# BEST BRAIN EXAMINATIONS KONSORTIUM

2022 Academic Season

The Exams Masters!

BASIC 2

Scheme of Learning for

FIRST TERM January-April 2022 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.



#### BASIC TWO - ENGLISH LANGUAGE - FIRST TERM

WEEK	STRAND	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	ORAL LANGUAGE	Sub-Strand 1: Songs	B2.1.1.1: Demonstrate understanding of a variety of songs	B2.1.1.1.1 Interpret familiar songs
	READING	Sub-Strand 2: Phonics	B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.1. Blend syllables to produce words
	WRITING	Sub-Strand 2: Penmanship/ Handwriting	B2.4.2.1: Copy and rewrite sentences correctly	B2.4.2.1.1. Copy sentences clearly
	WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 1: Using Capitalisation	B2.5.1.1: Apply knowledge of capitalisation in writing	B2.5.1.1.1. Use capital letter to write names of particular places and days of the week
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
2	ORAL LANGUAGE	Sub-Strand 1: Songs	B2.1.1.1: Demonstrate understanding of a variety of songs	B2.1.1.1.1. Interpret familiar songs
	READING	Sub-Strand 2: Phonics	B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.1. Blend syllables to produce words
	WRITING	<b>Sub-Strand 2</b> : Penmanship/ Handwriting	B2.4.2.1: Copy and rewrite sentences correctly	B2.4.2.1.1. Copy sentences clearly
	WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 1: Using Capitalisation	B2.5.1.1: Apply knowledge of capitalisation in writing	B2.5.1.1.1. Use capital letter to write names of particular places and days of the week
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
3	ORAL LANGUAGE	Sub-Strand 1: Songs	B2.1.1.1: Demonstrate understanding of a variety of songs	B2.1.1.1. Interpret familiar songs
	READING	Sub-Strand 2: Phonics	B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words (e. g. use beginning and ending consonants, consonant blends, consonant digraphs, vowel sounds, vowel digraphs and word patterns)
	WRITING	<b>Sub-Strand 2</b> : Penmanship/ Handwriting	B2.4.2.1: Copy and rewrite sentences correctly	B2.4.2.1.1. Copy sentences clearly
	WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 1: Using Capitalisation	B2.5.1.1: Apply knowledge of capitalisation in writing	B2.5.1.1.1. Use capital letter to write names of particular places and days of the week
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print



## EST BASIC 2 BEST BRAIN EXAMINATIONS KONSORTIUM STRATEGIC SCHEME OF LEARNING - FIRST TERM

4	ORAL LANGUAGE	Sub-Strand 1: Rhymes	B2.1.2.1: Show understanding of a variety of	B2.1.2.1.1. Interpret rhymes and tongue-twisters in own
-			literary pieces.	words
	READING	Sub-Strand 2: Phonics	B2.2.2.1: Connect sounds to letters and blend	B2.2.2.1.2. Use the alphabetic knowledge to decode
			letters/syllables in order to read and write	unknown words (e. g. use beginning and ending
				consonants, consonant blends, consonant digraphs)
	WRITING	<b>Sub-Strand 3</b> : Writing	B2.4.3.1: Use general skills, strategies and	B2.4.3.1.1.Copy words in lower and upper case using
		Letters – Small and Capital	knowledge of letter sounds to enable them write legibly and boldly	correct spacing
	WRITING	<b>Sub-Strand 1</b> : Using	B2.5.1.1: Apply knowledge of capitalisation in	B2.5.1.1.2. Use capital letters to begin the first words of
	CONVENTIONS/	Capitalisation	writing	sentences
	GRAMMAR USAGE			
	EXTENSIVE	<b>Sub-Strand 1</b> : Building the	B2.6.1.1: Read widely for pleasure and to	B2.6.1.1.1 Read a variety of age and level-appropriate
	READING	Love and Culture of Reading	demonstrate independent reading and learning in the literary area	books and texts from print and non-print
5	ORAL LANGUAGE	Sub-Strand 2: Rhymes	B2.1.2.1: Show understanding of a variety of	B2.1.2.1.1. Interpret rhymes and tongue-twisters in own
		Sub Straine 2. Tany mes	literary pieces.	words
	READING	Sub-Strand 2: Phonics	B2.2.2.1: Connect sounds to letters and blend	B2.2.2.1.3. Use elements of structural analysis to decode
			letters/syllables in order to read and write	unknown words
	WRITING	<b>Sub-Strand 3</b> : Writing	B2.4.3.1: Use general skills, strategies and	B2.4.3.1.1.Copy words in lower and upper case using
		Letters – Small and Capital	knowledge of letter sounds to enable them write legibly and boldly	correct spacing
	WRITING	Sub-Strand 1: Using	B2.5.1.1: Apply knowledge of capitalisation in	B2.5.1.1.2. Use capital letters to begin the first words of
	CONVENTIONS/	Capitalisation	writing	sentences
	GRAMMAR USAGE			
	EXTENSIVE	<b>Sub-Strand 1</b> : Building the	B2.6.1.1: Read widely for pleasure and to	B2.6.1.1.1 Read a variety of age and level-appropriate
	READING	Love and Culture of Reading	demonstrate independent reading and learning in	books and texts from print and non-print
6	ORAL LANGUAGE	Sub-Strand 2: Rhymes	the literary area B2.1.2.1: Show understanding of a variety of	B2.1.2.1.1. Interpret rhymes and tongue-twisters in own
U	ORAL LANGUAGE	Sub-Strand 2. Knymes	literary pieces.	words
	READING	Sub-Strand 2: Phonics	B2.2.2.1: Connect sounds to letters and blend	B2.2.2.1.3. Use elements of structural analysis to decode
			letters/syllables in order to read and write	unknown words
	WRITING	<b>Sub-Strand 3</b> : Writing	B2.4.3.1: Use general skills, strategies and	B2.4.3.1.1.Copy words in lower and upper case using
		Letters – Small and Capital	knowledge of letter sounds to enable them write legibly and boldly	correct spacing
	WRITING	Sub-Strand 1: Using	B2.5.1.1: Apply knowledge of capitalisation in	B2.5.1.1.2. Use capital letters to begin the first words of
	CONVENTIONS/ GRAMMAR USAGE	Capitalisation	writing	sentences
	EXTENSIVE	<b>Sub-Strand 1</b> : Building the	B2.6.1.1: Read widely for pleasure and to	B2.6.1.1.1 Read a variety of age and level-appropriate
	READING	Love and Culture of Reading	demonstrate independent reading and learning in	books and texts from print and non-print
			the literary area	



# 2022 Academic BASIC 2 BEST BRAIN EXAMINATIONS KONSORTIUM STRATEGIC SCHEME OF LEARNING - FIRST TERM

B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	7 ORAL LANGUAGE	Sub-Strand 4: Story Telling	B2.1.4.1: Respond to stories	B2.1.4.1.1. Identify characters in a story and relate them to
Rhyming Endings and Common Digraphs   Sub-Strand 3: Writing Letters   Sub-Strand 4: Using Action   B2.4.3.1: Use general skills, strategies and knowledge of in words and simple sentences   B2.5.4.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio   B2.4.3.1: Use lower and upper case letters appropring in words and simple sentences   B2.5.4.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio   B2.5.4.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio   B2.5.4.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio   B2.5.4.1.1. Identify characters in a story and relate real life situations   B2.1.4.1.1. Identify characters in a story and relate real life situations   B2.2.3.1. Imploy knowledge of rhyming endings and common digraphs to enhance reading   B2.2.3.1. Use common rhyming/endings to decode words.   B2.4.3.1. Use common rhyming/endings to decode words.   B2.4.3.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio   B2.4.3.1. Use common rhyming/endings to decode words.   B2.4.3.1. Use common rhyming/endings to decode words.   B2.4.3.1. Use common rhyming/endings and common digraphs to enhance reading comprehension   B2.5.4.1.1. Read wariety of age and level-appropred to demonstrate independent reading and learning in the literary area   B2.5.4.1. Read wariety of age and level-appropred words.   B2.5.4.1. Read wariety of age and level-appropred words   B2.5.4.1. Read wariety of ag	PEARING	G I G I I I I I I I I I I I I I I I I I		real life situations
WRITING   Sub-Strand 3: Writing Letters   Sub-Strand 4: Using Action   Words   Sub-Strand 1: Building the READING   Sub-Strand 3: Word Families-Rhyming Endings and Common   Sub-Strand 3: Witing   Letters - Small and Capital	READING			, , , , , , , , , , , , , , , , , , , ,
WRITING WRITING WRITING CONVENTIONS/ GRAMMAR USAGE EXTENSIVE READING  WRITING ORAL LANGUAGE  WRITING WRITING CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  WRITING ORAL LANGUAGE  WRITING Sub-Strand 4: Using Action Words  Bub-Strand 5: Word Families- Rhyming Endings and Common Digraphs  WRITING CONVENTIONS/ GRAMMAR USAGE  Bub-Strand 5: Word Families- Rhyming Endings and Common Digraphs  WRITING CONVENTIONS/ GRAMMAR USAGE  WRITING  WRITING Sub-Strand 3: Word Families- Rhyming Endings and Common Digraphs  WRITING CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE EXTENSIVE EXTENSIVE AND CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE EXTENSIVE EXTENSIVE EXTENSIVE Sub-Strand 4: Using Action Words  WORTING CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE EXTENSIVE EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 4: Using Action Words  Sub-Strand 4: Using Action Words  Sub-Strand 4: Using Action Words  EXTENSIVE EXTENSIVE EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 4: Story Telling Building the Love and Culture of Reading Love and Culture of Reading Building the Building the Building the Building the Building the Building the Bu				words.
Small and Capital   Sub-Strand 4: Using Action   Words   Sub-Strand 1: Building the   Love and Culture of Reading   READING   Sub-Strand 3: Word Families-RYTENSIVE   Sub-Strand 3: Word Families-RYTENSIVE   Sub-Strand 3: Word Families-RYTENSIVE   Sub-Strand 4: Using Action   Sub-Strand 3: Word Families-RYTENSIVE   Sub-Strand 3: Word Families-RYTENSIVE   Sub-Strand 4: Story Telling   B2.5.4.1: Respond to stories   B2.1.4.1: Respon	WDITING			R2 4 3 1 2 Use lower and upper case letters appropriately
WRITING CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 4: Using Action Words  Sub-Strand 1: Building the Love and Culture of Reading READING  Sub-Strand 3: Word Families- Rhyming Endings and Common Digraphs  WRITING  WRITING  WRITING  WRITING  WRITING  WRITING  WRITING  WRITING  WRITING  Sub-Strand 3: Writing Letters – Small and Capital  WRITING  WRITING  WRITING  WRITING  WRITING  WRITING  Sub-Strand 4: Using Action Words  Sub-Strand 4: Using Action Words  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading common digraphs to enhance reading actions (simple truths, interest, feelings and opinio demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.1.4.1.1. Identify characters in a story and relate real life situations  B2.2.3.1. Use common rhyming/endings to decod words.  B2.2.3.1. Use common rhyming/endings to decod words.  B2.2.3.1. Use lower and upper case letters appropriate to express actions (simple truths, interest, feelings and learning in the literary area  B2.2.3.1. Employ knowledge of action words in communication  B2.2.3.1. Use lower and upper case letters appropriate to express actions (simple truths, interest, feelings and opinio words.  B2.2.3.1. Use lower and upper case letters appropriate to express actions (simple truths, interest, feelings and opinio g2.3.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio g2.3.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio g2.3.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio g2.3.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinio g2.3.1.1. Use the simple present tense to express actio	WKITING	C	letter sounds to enable them write legibly and boldly	
CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 1: Building the Love and Culture of Reading  READING  ORAL LANGUAGE  Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs  WRITING  WRITING  WRITING  WRITING  WRITING  WRITING  Sub-Strand 4: Using Action Grammar Universe EXTENSIVE READING  WRITING  WRITING  WRITING  Sub-Strand 4: Using Action Grammar Universe EXTENSIVE READING  WRITING  WRITING  WRITING  WRITING  Sub-Strand 4: Using Action Grammar Universe EXTENSIVE READING  WRITING  Sub-Strand 1: Building the Love and Culture of Reading Comprehension  B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly in words and simple sentences  B2.5.4.1: Apply knowledge of action words in communication  B2.5.4.1: Apply knowledge of action words in letters ounds to enable them write legibly and boldly in words and simple sentences  B2.6.1.1.1 Read a variety of age and level-approprimate real life situations  B2.2.3.1.1.Use common rhyming/endings to decode words.  B2.4.3.1.2 Use lower and upper case letters approprimately action words in communication  B2.5.4.1.1 Apply knowledge of action words in letter sounds to enable them write legibly and boldly in words and simple sentences  B2.5.4.1.1 Use the simple present tense to express actions (simple truths, interest, feelings and opinio demonstrate independent reading and learning in letter sounds to enable them write legibly and boldly  B2.5.4.1.1 Use the simple present tense to express actions (simple truths, interest, feelings and conditions)  B2.5.4.1.1 Use the simple present tense to express actions (simple truths, interest, feelings and opinio demonstrate independent reading and learning in letter sounds to enable them write legibly and boldly  B2.5.4.1.1 Use the simple present tense to express actions (simple truths, interest, feelings and opinio demonstrate independent reading and learning in letter sounds to enable them write legibly and boldly  B2.5.4.1.1 Use the simple prope	WRITING		B2 5 4 1: Apply knowledge of action words in	1
Sub-Strand 1: Building the Love and Culture of Reading				
READING  ORAL LANGUAGE  Sub-Strand 4: Story Telling  READING  Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs  WRITING  WRITING  CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  ORAL LANGUAGE  Sub-Strand 4: Story Telling  READING  ORAL LANGUAGE  Sub-Strand 3: Writing Letters – Small and Capital  Words  EXPLAING  ONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 4: Story Telling  ORAL LANGUAGE  Sub-Strand 5: Word Families-Roymond and common digraphs to enhance reading comprehension  B2.5.4.1: Apply knowledge of rhyming endings and knowledge of letter sounds to enable them write legibly and boldly common digraphs and common digraphs to enhance reading comprehension  B2.5.4.1: Apply knowledge of action words in common strate independent reading and learning in the literary area  B2.5.4.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  READING  Sub-Strand 4: Story Telling  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode words.		Words		detrois (simple trains, morest, roomigs and spinions)
READING	EXTENSIVE	<b>Sub-Strand 1</b> : Building the	B2.6.1.1: Read widely for pleasure and to	B2.6.1.1.1 Read a variety of age and level-appropriate
Back			demonstrate independent reading and learning in	books and texts from print and non-print
READING  READING  Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs  WRITING  WRITING  WRITING  WRITING  Sub-Strand 3: Writing Letters – Small and Capital  WRITING  WRITING  CONVENTIONS/GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 4: Story Telling  READING  READ				
Rhyming Endings and Common Digraphs  WRITING  Sub-Strand 3: Writing Letters – Small and Capital  WRITING  WRITING  Sub-Strand 4: Using Action Words  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 4: Story Telling  READING  READING  READING  READING  READING  READING  READING  READING  Readings and Common digraphs to enhance reading comprehension  B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly in words and simple sentences  B2.5.4.1: Apply knowledge of action words in communication  B2.5.4.1: Use the simple present tense to express actions (simple truths, interest, feelings and opinion demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1.1 Read a variety of age and level-approprise books and texts from print and non-print the literary area  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode words.  B2.2.3.1.1.Use common rhyming/endings to decode words.	8 ORAL LANGUAGE	Sub-Strand 4: Story Telling	B2.1.4.1: Respond to stories	B2.1.4.1.1. Identify characters in a story and relate them to real life situations
WRITING  WRITING  WRITING  WRITING  Sub-Strand 3: Writing Letters – Small and Capital  WRITING  CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  READING  Sub-Strand 4: Story Telling  READING  Sub-Strand 3: Word Families- Rhyming Endings and Common Digraphs  Comprehension  B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly in words and simple sentences  B2.5.4.1: Apply knowledge of action words in communication  B2.5.4.1: Use the simple present tense to express actions (simple truths, interest, feelings and opinion demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1.1 Read a variety of age and level-approprise books and texts from print and non-print  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode words.  B2.2.3.1.1.Use common rhyming/endings to decode words.	READING	Sub-Strand 3: Word Families-	B2.2.3.1. Employ knowledge of rhyming endings	B2.2.3.1.1.Use common rhyming/endings to decode simple
WRITING  Sub-Strand 3: Writing Letters – Small and Capital  WRITING  WRITING CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 4: Story Telling  ORAL LANGUAGE  Sub-Strand 3: Word Families- Rhyming Endings and Common Digraphs  B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly in words and simple sentences  B2.4.3.1.2. Use lower and upper case letters appropriate in words and simple sentences  B2.5.4.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinion demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1. Use common rhyming/endings to decode words.				words.
Letters - Small and Capital   letter sounds to enable them write legibly and boldly   in words and simple sentences			comprehension	
WRITING CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 4: Using Action Words  B2.5.4.1: Apply knowledge of action words in communication  B2.5.4.1.1 Use the simple present tense to express actions (simple truths, interest, feelings and opinion demonstrate independent reading and learning in the literary area  PORAL LANGUAGE  Sub-Strand 4: Story Telling  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1.1 Read a variety of age and level-approprise books and texts from print and non-print search and common digraphs to enhance reading comprehension  READING  Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs  Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs  CONVENTIONS  B2.5.4.1.1. Use the simple present tense to express actions (simple truths, interest, feelings and opinion demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1.1 Read a variety of age and level-approprise books and texts from print and non-print search accommon digraphs to enhance reading words.	WRITING		B2.4.3.1: Use general skills, strategies and knowledge of	B2.4.3.1.2. Use lower and upper case letters appropriately
CONVENTIONS/ GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 1: Building the Love and Culture of Reading  ORAL LANGUAGE  Sub-Strand 4: Story Telling  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode and common digraphs to enhance reading comprehension		Letters – Small and Capital	letter sounds to enable them write legibly and boldly	in words and simple sentences
GRAMMAR USAGE  EXTENSIVE READING  ORAL LANGUAGE  Sub-Strand 1: Building the Love and Culture of Reading  ORAL LANGUAGE  Sub-Strand 4: Story Telling  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  READING  Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1. Use common rhyming/endings to decode words.		<b>Sub-Strand 4</b> : Using Action		B2.5.4.1.1. Use the simple present tense to express habitual
PADING  Sub-Strand 1: Building the Love and Culture of Reading  ORAL LANGUAGE  Sub-Strand 4: Story Telling  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode and common digraphs to enhance reading and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode and common digraphs to enhance reading comprehension		Words	communication	actions (simple truths, interest, feelings and opinions)
PREADING  Love and Culture of Reading  demonstrate independent reading and learning in the literary area  Sub-Strand 4: Story Telling  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  READING  Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode words.  B2.2.3.1.1.Use common rhyming/endings to decode words.				
the literary area  ORAL LANGUAGE Sub-Strand 4: Story Telling B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  READING Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs Comprehension  READING B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode words.				
and common digraphs to enhance reading comprehension words.  READING  Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension words.		Love and Culture of Reading	the literary area	•
READING Sub-Strand 3: Word Families- Rhyming Endings and Common Digraphs  Comprehension  B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension  B2.2.3.1.1.Use common rhyming/endings to decode words.	9 ORAL LANGUAGE	<b>Sub-Strand 4</b> : Story Telling		B2.2.3.1.1.Use common rhyming/endings to decode simple
READING Sub-Strand 3: Word Families- Rhyming Endings and Common Digraphs B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension B2.2.3.1. Employ knowledge of rhyming endings and common rhyming/endings to decode words.				words.
Rhyming Endings and Common and common digraphs to enhance reading words.  Digraphs comprehension words.				
Digraphs comprehension	READING			, , ,
				words.
	WDIPING			D2 4 2 1 2 Space words approximately in contact and
	WRITING	Sub-Strand 3: Writing		b2.4.5.1.5. Space words appropriately in sentences
Letters – Sman and Capitai	WIDTENIA		·	D0.5.4.4.4.1.1.4.4.4.4.4.4.4.4.4.4.4.4.4.4
		C		B2.5.4.1.1. Use the simple present tense to express habitual
		Words	communication	actions (simple truths, interest, feelings and opinions)
GRAMMAR USAGE EXTENSIVE Sub-Strand 1: Building the B2.6.1.1: Read widely for pleasure and to B2.6.1.1.1 Read a variety of age and level-appropr		Cook Canonal 1. Duilding the	D2.6.1.1. Dood widely for pleasure and to	B2.6.1.1.1 Read a variety of age and level-appropriate
READING  Love and Culture of Reading  demonstrate independent reading and learning in the literary area  books and texts from print and non-print	KEADING	Love and Culture of Reading		books and texts from print and non-print





# 2022 Academic BASIC 2 BEST BRAIN EXAMINATIONS KONSORTIUM STRATEGIC SCHEME OF LEARNING - FIRST TERM

10	ORAL LANGUAGE	Sub-Strand 4: Story Telling	B2.1.4.1: Respond to stories	B2.1.4.1.2. Retell stories sequentially, following story
	READING	Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs	B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	structure (beginning, middle and ending)  B2.2.3.1.2. Use words containing digraphs to make meaningful sentences.
	WRITING	Sub-Strand 3: Writing Letters – Small and Capital	B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly	B2.4.3.1.3. Space words appropriately in sentences
	WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 5: Using Adjectives	B2.5.5.1: Apply knowledge of adjectives in communication	B2.5.5.1.1. Identify and use simple sentences to describe the weather and show quantity and position or order of people and things
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
11	ORAL LANGUAGE	<b>Sub-Strand 3</b> : Story Telling	B2.1.4.1: Respond to stories	B2.1.4.1.3. Tell stories from cultural background
	READING	Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs	B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.2. Use words containing digraphs to make meaningful sentences.
	WRITING	Sub-Strand 4: Labelling Items	B2.4.4.1: Draw and label simple pictures	B2.4.4.1.1. Draw and label objects found in their environment
	WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 5: Using Adjectives	B2.5.5.1: Apply knowledge of adjectives in communication	B2.5.5.1.1. Identify and use simple sentences to describe the weather and show quantity and position or order of people and things
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
12	ORAL LANGUAGE	<b>Sub-Strand 3</b> : Story Telling	B2.1.4.1: Respond to stories	B2.1.4.1.3. Tell stories from cultural background
	READING	<b>Sub-Strand 3</b> : Word Families- Rhyming Endings and Common Digraphs	B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.2. Use words containing digraphs to make meaningful sentences.
	WRITING	Sub-Strand 4: Labelling Items	B2.4.4.1: Draw and label simple pictures	B2.4.4.1.1. Draw and label objects found in their environment
	WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 5: Using Adjectives	B2.5.5.1: Apply knowledge of adjectives in communication	B2.5.5.1.1. Identify and use simple sentences to describe the weather and show quantity and position or order of people and things
	EXTENSIVE READING	<b>Sub-Strand 1</b> : Building the Love and Culture of Reading	B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
13			REVISION	



#### BASIC TWO - GHANAIAN LANGUAGE - FIRST TERM

WEEK	STRAND	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	STRAND 1: ORAL LANGUAGE Sub Strand 1: Songs (Listening And Speaking)  STRAND 2: DEADING Sub Strand 2: Discrete substrand 2: Discrete		B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them.	B2.1.1.1. Sing work and play songs and discuss their importance.
	STRAND 2: READING	<b>Sub-Strand 3:</b> Phonological and Phonemic Awareness	B2.2.3.1 Demonstrate knowledge of hearing, recognising and differentiating sounds in spoken words.	B2.2.3.1.1 Recognise and create words with the same sounds - initial and final position.
	STRAND 3: WRITING	<b>Sub-Strand 1:</b> Penmanship/ Handwriting	B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty	B2.3.1.1.1 Write letters clearly and boldly
	STRAND 5: WRITING CONVENTIONS/USAGE	<b>Sub-Strand 1</b> : Integrating Grammar in Written Language (Capitalization)	B2.5.1.1 Exhibit knowledge of using capital letters.	B2.5.1.1.1 Write proper nouns with capital letters.
	STRAND 6: EXTENSIVE READING	<b>Sub-Strand 1</b> : Building the Love and Culture of Reading	B2.6.1.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.	B2.6.1.1.1 Read short passages of simple sentences of about four to five words.
2	STRAND 1: ORAL LANGUAGE (Listening And Speaking)	Sub Strand 1: Songs	B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them.	B2.1.1.1.2 Relate types of play songs to everyday activities in their environment
	STRAND 2: READING	<b>Sub-Strand 3</b> : Phonological and Phonemic Awareness	B2.2.3.1 Demonstrate knowledge of hearing, recognising and differentiating sounds in spoken words.	B2.2.3.1.1 Recognise and create words with the same sounds - initial and final position.
	STRAND 3: WRITING	Sub-Strand 1: Penmanship/ Handwriting	B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty	B2.3.1.1.1 Write letters clearly and boldly
	STRAND 5: WRITING CONVENTIONS/ USAGE	<b>Sub-Strand 1</b> : Integrating Grammar in Written Language (Capitalization)	B2.5.1.1 Exhibit knowledge of using capital letters.	B2.5.1.1.1 Write proper nouns with capital letters.
	STRAND 6: EXTENSIVE READING	<b>Sub-Strand 1</b> : Building the Love and Culture of Reading	B2.6.1.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.	B2.6.1.1.1 Read short passages of simple sentences of about four to five words.
3	STRAND 1: ORAL ANGUAGE (Listening And Speaking)	Sub Strand 1: Songs	B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them.	B2.1.1.1.3. Relate types of work songs to everyday activities in their environment.
	STRAND 2: READING	<b>Sub-Strand 4</b> : Phonics (Blend and Connect Sounds)	B2.2.4.1 Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.	B2.2.4.1.1 Blend syllables to produce simple words.
	STRAND 3: WRITING	<b>Sub-Strand 1:</b> Penmanship/ Handwriting	B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty	B2.3.1.1.1 Write letters clearly and boldly
	STRAND 5: WRITING CONVENTIONS/ USAGE	<b>Sub-Strand 1:</b> Integrating Grammar in Written Language (Capitalization)	B2.5.1.1 Exhibit knowledge of using capital letters.	B2.5.1.1.2 Use capital letters to start sentences
	STRAND 6: EXTENSIVE READING	<b>Sub-Strand 1</b> : Building the Love and Culture of Reading	B2.6.1.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.	B2.6.1.1.1 Read short passages of simple sentences of about four to five words.





## EST BASIC 2 BEST BRAIN EXAMINATIONS KONSORTIUM STRATEGIC SCHEME OF LEARNING - FIRST TERM

		C-1. C4 1.2. D1	D2 1 2 1 D	D2 1 2 1 1 E 1 1 11	
4	STRAND 1: ORAL LANGUAGE	Sub-Strand 2: Rhymes	B2.1.2.1 Demonstrate knowledge of some selected rhymes with their correct rhythms by listening	B2.1.2.1.1. Explore rhymes with correct	
	(Listening And Speaking)		attentively.	rhythm.	
	STRAND 2: READING Sub-Strand 4: Phonics (Blend and Connect Sounds)		B2.2.4.1 Show an understanding of connecting sounds	B2.2.4.1.1 Blend syllables to produce simple	
			to letters and blending letters into syllables in order to	words.	
		Connect Sounds)	read.	words.	
	STRAND 3: WRITING	Sub-Strand 1: Penmanship/	B2.3.1.1 Understand how to copy sentences clearly;	B2.3.1.1.2 Write words clearly and boldly	
		Handwriting	write letters or words and practice saying those that give		
		<u> </u>	them difficulty		
	STRAND 5: WRITING	Sub-Strand 1: Integrating Grammar in	B2.5.1.1 Exhibit knowledge of using capital	B2.5.1.1.2 Use capital letters to start sentences	
	CONVENTIONS/USAGE	Written Language (Capitalization)	letters.		
	STRAND 6: EXTENSIVE	Sub-Strand 1: Building the Love	B2.6.1.1 Demonstrate knowledge by reading short	B2.6.1.1.1 Read short passages of simple	
		and Culture of Reading	and simple sentences made up of words they have	sentences of about four to five words.	
	READING		learnt to speak.		
5	STRAND 1: ORAL LANGUAGE	Sub-Strand 2: Rhymes	B2.1.2.1 Demonstrate knowledge of some selected	B2.1.2.1.2. Explore rhymes with problematic	
	(Listening And Speaking)		rhymes with their correct rhythms by listening	sounds	
			attentively.		
	STRAND 2: READING	Sub-Strand 4: Phonics (Blend and	B2.2.4.1 Show an understanding of connecting sounds	B2.2.4.1.2 Use alphabetic knowledge to decode	
	STRAILD 2. READING	Connect Sounds)	to letters and blending letters into syllables in order to	words	
		Connect Bounds)	read.	words	
	STRAND 3: WRITING	Sub-Strand 1: Penmanship/	B2.3.1.1 Understand how to copy sentences clearly;	B2.3.1.1.2 Write words clearly and boldly	
		Handwriting	write letters or words and practice saying those that give		
			them difficulty		
	STRAND 5: WRITING	Sub-Strand 1: Integrating Grammar in	B2.5.1.1 Exhibit knowledge of using capital	B2.5.1.1.3 Use capital letters after full stops	
	CONVENTIONS/USAGE	Written Language (Capitalization)	letters.		
	STRAND 6: EXTENSIVE	<b>Sub-Strand 1</b> : Building the Love	B2.6.1.1 Demonstrate knowledge by reading short	B2.6.1.1.1 Read short passages of simple	
	READING	and Culture of Reading	and simple sentences made up of words they have	sentences of about four to five words.	
			learnt to speak.		
6	STRAND 1: ORAL LANGUAGE	Sub-Strand 4: Listening and Story	B2.1.4.1 Exhibit knowledge of listening to and	B2.1.4.1.1 Retell part of a story.	
	(Listening And Speaking)	Telling	retelling simple stories.		
	STRAND 2: READING	Sub-Strand 4: Phonics (Blend and	B2.2.4.1 Show an understanding of connecting sounds	B2.2.4.1.2 Use alphabetic knowledge to decode	
		Connect Sounds)	to letters and blending letters into syllables in order to	words	
		,	read.		
	STRAND 3: WRITING	Sub-Strand 1: Penmanship/	B2.3.1.1 Understand how to copy sentences clearly;	B2.3.1.1.2 Write words clearly and boldly	
		Handwriting	write letters or words and practice saying those that give		
			them difficulty		
1	STRAND 5: WRITING	Sub-Strand 1: Integrating Grammar in	B2.5.1.1 Exhibit knowledge of using capital	B2.5.1.1.3 Use capital letters after full stops	
	CONVENTIONS/USAGE	Written Language (Capitalization)	letters.		
	STRAND 6: EXTENSIVE	Sub-Strand 1: Building the Love	B2.6.1.1 Demonstrate knowledge by reading short	B2.6.1.1.1 Read short passages of simple	
1	READING	and Culture of Reading	and simple sentences made up of words they have	sentences of about four to five words.	
			learnt to speak.		
<u> </u>	<u> </u>				





# EST BASIC 2 BEST BRAIN EXAMINATIONS KONSORTIUM STRATEGIC SCHEME OF LEARNING - FIRST TERM

7	STRAND 1: ORAL LANGUAGE	Sub-Strand 4: Listening and Story	B2.1.4.1 Exhibit knowledge of listening to and	B2.1.4.1.2 Recognise the morals/values in a
	(Listening And Speaking)	Telling	retelling simple stories.	story.
	STRAND 2: READING	Sub-Strand 4: Phonics (Blend and	B2.2.4.1 Show an understanding of connecting	B2.2.4.1.3 Read simple short sentences
		Connect Sounds)	sounds to letters and blending letters into syllables	_
			in order to read.	
	STRAND 3: WRITING	<b>Sub-Strand 1</b> : Penmanship/	B2.3.1.1 Understand how to copy sentences	B2.3.1.1.3 Copy simple sentences clearly and
		Handwriting	clearly; write letters or words and practice saying	boldly.
	CEDAND & WIDTHING	Calc Character Comment	those that give them difficulty B2.5.2.1 Show an understanding of the use of full	D2 5 2 1 1 Way 1 2 4 4 2 5 11 4 4 2 2 4 4 4
	STRAND 5: WRITING	<b>Sub-Strand 5</b> : Integrating Grammar in Written Language (Punctuation)	stops.	B2.5.2.1.1 Know what the full stop and the comma are.
	CONVENTIONS/ USAGE			
	STRAND 6: EXTENSIVE	<b>Sub-Strand 2</b> : Read Aloud With Children	B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have	B2.6.2.1.1 Read short passages of simple sentences of about five to six words
	READING	Cinidien	learnt	sentences of about five to six words
8	STRAND 1: ORAL LANGUAGE	Sub-Strand 4: Listening and Story	B2.1.4.1 Exhibit knowledge of listening to and	B2.1.4.1.2 Recognise the morals/values in a
	(Listening And Speaking)	Telling	retelling simple stories.	story.
	STRAND 2: READING	Sub-Strand 4: Phonics (Blend and	B2.2.4.1 Show an understanding of connecting	B2.2.4.1.3 Read simple short sentences
		Connect Sounds)	sounds to letters and blending letters into syllables	
			in order to read.	
	STRAND 3: WRITING	Sub-Strand 1: Penmanship/	B2.3.1.1 Understand how to copy sentences	B2.3.1.1.3 Copy simple sentences clearly and
		Handwriting	clearly; write letters or words and practice saying	boldly.
	STRAND 5: WRITING	Sub-Strand 5: Integrating	those that give them difficulty B2.5.2.1 Show an understanding of the use of full	B2.5.2.1.1 Know what the full stop and the
	CONVENTIONS/ USAGE	Grammar in Written Language	stops.	comma are.
	CONVENTIONS/ USAGE	(Punctuation)	stops.	Commu arc.
	STRAND 6: EXTENSIVE	Sub-Strand 2: Read Aloud With	B2.6.2.1 Demonstrate knowledge by reading short	B2.6.2.1.1 Read short passages of simple
	READING	Children	and simple sentences made up of words they have	sentences of about five to six words
			learnt	
9	STRAND 1: ORAL LANGUAGE		B2.1.4.1 Exhibit knowledge of listening to and	B2.1.4.1.3. Dramatise part of the story.
	(Listening And Speaking)	Telling	retelling simple stories.	
	STRAND 2: READING	Sub-Strand 4: Phonics (Blend and	B2.2.4.2 Recognise and read words with identical	B2.2.4.2.1 Listen and say words with identical
		Connect Sounds)	sounds	sounds from simple sentences
	STRAND 3: WRITING	Sub-Strand 1: Penmanship/	B2.3.1.1 Understand how to copy sentences	B2.3.1.1.3 Copy simple sentences clearly and
		Handwriting	clearly; write letters or words and practice saying	boldly.
	STRAND 5: WRITING	Sub-Strand 3: Integrating Grammar in	those that give them difficulty B2.5.3.1 Show an understanding of writing action	B2.5.3.1.1 Write two-letter present tense action
	CONVENTIONS/USAGE	Written Language (Use of Action	words.	words.
		Words)		
	STRAND 6: EXTENSIVE	<b>Sub-Strand 2</b> : Read Aloud With	B2.6.2.1 Demonstrate knowledge by reading short	B2.6.2.1.1 Read short passages of simple
	READING	Children	and simple sentences made up of words they have	sentences of about five to six words
			learnt	





# 2022 Academic BASIC 2 BEST BRAIN EXAMINATIONS KONSORTIUM STRATEGIC SCHEME OF LEARNING - FIRST TERM

10	STRAND 1: ORAL LANGUAGE	<b>Sub-Strand 4</b> : Listening and Story Telling	B2.1.4.1.3. Dramatise part of the story.	B2.1.4.1.3. Dramatise part of the story.
	(Listening And Speaking)		D2242D : 1 1 1 1 11 1 1 1	P22422P 1: 1
	STRAND 2: READING	Sub-Strand 4: Phonics (Blend and	B2.2.4.2 Recognise and read words with identical	B2.2.4.2.2 Read simple poems and recognise
	CTD AND 2. WIDTHING	Connect Sounds) <b>Sub-Strand 1</b> : Penmanship/	sounds	rhyming words B2.3.1.1.4 Practise saying letters or words that
	STRAND 3: WRITING	Handwriting	B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying	present difficulty to them.
		Handwitting	those that give them difficulty	present difficulty to them.
	STRAND 5: WRITING	Sub-Strand 3: Integrating	B2.5.3.1 Show an understanding of writing action	B2.5.3.1.1 Write two-letter present tense action
	CONVENTIONS/USAGE	Grammar in Written Language	words.	words.
	CONVENTIONS/USAGE	(Use of Action Words)	words.	words.
	STRAND 6: EXTENSIVE	Sub-Strand 2: Read Aloud With	B2.6.2.1 Demonstrate knowledge by reading short	B2.6.2.1.1 Read short passages of simple
	READING	Children	and simple sentences made up of words they have	sentences of about five to six words
	ALL IDII (G		learnt	
11	STRAND 1: ORAL LANGUAGE	Sub-Strand 5: Dramatisation and	B2.1.5.1 Perform a sketch of a story heard or told	B2.1.5.1.1 Dramatise a story a story and
	(Listening And Speaking)	Role Play		discuss key issues and lessons in the sketch.
	STRAND 2: READING	Sub-Strand 4: Phonics (Blend and	B2.2.4.2 Recognise and read words with identical	B2.2.4.2.3 Recognise diagraphs from letters of
		Connect Sounds)	sounds	the alphabet.
	STRAND 3: WRITING	<b>Sub-Strand 1</b> : Penmanship/	B2.3.1.1 Understand how to copy sentences	B2.3.1.1.4 Practise saying letters or words that
		Handwriting	clearly; write letters or words and practice saying	present difficulty to them.
			those that give them difficulty	
	STRAND 5: WRITING	<b>Sub-Strand 3</b> : Integrating	B2.5.3.1 Show an understanding of writing action	B2.5.3.1.2 Write three-letter present tense
	CONVENTIONS/USAGE	Grammar in Written Language	words.	action words.
		(Use of Action Words)		
	STRAND 6: EXTENSIVE	Sub-Strand 2: Read Aloud With	B2.6.2.1 Demonstrate knowledge by reading short	B2.6.2.1.1 Read short passages of simple
	READING	Children	and simple sentences made up of words they have	sentences of about five to six words
10	CEDAND 1 ODAL LANGUAGE	Cal Character 1 & Daniel Character 1	learnt	P2 1 5 1 1 D
12	STRAND 1: ORAL LANGUAGE	<b>Sub-Strand 5</b> : Dramatisation and Role Play	B2.1.5.1 Perform a sketch of a story heard or told	B2.1.5.1.1 Dramatise a story a story and discuss key issues and lessons in the sketch.
	(Listening And Speaking)	•		-
	STRAND 2: READING	<b>Sub-Strand 4:</b> Phonics (Blend and Connect Sounds)	B2.2.4.2 Recognise and read words with identical sounds	B2.2.4.2.4 Read three-syllable words.
	STRAND 3: WRITING	Sub-Strand 1: Penmanship/	B2.3.1.1 Understand how to copy sentences	B2.3.1.1.4 Practise saying letters or words that
		Handwriting	clearly; write letters or words and practice saying	present difficulty to them.
		-	those that give them difficulty	
	STRAND 5: WRITING	<b>Sub-Strand 3</b> : Integrating	B2.5.3.1 Show an understanding of writing action	B2.1.1.3 Use present tense action words in a
	CONVENTIONS/USAGE	Grammar in Written Language	words.	simple sentence correctly.
		(Use of Action Words)		
	STRAND 6: EXTENSIVE	Sub-Strand 2: Read Aloud With	B2.6.2.1 Demonstrate knowledge by reading short and	B2.6.2.1.1 Read short passages of simple
	READING	Children	simple sentences made up of words they have learnt	sentences of about five to six words
13			REVISION	



#### BASIC TWO - MATHEMATICS - FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1:	Sub-Strand 1:	B2.1.1.1 Count and estimate quantities	B2.1.1.1.1 Use number names, counting sequences and how to
	NUMBER	Number:	from 0 to 1000	count to find out "how many?"
		Counting,		B2.1.1.1.2 Identify numbers in different positions around a given
		Representation,		number in a number chart. (1-1000)
2		Cardinality &		B2.1.1.1.3 Use number names and non-standard units (marked 10s
		Ordinality		and 1s) for measuring (lengths and volumes) to count to find out
				"how long or how much?" up to 999
3				B2.1.1.1.4 Demonstrate a conceptual understanding of place value
				of whole numbers between 0 and 100
				B2.1.1.1.5 Represent number quantities up to 1000 in equivalent
	_			ways focusing on place value and equality
4				B2.1.1.1.6 Use place value to compare and order whole numbers up
				to 100 using comparative language, numbers, and symbols (>,)
5	STRAND 2:	Sub-Strand1:	B2.2.1.1 Recognize, create, extend, describe,	B2.2.1.1.1 Demonstrate an understanding of increasing and
6	ALGEBRA	Patterns and	and use patterns and rules to solve	decreasing number patterns
		Relationship	mathematical tasks	
7	STRAND 3:	Sub-Strand 1:	B2.3.1.1 Describe and analyse 2D shapes	B2.3.1.1.1 Identify the common features or attributes of a collection
	GEOMETRY	2D and 3D	and 3D objects.	of 3D objects (spheres, cylinders, cones, pyramids, cubes) of
	AND	Shapes		different dimensions or orientations
8	<b>MEASUREMENT</b>			B2.3.1.1.2 Identify the common features or attributes of a collection of 2D
				shapes (squares, triangles, rectangles, circles, pentagons, hexagons) of
0	-			different dimensions or orientations B2.3.1.1.3 Create two-dimensional shapes based on given
9				attributes, including number of sides and vertices.
10	STRAND 4:	Sub-Strand 1:	B2.4.1.1 Collect and record data about self and	B2.4.1.1.1 Use tallies, checkmarks, charts, lists or objects to collect and
10	·-	10 17:0 10 12 112 17	others and use it to answer and pose questions	organize data to answer and pose questions about themselves, others, or
	DATA	Data Collection,	others and use it to answer and pose questions	surroundings
11	1	Organisation,	B2.4.1.1 Collect and record data about self and	B2.4.1.1.1 Use tallies, checkmarks, charts, lists or objects to collect and
11		Interpretation,	others and use it to answer and pose questions	organize data to answer and pose questions about themselves, others, or
		Presentation		surroundings
12		and Analysis	B2.4.1.1 Collect and record data about self and	B2.4.1.1.1 Use tallies, checkmarks, charts, lists or objects to collect and
			others and use it to answer and pose questions	organize data to answer and pose questions about themselves, others, or
10			D D T T C T C T C T C T C T C T C T C T	surroundings
13			REVISION	



### BASIC TWO - SCIENCE - FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: DIVERSITY OF MATTER	Sub-Strand 1: Living And Non-Living	B2.1.1.1 Demonstrate understanding of the physical features and life processes of living things and use this understanding to classify them	B2.1.1.1 Know the basic structure of plants (roots, stem, leaves, flowers)
2		Things	B2.1.1.2 Understand the differences between living, non-living things and things which have never been alive	B2.1.1.2.1 Describe the basic structure of animals (head, limbs and trunk)
3			B2.1.1.2 Understand the differences between living non-living thing	B2.1.1.2.2 Group things collected from the environment into living and non-living things
4	STRAND 2: CYCLES	Sub-Strand 1: Earth Science	B2. 2.1.1. Recognise that some events in our environment occur recurrentl	B2. 2.1.1.1 Recognise the importance of some cyclic natural phenomena such as dry and wet seasons
5			B2. 2.1.2. Recognise the relationship between the Earth and the Sun	B2.2.1.2.1 Identify sources of light to the earth
6			B2.2.1.4 Recognise water and air as important	B2.2.1.4.1 Find out the qualities of good drinking water
7			natural resource	B2.2.1.4.2 Identify uses of air
9	STRAND 3: SYSTEMS	Sub-Strand 1: The Human Body Systems	B2.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	B2.3.1.1.1 Know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands
10	STRAND 4: FORCES AND ENERGY	Sub-Strand 1: Sources And Forms Of	B2.4.1.1 Demonstrate understanding of the concept of energy, its various forms, sources and the ways in which it can be transformed and conserved	B2.4.1.1.1 Identify everyday applications of energy
11	ENERGI	Energy	B2.4.1.2 Show understanding of the concept of heat in terms of its importance, effects, sources and transfer from one medium to another	B2.4.1.2.1 Understand that objects become hot or cold through the loss or gain of heat
12	STRAND 5: HUMANS AND THE ENVIRONMENT	Sub-Strand 1: Personal Hygiene And Sanitation	B2.5.1.1 Recognise the importance of personal hygiene	B2.5.1.1.1 Explain how to keep the body clean and describe why it is important B2. 5.1.1.2 Know the need for keeping classrooms and school compound clean
13			REVISION	

#### **BASIC TWO - RELIGIOUS AND MORAL EDUCATION - FIRST TERM**

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1:	Sub-Strand 1: God	B2. 1.1.1. Demonstrate an	B2.1.1.1.1: Mention attributes of God that reveal His nature as
	GOD, HIS CREATION	the Creator	appreciation of God's creation	Sustainer of life
2	AND ATTRIBUTES			B2.1.1.1.1: Mention attributes of God that reveal His nature as
				Sustainer of life
3	STRAND 2: RELIGIOUS	Sub-Strand 1:	B2.2.1.1. Explain the importance	B2. 2.1.1.1: Explain the importance of worship.
4	PRACTICES AND	Religious Worship	of religious worship	B2. 2.1.1.1: Explain the importance of worship.
5	THEIR MORAL	in the Three Major		B2 2.1.1.2: Sing and recite simple texts from the three main
	IMPLICATIONS	Religions in Ghana		religions in Ghana.
6				B2 2.1.1.2: Sing and recite simple texts from the three main
				religions in Ghana.
7	STRAND 3: RELIGIOUS	Sub-Strand 2:	Narrate the early life stories of the	B2. 3.1.1.1: Narrate the story of the early life of the religious
	LEADERS	Early Life of the	leaders of the three main religions	leaders in the three religions in Ghana
8		Leaders of the three	_	B2. 3.1.1.1: Narrate the story of the early life of the religious
		Major Religions		leaders in the three religions in Ghana
9				B2. 3.1.1.1: Narrate the story of the early life of the religious
				leaders in the three religions in Ghana
10				B2. 3.1.1.1: Narrate the story of the early life of the religious
				leaders in the three religions in Ghana
11	STRAND 4:	Sub-Strand 1:	B2. 4.1.1. Describe the roles of	B2. 4.1.1.1: Identify things that families do to show their
12	THE FAMILY AND THE	Roles and	the family and community in their	commitment to God
	COMMUNITY	Relationships	daily lives	
		•		
13			DEVICEON	
			REVISION	



### BASIC TWO - OUR WORLD AND OUR PEOPLE - FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1:	Sub-Strand 1:	B2.1.1.1. Demonstrate knowledge of the	B2.1.1.1. Mention the attributes of God that reveal His
	ALL ABOUT US	Nature of God	attributes of God	nature as Sustainer of life
2		<b>Sub-strand 2:</b>	B2.1.2.1. Demonstrate understanding of	B2.1.2.1.1. Identify things to do to develop a sense of self
		Myself	self as unique individua	identity and selfworth
3	STRAND 2: ALL	Sub-Strands 1: The	B2.2.1.1. Demonstrate knowledge of	B2.2.1.1.1. Describe ways of making the environment
	AROUND US	Environment and the	keeping the environment clean and safe	clean and safe
4		Weather	B2.2.1.2. Demonstrate understanding of	B2.2.1.2.1. Explain the elements of weather
			elements of the weather	
5		Sub-Strand 2:	B2.2.2.1. Recognise important plants and	B2.2.2.1.1. Explore the important plants in the community
6		Plants and Animals	animals in the community	B2.2.2.1.2. Explore the important animals in the
				community
7	STRAND 3:	Sub-Strand 1:	B2.3.1.1. Demonstrate understanding of	B2.3.1.1.1. Explain the importance of worship
	OUR BELIEFS	Worship	the importance of religious worship	
8	AND VALUES	Sub-Strand 2:	B2.3.2.1. Show understanding of festivals	B2.3.2.1. 1. Describe activities which take place during
		Festivals	celebrated in Ghana	the celebration of festivals
9			B2.3.2.2. Investigate the roles of the family	B2.3.2.2. 1. Identify things that families do to show their
			and community in their daily lives	commitment to God
10		Sub-Strand 1:	B2.4.1.1. Recognise individual values and	B2.4.1.1.1. Explain values cherished by individuals in
	STRAND 4:	Being a Citizen	responsibilities in the community	society
11	OUR NATION	Sub-Strand 2:	B2.4.2.1. Demonstrate understanding of	B2.4.2.1.1. Explain ways to appreciate national symbols,
	GHANA	Power and Authority	national symbols	as a responsible citizen
12			B2.4.2.1. Demonstrate understanding of	B2.4.2.1.1. Explain ways to appreciate national symbols,
			national symbols	as a responsible citizen
13			REVISION	

### BASIC TWO - HISTORY OF GHANA - FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 2:	Sub-Strand 1:	B2.2.1.1. Demonstrate knowledge of the ethnic	B2.2.1.1.1 Identify the ethnic groups in each region in
	MY	The People Of	groups in Ghana	Ghana
2	COUNTRY	Ghana	B2.2.1.1. Demonstrate knowledge of the ethnic	B2.2.1.1.1 Identify the ethnic groups in each region in
	GHANA		groups in Ghana	Ghana
3			B2.2.1.1. Demonstrate knowledge of the ethnic	B2.2.1.1.1 Identify the ethnic groups in each region in
			groups in Ghana	Ghana
4			B2.2.1.1. Demonstrate knowledge of the ethnic	B2.2.1.1.1 Identify the ethnic groups in each region in
			groups in Ghana	Ghana
5			B2.2.1.1. Demonstrate knowledge of the ethnic	B2.2.1.1.1 Identify the ethnic groups in each region in
			groups in Ghana	Ghana
6			B2.2.1.1. Demonstrate knowledge of the ethnic	B2.2.1.1.1 Identify the ethnic groups in each region in
	_		groups in Ghana	Ghana
7			B2.2.1.1. Show understanding of the	B2.2.1.1.1 State the characteristics of the ethnic groups in
			characteristics of some of the ethnic groups in	Ghana
			Ghana	
8			B2.2.1.1. Show understanding of the	B2.2.1.1.1 State the characteristics of the ethnic groups in
			characteristics of some of the ethnic groups in	Ghana
			Ghana	
9			B2.2.1.1. Show understanding of the	B2.2.1.1.1 State the characteristics of the ethnic groups in
			characteristics of some of the ethnic groups in	Ghana
	- -		Ghana	
10			B2.2.1.1. Show understanding of the	B2.2.1.1.1 State the characteristics of the ethnic groups in
			characteristics of some of the ethnic groups in	Ghana
			Ghana	
11			B2.2.1.1. Show understanding of the	B2.2.1.1.1 State the characteristics of the ethnic groups in
			characteristics of some of the ethnic groups in	Ghana
10	4		Ghana	
12			B2.2.1.1. Show understanding of the characteristics of	B2.2.1.1.1 State the characteristics of the ethnic groups in
10			some of the ethnic groups in Ghana	Ghana
13			REVISION	



### BASIC TWO - CREATIVE ARTS - FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B2 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	B2 1.1.1.1 Explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities
2	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	B2 2.1.1.1 Explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana
3	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B2 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	B2 1.1.1.2 Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana
4	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	B2 2.1.1.1 Explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana
5	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B2 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	B2 1.1.1.3 Reflect on own experiences to talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana
6	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	B2 2.1.1.3 Explore own experiences to talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana





## 2022 Academic EST BASIC 2 BEST BRAIN EXAMINATIONS KONSORTIUM STRATEGIC SCHEME OF LEARNING - FIRST TERM

7	STRAND 1: VISUAL ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B2 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	B2 1.1.1.4 Reflect on own experiences to talk about visual artworks produced or found in other parts of Ghana that reflect topical issues in those communities
8	STRAND 2: PERFORMING ARTS	Sub-Strand 1: Thinking and Exploring Ideas	B2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	B2 2.1.1.4 Explore own experiences to talk about performing artworks that reflect topical issues in other communities in Ghana
9	STRAND 1: VISUAL ARTS	Sub-Strand 2: Planning, Making and Composing	B2 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities.	B2 1.2.2.1 Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana
10	STRAND 2: PERFORMING ARTS	Sub-Strand 2: Planning, Making and Composing	B2 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities	B2 2.2.2.1 Generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities
11	STRAND 1: VISUAL ARTS	Sub-Strand 2: Planning, Making and Composing	B2 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities.	B2 1.2.2.2 Make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana
12	STRAND 2: PERFORMING ARTS	Sub-Strand 2: Planning, Making and Composing	B2 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities	B2 2.2.2.2 Make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana
13			REVISION	



#### BASIC TWO - INFORMATION & COMMUNICATIONS TECHNOLOGY - FIRST TERM

WEEK	TOPICS
	MOUSE SKILLS
1	<b>Double Clicking Of Mouse</b> - Double clicking of mouse, Opening icons on the desktop
2	Introduction To Games Application- Using Games Application to reinforce mouse skills
3	Using Games Application to reinforce mouse skills
4	Dragging Of Mouse- Dragging the mouse pointer to draw and colour shapes using the Paint Application
5	Using Drawings And Images To Present Information- Using drawings and images to record and present information
	KEYBOARDING SKILLS
6	The Use Of Spacebar And Backspace Keys- Using spacebar and backspace keys to type words using home and qwerty keys
7	Bottom Row Keys Of The Keyboard- Typing of words using the home, bottom and qwerty rows keys.
8	Bottom Row Keys Of The Keyboard- Typing of words using the home, bottom and qwerty rows keys
9	Bottom Row Keys Of The Keyboard- Typing of words using the home, bottom and qwerty rows keys
10	Typing Short Passages- Typing: reinforcement of spacebar and backspace using Notepad
11	Typing Short Passages- Typing: reinforcement of spacebar and backspace using Notepad
12	Typing Short Passages- Typing: reinforcement of spacebar and backspace using Notepad
13	REVISION

#### **BASIC TWO - FRENCH - FIRST TERM**

WEEK	TOPICS
1	Révision sur l'aphabet
2	Les articles définis et indéfinis
3	Les mois de l'année
4	Les parties du corps humain
5	Les insects
6	Les animaux
7	Nombre de 50 á 100
8	Les produits agricoles
9	Légumes, céréales, tubercules
10	Les object de la maison
11	Lecture á choix
12	Lecture á choix
13	REVISION