures de la journée B5.4.2.3.1 Lire et comprendre l'agenda d'une personne
12				B5.4.2.4.1 Programmer son agenda B5.4.2.4.2 - Indiquer dans un agenda les heures des activités de la journée
13				REVISION

BASIC FIVE – RELIGIOUS AND MORAL EDUCATION – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: GOD, HIS CREATION AND ATTRIBUTES	Sub-Strand 1: God the Creator	B5.1.1.1. Appreciate the nature of God as the Creator	B5.1.1.1.1: Explain how special each individual is.
2				B5.1.1.1.2: State the qualities of God that humankind should demonstrate.
3			B5.1.1.1. Appreciate God–given gifts of form and colour	B5.1.1.1.3: Mention why individuals should maintain their God-given gifts of form and colour.
4				B5.1.1.1.3: Mention why individuals should maintain their God-given gifts of form and colour.
5	STRAND 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS	Sub-Strands 1: Religious Worship in the Three Major Religions in Ghana	B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	B5.2.1.1.1: Discuss the moral importance of worship.
6				B5.2.1.1.1: Discuss the moral importance of worship.
7				B5 2.1.1.2: Explain the moral significance of religious songs and recitations.
8				B5 2.1.1.2: Explain the moral significance of religious songs and recitations.
9	STRAND 3: RELIGIOUS LEADERS	Sub-Strand 4: Ministry of the Leaders of the Three Major Religions in Ghana	B5.3.4.1. Show an understanding of the ministry of each of the major religious leaders	B5.3.4.1.1:Describe the key events in the ministry of the leaders of the three religions.
10				B5.3.4.1.1:Describe the key events in the ministry of the leaders of the three religions.
11				B5.3.4.1.1:Describe the key events in the ministry of the leaders of the three religions.
12				B5 3.4.1.2: Outline the moral lessons from the ministry of the various leaders.
13	REVISION			

BASIC FIVE – OUR WORLD AND OUR PEOPLE – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: ALL ABOUT US	Sub-Strand 1: Nature of God	B5.1.1.1. Demonstrate understanding of the uniqueness of human beings among God’s creation	B5.1.1.1.1. Explain that human beings are unique compared to other creatures
2		Sub-strand 2: Myself	B5.1.2.1. Demonstrate understanding of positive attitudes towards the changes that occur during adolescence	B5.1.2.1.1. Describe changes that occur during adolescence
3	STRAND 2: ALL AROUND US	Sub-Strands 1: The Environment and the Weather	B5.2.1.1. Demonstrate understanding of human activities that contribute to abundant greenhouse gases in the atmosphere	B5.2.1.1.1. Record human activities that cause over concentration of greenhouse gases and climate change
4			B5.2.1.2. Demonstrate understanding of how to care for the environment	B5.2.1.2 .1. Explain ways to care for the environment
5			B5.2.1.3. Demonstrate knowledge of the shape of the earth	B5.2.1.3.1. Describe the shape of the earth
6		Sub-Strand 2: Plants and Animals	B5.2.2.1. Demonstrate knowledge of animal housing and how to care for pets	B5.2.2.1.1. Design and make a simple animal house and keep a pet
7	STRAND 3: OUR BELIEFS AND VALUES	Sub-Strand 1: Worship	B5. 3.1.1. Appreciate the importance of prayer, worship and other acts of worship	B5. 3.1.1. 1. Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions
8		Sub-Strand 2: Festivals	B5.3.2.1. Demonstrate knowledge of Celebrations in Ghana	B5.3.2.1.1. Describe various celebrations in Ghana
9	STRAND 4: OUR NATION GHANA	Sub-Strand 1: Being a Citizen	B5.4.1.1. Show understanding of attitudes needed for effective citizenship	B5.4.1.1.1. Describe the attitudes needed for effective citizenship
10			B5.4.1.2. Demonstrate an understanding of how responsible citizens, can contribute to national development	B5.4.1.2.1. Discuss the importance of being a responsible citizen in the nation
11			B5.4.1.3. Demonstrate understanding of unity in diversity	B5.4.1.3. 1. Demonstrate how diversity can promote national development
12		Sub-Strand 2: Authority and Power	B5.4.2.1. Demonstrate knowledge of the need to obey and submit to authority	B5.4.2.1.1. Recognise parents as source of discipline and character formation
	B5.4.2.2. Demonstrate understanding of the need for good governance		B5.4.2.2 .1. Explain and appreciate the importance of democratic governance	
13	REVISION			

BASIC FIVE – HISTORY OF GHANA – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 2: MY COUNTRY GHANA	Sub-Strand 1: The People Of Ghana	B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today	B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.
2				B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.
3				B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.
4				B5.2.1.1.2 Describe some ancient towns in Ghana.
5				B5.2.1.1.2 Describe some ancient towns in Ghana
6				B5.2.1.1.2 Describe some ancient towns in Ghana
7		Sub-Strand 5: Some Selected Individuals	B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally	B5.2.5.1.1 Name Ghanaians who have made significant Contribution locally and internationally including Dr R.E.G Armattoe (<i>Science and Medicine</i>), Kofi Annan- <i>international diplomacy</i> , Osibisa- <i>popular music</i> , El Anatsui – <i>sculptor</i> , David Adjaye - <i>architect</i> , Ozwald Boateng- <i>fashion</i> , Efua Sutherland- <i>playwright</i> , Prof Francis Allotey- <i>science and History</i> , Prof Akua Kuenyehia- <i>law</i> , Prof. Frimpong Boateng – <i>Surgeon</i> , Abedi Ayew ‘Pele’ – <i>Football</i> , Azumah Nelson – <i>Boxing</i> etc.
8				
9				
10	STRAND 3: EUROPEANS IN GHANA	Sub-Strands 2: International Trade Including the Slave Trade	B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16thcentury.	B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century.
11				B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century.
12				B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century.
13	REVISION			

BASIC FIVE – CREATIVE ARTS – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues	B5 1.1.1.1 Study some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa
2	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	B5 2.1.1.1 Explore and study some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa
3	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues	B5. 1.1.1.2 Explore to generate ideas by studying visual artworks created by selected Ghanaian and other African visual artists living in Africa that reflect the history and culture of the people of Africa
4	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	B5. 2.1.1.2 Study how the compositions and performances of the Ghanaian and other African performing artists studied reflect the history and culture of the people of Africa and generate ideas for creating own artworks
5	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues	B5. 1.1.1.3. Study some artworks created by Ghanaian and other African visual artists studied that reflect the physical and social environments of some African communities
6	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	B5. 2.1.1.3 Study some compositions and performances of Ghanaian and other African performing artists that reflect the physical and social environments of some African communities

7	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues	B5. 1.1.1.4 Generate own ideas for designing and creating own visual artworks that reflect the physical and social environments of some African communities
8	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	B5. 2.1.1.4 Generate own ideas for composing and performing own artworks that will reflect the physical and social environments of some African communities
9	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues	B5 1.1.1.5. Study the artworks of Ghanaian and other African visual artists that reflect topical issues in Africa
10	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	B5. 2.1.1.4 Generate own ideas for composing and performing own artworks that will reflect the physical and social environments of some African communities
11	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues	B5 1.1.1.6. Brainstorm and come out with ideas for creating own visual works that will reflect topical issues in Africa
12	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B5 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	B5. 2.1.1.6 Brainstorm to generate ideas for creating own compositions and performances that reflect topical issues in Africa
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