

# BEST BRAIN EXAMINATIONS KONSORTIUM

2022 Academic  
Season

BASIC 4

*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**.

## BASIC FOUR – ENGLISH LANGUAGE – FIRST TERM

WEEK	STRAND	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	ORAL LANGUAGE	Sub-Strand 1: Songs	<b>B4.1.1.1:</b> Demonstrate understanding of variety of songs	B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions
	READING	Sub-Strand 2: Phonics	<b>B4.2.2.1:</b> Connect sounds to letters; and blend letters/syllables in order to read and write	B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	<b>B4.3.2.1:</b> Apply knowledge of different types of determiners in communication	B4. 3.2.1.1. Identify and use the definite and indefinite articles ‘a’ and ‘an’ to refer to a person, animal, event, time or objects in general
	WRITING	Sub-Strand 2: Penmanship and Handwriting	<b>B4.4.2.1:</b> Copy and rewrite sentences correctly	B4.4.2.1.1. Write clearly using joined letters of consistent size
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Strand 2: Using Punctuation	<b>B4.5.2.1:</b> Show understanding of how punctuations are used appropriately in writing	B4.5.2.1.1. Use the comma: – before and after "Yes" and "No" in sentences – after addressing a person, e.g. Kofi, can you help me?
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
2	ORAL LANGUAGE	Sub-Strand 1: Songs	<b>B4.1.1.1:</b> Demonstrate understanding of variety of songs	B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions
	READING	Sub-Strand 2: Phonics	<b>B4.2.2.1:</b> Connect sounds to letters; and blend letters/syllables in order to read and write	B4. 2.2.1.2. Read single-syllable-words with taught consonant digraphs
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	<b>B4.3.2.1:</b> Apply knowledge of different types of determiners in communication	B4.3.2.1.2. Identify and use quantifiers to show quantities
	WRITING	Sub-Strand 2: Penmanship and Handwriting	<b>B4.4.2.1:</b> Copy and rewrite sentences correctly	B4.4.2.1.2. Use simple sentences clearly and correctly
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Strand 2: Using Punctuation	<b>B4.5.2.1:</b> Show understanding of how punctuations are used appropriately in writing	B4.5.2.1.1. Use the comma: – before and after "Yes" and "No" in sentences – after addressing a person, e.g. Kofi, can you help me?
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content area	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read

<b>3</b>	<b>ORAL LANGUAGE</b>	<b>Sub-Strand 1:</b> Songs	<b>B4.1.1.1:</b> Demonstrate understanding of variety of songs	B4.1.1.1. 2. Identify and discuss values in songs
	<b>READING</b>	<b>Sub-Strand 2:</b> Phonics	<b>B4.2.2.1:</b> Connect sounds to letters; and blend letters/syllables in order to read and write	B4. 2.2.1.3. Use words with consonant digraphs to make meaningful sentences
	<b>GRAMMAR USAGE AT WORD AND PHRASE LEVEL</b>	<b>Sub-Strand 2:</b> Determiners	<b>B4.3.2.1:</b> Apply knowledge of different types of determiners in communication	B4.3.2.1.3. Identify and use possessive pronouns to show possession
	<b>WRITING</b>	<b>Sub-Strand 6:</b> Paragraph Development	<b>B4.4.6.1:</b> Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts	B4. 4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, and organise facts, ideas and/ or points of view in a way appropriate to the mode of delivery, using appropriate text features
	<b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 3:</b> Naming words/ Nouns	<b>B4.5.3.1:</b> Apply knowledge of different types of nouns in communication	B4.5.3.1.1. Identify and use nouns in phrase in sentences to identify people, animals, events and objects
	<b>EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
<b>4</b>	<b>ORAL LANGUAGE</b>	<b>Sub-Strand 1:</b> Songs	<b>B4.1.1.1:</b> Demonstrate understanding of variety of songs	B4.1.1.1. 2. Identify and discuss values in songs
	<b>READING</b>	<b>Sub-Strand 2:</b> Phonics	<b>B4.2.2.1:</b> Connect sounds to letters; and blend letters/syllables in order to read and write	B4. 2.2.1.3. Use words with consonant digraphs to make meaningful sentences
	<b>GRAMMAR USAGE AT WORD AND PHRASE LEVEL</b>	<b>Sub-Strand 2:</b> Determiners	<b>B4.3.2.1:</b> Apply knowledge of different types of determiners in communication	B4.3.2.1.3. Identify and use possessive pronouns to show possession
	<b>WRITING</b>	<b>Sub-Strand 6:</b> Paragraph Development	<b>B4.4.6.1:</b> Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts	B4. 4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, and organise facts, ideas and/ or points of view in a way appropriate to the mode of delivery, using appropriate text features
	<b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 3:</b> Naming words/ Nouns	<b>B4.5.3.1:</b> Apply knowledge of different types of nouns in communication	B4.5.3.1.2. Identify and use: – Proper nouns- refer to cities and countries – Common nouns
	<b>EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read

5	ORAL LANGUAGE	Sub-Strand 3: Poems	<b>B4.1.3.1:</b> Appreciate poems and other pieces of literary materials	B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in own words
	READING	Sub-Strand 2: Phonics	<b>B4.2.2.2:</b> Use reading readiness and word identification skills	B4.2.2.2.1. Recognise and read words using a variety of cues (e.g. prefixes – word beginning)
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	<b>B4.3.2.1:</b> Apply knowledge of different types of determiners in communication	B4.3.2.1.4 .Identify and use demonstratives: – this/that, these/those
	WRITING	Sub-Strand 9: Writing as a Process	<b>B4.4.6.1:</b> Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts	B4. 4.6.1.2. Identify the main idea and minor ideas/supporting details in a paragraph
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 3: Naming words/ Nouns	<b>B4.5.3.1:</b> Apply knowledge of different types of nouns in communication	B4.5.3.1.3. 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	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
6	ORAL LANGUAGE	Sub-Strand 3: Poems	<b>B4.1.3.1:</b> Appreciate poems and other pieces of literary materials	B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in own words
	READING	Sub-Strand 2: Phonics	<b>B4.2.2.2:</b> Use reading readiness and word identification skills	B4.2.2.2.1. Recognise and read words using a variety of cues (e.g. prefixes – word beginning)
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 2: Determiners	<b>B4.3.2.1:</b> Apply knowledge of different types of determiners in communication	B4.3.2.1.4 .Identify and use demonstratives: – this/that, these/those
	WRITING	Sub-Strand 9: Writing as a Process	<b>B4. 4.9.1:</b> Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing	B4. 4.9.1.1 Select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 3: Naming words/ Nouns	<b>B4.5.3.1:</b> Apply knowledge of different types of nouns in communication	B4.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read

7	<b>ORAL LANGUAGE</b>	<b>Sub-Strand 3:</b> Poems	<b>B4.1.3.1:</b> Appreciate poems and other pieces of literary materials	B4.1. 3.1.2. Identify and discuss values in poems
	<b>READING</b>	<b>Sub-Strand 3:</b> Word Families, Rhyming Endings and Common Digraphs	<b>B4.2.3.1:</b> Identify rhyming/endings words and common digraphs	B4.2.3.1.1. Use common rhyming/ending words to decode words. e. g. at, pat, mat, fat, etc.
	<b>GRAMMAR USAGE AT WORD AND PHRASE LEVEL</b>	<b>Sub-Strand 2:</b> Determiners	<b>B4.3.2.1:</b> Apply knowledge of different types of determiners in communication	4.3.2.1.5. Identify and use interrogative determiners “which, whose”
	<b>WRITING</b>	<b>Sub-Strand 9:</b> Writing as a Process	<b>B4. 4.9.1:</b> Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing	B4. 4.9.1.1 Select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing
	<b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 4:</b> Using Action Words	<b>B4.5.4.1:</b> Demonstrate understanding of verbs in everyday language	B4.5.4.1.1. Use the singular and plural subjects and the verb form that go with them
	<b>EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
8	<b>ORAL LANGUAGE</b>	<b>Sub-Strand 3:</b> Poems	<b>B4.1.3.1:</b> Appreciate poems and other pieces of literary materials	B4.1. 3.1.2. Identify and discuss values in poems
	<b>READING</b>	<b>Sub-Strand 3:</b> Word Families, Rhyming Endings and Common Digraphs	<b>B4.2.3.1:</b> Identify rhyming/endings words and common digraphs	B4.2.3.1.1. Use common rhyming/ending words to decode words. e. g. at, pat, mat, fat, etc.
	<b>GRAMMAR USAGE AT WORD AND PHRASE LEVEL</b>	<b>Sub-Strand 2:</b> Determiners	<b>B4.3.2.1:</b> Apply knowledge of different types of determiners in communication	4.3.2.1.5. Identify and use interrogative determiners “which, whose”
	<b>WRITING</b>	<b>Sub-Strand 9:</b> Writing as a Process	<b>4.4.9.2:</b> Develop and express ideas coherently and cohesively in writing	B4.4.9.2.1. Develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity
	<b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>Sub-Strand 4:</b> Using Action Words	<b>B4.5.4.1:</b> Demonstrate understanding of verbs in everyday language	B4.5.4.1.1. Use the singular and plural subjects and the verb form that go with them
	<b>EXTENSIVE READING</b>	<b>Sub-Strand 1:</b> Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read



9	ORAL LANGUAGE	Sub-Strand 3: Poems	<b>B4.1.3.1:</b> Appreciate poems and other pieces of literary materials	B4.1. 3.1.3. Compose four-line poems
	READING	Sub-Strand 3: Word Families, Rhyming Endings and Common Digraphs	<b>B4.2.3.1:</b> Identify rhyming/endings words and common digraphs	B4.2.3.1.2. Read words with digraphs to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 3: Pronouns	<b>B4.3.3.1:</b> Apply knowledge of different types of pronouns in communication	B4.3.3.1.1. Identify and use different types of pronouns: - “Personal” – to identify people, activities and objects - “Interrogative” – “who, what” to find out a person’s identity, specific information about a person, time, objects or events
	WRITING	Sub-Strand 9: Writing as a Process	<b>4.4.9.2:</b> Develop and express ideas coherently and cohesively in writing	B4.4.9.2.1. Develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using Action Words	<b>B4.5.4.1:</b> Demonstrate understanding of verbs in everyday language	B4.5.4.1.2. Demonstrate the use of simple past form in speech and in writing to express past conditions
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
10	ORAL LANGUAGE	Sub-Strand 3: Poems	<b>B4.1.3.1:</b> Appreciate poems and other pieces of literary materials	B4.1. 3.1.3. Compose four-line poems
	READING	Sub-Strand 3: Word Families, Rhyming Endings and Common Digraphs	<b>B4.2.3.1:</b> Identify rhyming/endings words and common digraphs	B4.2.3.1.2. Read words with digraphs to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 3: Pronouns	<b>B4.3.3.1:</b> Apply knowledge of different types of pronouns in communication	B4.3.3.1.1. Identify and use different types of pronouns: - “Personal” – to identify people, activities and objects - “Interrogative” – “who, what” to find out a person’s identity, specific information about a person, time, objects or events
	WRITING	Sub-Strand 9: Writing as a Process	<b>B4.4.9.3:</b> Apply strategies for improving drafts for publishing	B4.4.9.3.1. Review and revise the one-paragraph draft taking out irrelevant details
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using Action Words	<b>B4.5.4.1:</b> Demonstrate understanding of verbs in everyday language	B4.5.4.1.2. Demonstrate the use of simple past form in speech and in writing to express past conditions
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	<b>B4.6.1.1:</b> Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read

11	ORAL LANGUAGE	Sub-Strand 4: Story Telling	B4.1.4.1: Respond to stories	B4.1.4.1.1. Retell stories sequentially, including key details
	READING	Sub-Strand 4: Diphthongs	B4.2.4.1: Identify and use diphthongs to decode words	B4.2.4.1.1. Use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 4: Adjectives	B4.3.4.1: Apply the knowledge of adjectives in communication	B4.3.4.1.1. 1. Use adjectives to make comparison e. g: – fast/slow (Ama is fast but Kofi is slow) – good/bad – fast/faster
	WRITING	Sub-Strand 9: Writing as a Process	B4.4.9.3: Apply strategies for improving drafts for publishing	B4.4.9.3.2. Proofread draft, checking capitalisation, usage, punctuation and spelling
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using Action Words	B4.5.4.1: Demonstrate understanding of verbs in everyday language	B4.5.4.1.3. Use the present perfect form of verbs to relate past events to the present
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
12	ORAL LANGUAGE	Sub-Strand 4: Story Telling	B4.1.4.1: Respond to stories	B4.1.4.1.1. Retell stories sequentially, including key details
	READING	Sub-Strand 4: Diphthongs	B4.2.4.1: Identify and use diphthongs to decode words	B4.2.4.1.1. Use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences
	GRAMMAR USAGE AT WORD AND PHRASE LEVEL	Sub-Strand 4: Adjectives	B4.3.4.1: Apply the knowledge of adjectives in communication	B4.3.4.1.1. 1. Use adjectives to make comparison e. g: – fast/slow (Ama is fast but Kofi is slow) – good/bad – fast/faster
	WRITING	Sub-Strand 9: Writing as a Process	B4.4.9.3: Apply strategies for improving drafts for publishing	B4.4.9.3.3. Display writing piece for other peers to read
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	Sub-Strand 4: Using Action Words	B4.5.4.1: Demonstrate understanding of verbs in everyday language	B4.5.4.1.3. Use the present perfect form of verbs to relate past events to the present
	EXTENSIVE READING	Sub-Strand 1: Building the Love and Culture of Reading	B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
13	REVISION			



## BASIC FOUR – GHANAIAI LANGUAGE – FIRST TERM

WK	STRAND	SUB- STRAND	CONTENT STANDARDS	INDICATORS
1	<b>STRAND 1: ORAL LANGUAGE</b> <i>(Listening And Speaking)</i>	<b>Sub-Strand 1:</b> Songs	B4.1.1.1: Exhibit knowledge of traditional and occupational songs by recognising their types and their related songs	B4.1.1.1.1. Sing and discuss songs connected to traditional occupations and their importance.
	<b>STRAND 2: READING</b>	<b>Sub-strand 4:</b> Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.1 Read and recognise sounds at word initial.
	<b>STRAND 3: WRITING</b>	<b>Sub-strand 1:</b> Penmanship/Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.1 Recognise that, full stop is used at the end of a complete sentence
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-strand 1:</b> Narrative Writing	B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing sentences.	B4.4.1.1.1 Demonstrate the use of commas in narrative writing
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-strand 1:</b> Integrating Grammar in Written Language (Capitalization)	B4.5.1.1: Exhibit knowledge of using capital letters appropriately	B4.5.1.1.1 Begin sentences with capital letters.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-strand 1:</b> Building the Love and Culture of Reading in Learners	B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation	B4.6.1.1.1 Read long stories aloud correctly.
2	<b>(STRAND 1: ORAL LANGUAGE</b> <i>(Listening And Speaking)</i>	<b>Sub-Strand 1:</b> Songs	B4.1.1.1: Exhibit knowledge of traditional and occupational songs by recognising their types and their related songs	B4.1.1.1.1. Sing and discuss songs connected to traditional occupations and their importance.
	<b>STRAND 2: READING</b>	<b>Sub-strand 4:</b> Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.1 Read and recognise sounds at word initial.
	<b>STRAND 3: WRITING</b>	<b>Sub-strand 1:</b> Penmanship/Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.1 Recognise that, full stop is used at the end of a complete sentence
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-strand 1:</b> Narrative Writing	B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing sentences.	B4.4.1.1.1 Demonstrate the use of commas in narrative writing
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-strand 1:</b> Integrating Grammar in Written Language (Capitalization)	B4.5.1.1: Exhibit knowledge of using capital letters appropriately	B4.5.1.1.2 Use capital letters after full stops
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-strand 1:</b> Building the Love and Culture of Reading in Learners	B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation	B4.6.1.1.1 Read long stories aloud correctly.

3	<b>STRAND 1: ORAL LANGUAGE</b> <i>(Listening And Speaking)</i>	<b>Sub-Strand 1:</b> Songs	B4.1.1.1: Exhibit knowledge of traditional and occupational songs by recognising their types and their related songs	B4.1.1.1.1. Sing and discuss songs connected to traditional occupations and their importance.
	<b>STRAND 2: READING</b>	<b>Sub-strand 4:</b> Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.2 Read and recognise diagraphs in sentences
	<b>STRAND 3: WRITING</b>	<b>Sub-strand 1:</b> Penmanship/ Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.1 Recognise that, full stop is used at the end of a complete sentence
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-strand 1:</b> Narrative Writing	B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing sentences.	B4.4.1.1.2 Write sentences using full stops effectively.
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-strand 1:</b> Integrating Grammar in Written Language (Capitalization)	B4.5.1.1: Exhibit knowledge of using capital letters appropriately	B4.5.1.1.3 Demonstrate an understanding of the use of capital letters after colons.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-strand 1:</b> Building the Love and Culture of Reading in Learners	B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation	B4.6.1.1.1 Read long stories aloud correctly.
4	<b>STRAND 1: ORAL LANGUAGE</b> <i>(Listening And Speaking)</i>	<b>Sub-Strand 1:</b> Songs	B4.1.1.1: Exhibit knowledge of traditional and occupational songs by recognising their types and their related songs	B4.1.1.1.1. Sing and discuss songs connected to traditional occupations and their importance.
	<b>STRAND 2: READING</b>	<b>Sub-strand 4:</b> Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.2 Read and recognise diagraphs in sentences
	<b>STRAND 3: WRITING</b>	<b>Sub-strand 1:</b> Penmanship/ Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.2 Recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-strand 1:</b> Narrative Writing	B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing sentences.	B4.4.1.1.2 Write sentences using full stops effectively.
	<b>STRAND 5: WRITING CONVENTIONS/USAGE</b>	<b>Sub-strand 2:</b> Integrating Grammar in Written Language (Punctuation)	B4.5.2.1: Demonstrate an understanding on the use of punctuation marks appropriately in writing sentences	B4.5.2.1.1 Demonstrate the use of commas.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-strand 1:</b> Building the Love and Culture of Reading in Learners	B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation	B4.6.1.1.1 Read long stories aloud correctly.

5	(STRAND 1: ORAL LANGUAGE (Listening And Speaking)	Sub-strand 3: Poems	B4.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them	B4.1.2.1.1. Explore the poems of about five lines correctly and discuss the moral lessons in the poem
	STRAND 2: READING	Sub-strand 4: Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.3 Blend two-syllables to form words.
	STRAND 3: WRITING	Sub-strand 1: Penmanship/Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.2 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	B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing sentences.	B4.4.1.1.3 Recognise and use the question marks appropriately in narrative writing..
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 2: Integrating Grammar in Written Language (Punctuation)	B4.5.2.1: Demonstrate an understanding on the use of punctuation marks appropriately in writing sentences	B4.5.2.1.2 Write sentences using full stops appropriately.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation	B4.6.1.1.1 Read long stories aloud correctly.
6	(STRAND 1: ORAL LANGUAGE (Listening And Speaking)	Sub-strand 3: Poems	B4.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them	B4.1.2.1.1. Explore the poems of about five lines correctly and discuss the moral lessons in the poem
	STRAND 2: READING	Sub-strand 4: Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.3 Blend two-syllables to form words.
	STRAND 3: WRITING	Sub-strand 1: Penmanship/Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.2 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	B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing.	B4.4.1.1.3 Recognise and use the question marks appropriately in narrative writing..
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 2: Integrating Grammar in Written Language (Punctuation)	B4.5.2.1: Demonstrate an understanding on the use of punctuation marks appropriately in writing sentences	B4.5.2.1.3 Recognise and use the question marks appropriately in writing.
	STRAND 6: EXTENSIVE READING	Sub-strand 1: Building the Love and Culture of Reading in Learners	B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation	B4.6.1.1.1 Read long stories aloud correctly.

7	<b>(STRAND 1: ORAL LANGUAGE)</b> <i>(Listening And Speaking)</i>	<b>Sub-strand 3:</b> Poems	B4.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them	B4.1.2.1.1. Explore the poems of about five lines correctly and discuss the moral lessons in the poem
	<b>STRAND 2: READING</b>	<b>Sub-strand 4:</b> Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.4 Recognise and read consonant clusters in sentences..
	<b>STRAND 3: WRITING</b>	<b>Sub-strand 1:</b> Penmanship/Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.3 Recognise that a question mark is used at the end of a question.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-strand 2:</b> Creative/ Free Writing	B4.4.2.1: Show an understanding of composing short simple stories	B4.4.2.1.1 Write a one paragraph story describing a past event.
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-strand 3:</b> Integrating Grammar in Written Language (Use of action words)	B4.5.3.1: Demonstrate knowledge on recognition and use of action words	B4.5.3.1.1 Write past tense action words.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-strand 2:</b> Read Aloud with Children	B4.6.2.1: Exhibit knowledge of reading long stories with correct tone.	B.4.6.2.1.1 Read long passages correctly.
8	<b>STRAND 1: ORAL LANGUAGE</b> <i>(Listening And Speaking)</i>	<b>Sub-strand 3:</b> Poems	B4.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them	B4.1.2.1.1. Explore the poems of about five lines correctly and discuss the moral lessons in the poem
	<b>STRAND 2: READING</b>	<b>Sub-strand 4:</b> Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.4 Recognise and read consonant clusters in sentences..
	<b>STRAND 3: WRITING</b>	<b>Sub-strand 1:</b> Penmanship/ Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.3 Recognise that a question mark is used at the end of a question.
	<b>STRAND 4: COMPOSITION WRITING</b>	<b>Sub-strand 2:</b> Creative/ Free Writing	B4.4.2.1: Show an understanding of composing short simple stories	B4.4.2.1.1 Write a one paragraph story describing a past event.
	<b>STRAND 5: WRITING CONVENTIONS/ USAGE</b>	<b>Sub-strand 3:</b> Integrating Grammar in Written Language (Use of action words)	B4.5.3.1: Demonstrate knowledge on recognition and use of action words	B4.5.3.1.1 Write past tense action words.
	<b>STRAND 6: EXTENSIVE READING</b>	<b>Sub-strand 2:</b> Read Aloud with Children	B4.6.2.1: Exhibit knowledge of reading long stories with correct tone.	B.4.6.2.1.1 Read long passages correctly.

9	(STRAND 1: ORAL LANGUAGE (Listening And Speaking))	Sub-strand 4: Listening and Story Telling	B4.1.4.1: Demonstrate knowledge on the structure and features of folktales	B4.1.4.1.1. Retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale.
	STRAND 2: READING	Sub-strand 5: Vocabulary (Sight and content vocabulary)	B4.2.5.1: Show an understanding of, recognise and read about things in their environment	B4.2.5.1.1 Read aloud with correct pronunciation and tone.
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.3 Recognise that a question mark is used at the end of a question.
	STRAND 4: COMPOSITION WRITING	Sub-strand 2: Creative/ Free Writing	B4.4.2.1: Show an understanding of composing short simple stories	B4.4.2.1.2 Create a scene and write a short story on it
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 3: Integrating Grammar in Written Language (Use of action words)	B4.5.3.1: Demonstrate knowledge on recognition and use of action words	B4.5.3.1.2 Recognise past tense action words in short sentences..
	STRAND 6: EXTENSIVE READING	Sub-strand 2: Read Aloud with Children	B4.6.2.1: Exhibit knowledge of reading long stories with correct tone.	B.4.6.2.1.1 Read long passages correctly.
10	(STRAND 1: ORAL LANGUAGE (Listening And Speaking))	Sub-strand 4: Listening and Story Telling	B4.1.4.1: Demonstrate knowledge on the structure and features of folktales	B4.1.4.1.1. Retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale.
	STRAND 2: READING	Sub-strand 5: Vocabulary (Sight and content vocabulary)	B4.2.5.1: Show an understanding of, recognise and read about things in their environment	B4.2.5.1.1.1 Read aloud with correct pronunciation and tone.
	STRAND 3: WRITING	Sub-strand 1: Penmanship/ Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.4 Write simple sentences.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B4.4.3.1: Exhibit the knowledge in writing of descriptive essays using controlled composition	B4.4.3.1.1 Describe pictures using controlled composition
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 3: Integrating Grammar in Written Language (Use of action words)	B4.5.3.1: Demonstrate knowledge on recognition and use of action words	B4.5.3.1.2 Recognise past tense action words in short sentences..
	STRAND 6: EXTENSIVE READING	Sub-strand 2: Read Aloud with Children	B4.6.2.1: Exhibit knowledge of reading long stories with correct tone.	B.4.6.2.1.1 Read long passages correctly.



11	(STRAND 1: ORAL LANGUAGE (Listening And Speaking))	Sub-strand 4: Listening and Story Telling	B4.1.4.1: Demonstrate knowledge on the structure and features of folktales	B4.1.4.1.1. Retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale.
	STRAND 2: READING	Sub-strand 5: Vocabulary (Sight and content vocabulary)	B4.2.5.1: Show an understanding of, recognise and read about things in their environment	B4.2.5.1.2 Find meanings of unfamiliar words from context..
	STRAND 3: WRITING	Sub-strand 1: Penmanship/Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.4 Write simple sentences.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B4.4.3.1: Exhibit the knowledge in writing of descriptive essays using controlled composition	B4.4.3.1.2 Give a description of a building or a structure using controlled composition
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 3: Integrating Grammar in Written Language (Use of action words)	B4.5.3.1: Demonstrate knowledge on recognition and use of action words	B4.5.3.1.3 Use past tense action words in short sentences...
	STRAND 6: EXTENSIVE READING	Sub-strand 2: Read Aloud with Children	B4.6.2.1: Exhibit knowledge of reading long stories with correct tone.	B.4.6.2.1.1 Read long passages correctly.
12	(STRAND 1: ORAL LANGUAGE (Listening And Speaking))	Sub-strand 4: Listening and Story Telling	B4.1.4.1: Demonstrate knowledge on the structure and features of folktales	B4.1.4.1.1. Retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale.
	STRAND 2: READING	Sub-strand 5: Vocabulary (Sight and content vocabulary)	B4.2.5.1: Show an understanding of, recognise and read about things in their environment	B4.2.5.1.3 Find meanings of figurative expressions
	STRAND 3: WRITING	Sub-strand 1: Penmanship/Handwriting	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.4 Write simple sentences.
	STRAND 4: COMPOSITION WRITING	Sub-strand 3: Descriptive Writing	B4.4.3.1: Exhibit the knowledge in writing of descriptive essays using controlled composition	B4.4.3.1.3 Describe objects within the environment on their own.
	STRAND 5: WRITING CONVENTIONS/USAGE	Sub-strand 3: Integrating Grammar in Written Language (Use of action words)	B4.5.3.1: Demonstrate knowledge on recognition and use of action words	B4.5.3.1.3 Use past tense action words in short sentences...
	STRAND 6: EXTENSIVE READING	Sub-strand 2: Read Aloud with Children	B4.6.2.1: Exhibit knowledge of reading long stories with correct tone.	B.4.6.2.1.1 Read long passages correctly.
13	REVISION			



## BASIC FOUR – MATHEMATICS – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS		
1	STRAND 1: NUMBER	Sub-strand 1: Counting, Representation & Cardinality	B4.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000.	B4.1.1.1.1 Model number quantities, place value for multi-digit using graph sheets or multi-base materials up to 100,000		
2				B4.1.1.1.2 Read and write numbers in figures and in words up 100,000		
3				B4.1.1.1.3 Identify numbers in different positions around a given number in a number chart		
4			B4.1.1.2. Demonstrate understanding of Roman numerals up XXX (30)	B4.1.1.1.4 Compare and order whole numbers up to 10,000 and represent comparisons using the symbols “”		
5				B4.1.1.1.5 Round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens		
6				B4.1.1.1.6 Skip count forwards and backwards in 50s and 100s up to and from 10000		
		B4.1.1.2.1 Develop an understanding of Roman Numeral system up XXX (i.e. 30)				
		B4.1.1.2.2 Count and convert Hindu Arabic numerals to Roman numerals up to 30 and vice versa				
		B4.1.1.3 Demonstrate an understanding of factors, multiples and squared numbers	B4.1.1.3.1 Determine set of factors of a given numbers up to 50			
			B4.1.1.3.2 Determine the highest common factor (HCF) of any two whole numbers between 1 and 50.			
			B4.1.1.3.3. Determine the lowest common multiple (LCM) of at least any two given numbers up to 100.			
			B4.1.1.3.4 Recognise the relationship between factors and multiples.			
			B4.1.1.3.5 Generate and analyse patterns in square numbers			
			B4.1.1.3.6 Represent square numbers using factors			
			B4.1.1.4.1 Describe real life situations using positive and negative values			
			B4.1.1.4.2 Count forwards and backwards with positive and negative whole numbers through zero			
7	STRAND 2: ALGEBRA	Sub-strand 1: Patterns and Relationships	Demonstrate an understanding of how to identify and describe patterns found in tables and charts, including a multiplication chart	B4.2.1.1.1 Describe the pattern found in a given table or chart		
8			B4.2.1.2. Translate among different representations of a pattern, such as a table, a chart or concrete material	B4.2.1.1.2 Determine the missing element(s) in a given table or chart		
9			B4.2.1.3. Represent, describe and extend patterns and relationships, using charts and tables, to solve problems	B4.2.1.1.3 Identify the error(s) in a given table or chart		
10	STRAND 3: GEOMETRY & MEASUREMENT	Sub-strand 1: 2D and 3D Shapes	B4.3.1.1 Identify the lines of symmetry of regular and irregular 2D shape	B4.2.1.3.2 Identify and extend the patterns in a table or chart to solve a given problem.		
11			STRAND 4: DATA	Sub-strand 1: Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.1 Demonstrate an understanding of many-to-one correspondence in displaying, and reading or interpreting, graphs	B4.3.1.1.1 Complete drawings of shapes to make them symmetrical
12					B4.4.1.1.2 Use an understanding of many-to-one correspondence to display or construct graphs	B4.3.1.1.2 Identify the lines of symmetry of regular and irregular 2D shapes (triangles and quadrilateral)
	B4.4.1.1.3 Compare graphs in which the same data has been displayed and explain how they are the same and different					
			B4.4.1.1.4 Find examples of graphs in which many-to-one correspondence is used in print and electronic media, such as newspapers, magazines and the Internet, and describe the correspondence used			
13	REVISION					

## BASIC FOUR – SCIENCE – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: DIVERSITY OF MATTER	Sub-Strand 1: Living And Non- Living Things	B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them	B4.1.1.1.1 Classify animals into insects, birds, mammals and reptiles
2				B4.1.1.1.2 Know life processes of animals (movement, nutrition and reproduction)
3			B4.1.1.2 Understand the differences between living things and things which have never been alive	B4.1.1.2.2 Describe the physical appearance of different types of plants (trees, shrubs, climbing, creeping)
4				B4.1.1.2.3 Describe the physical features of mammals, reptiles, insects and amphibians
5	STRAND 2: CYCLES	Sub-Strand 1: Earth Science	B4.2.1.1 Recognise that some events in our environment occur recurrently	B4.2.1.1.1 Demonstrate understanding of cyclic movements in the environment
6			B4.2.1.2 Recognise the relationship between the earth and the sun	B4.2.1.2.1 Identify the objects in the sky during day and night
7			B4.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle	B4.2.1.3.1 Demonstrate the process of evapotranspiration
8			B4.2.1.5 Recognise water and air as important natural resources	B4.2.1.5.1 Demonstrate ways of making water safe for use
9	STRAND 3: SYSTEMS	Sub-Strand 1: The Human Body Systems	B4.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	B4.3.1.1.1 Know the organs of the digestive system and their functions
10	STRAND 4: FORCES AND ENERGY	Sub-Strand 1: Sources And Forms Of Energy	B4.4.1.1 Demonstrate understanding of the concept of energy, its various forms, sources and how to transform and conserve it	B4.4.1.1.1 Identify the effect of heat on the change of state of substances
11	STRAND 5: HUMANS AND THE ENVIRONMENT	Sub-Strand 1: Personal Hygiene And Sanitation	B4.5.1.1 Recognise the importance of personal hygiene	B4. 5.1.1.1 Know how to care for one’s self and the environment
12				B4. 5.1.1.2 Describe ways of sustaining the environment through waste management
13	REVISION			

## BASIC FOUR – COMPUTING – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: INTRODUCTION TO COMPUTING</b>	<b>Sub-Strand 1:</b> Generation of Computers and Parts of a Computer and Other Gadgets	B4.1.1.1: Identify parts of a computer and technology tools	B4.1.1.1.1. Identify parts of a computer and technology tools (the mouse, keyboard, monitor, system unit and its components (memory, hard disk drive, CD-ROM etc.), speakers, and peripherals
2				B4.1.1.1.2. Describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc. Bring input devices to class
3				B4.1.1.1.3. Differentiate between RAM and ROM.
4				B4.1.1.1.4. Type short phrases.
5				B4.1.1.1.5. Summarise the first generation of computers which used vacuum tubes as a major piece of technology.
6		<b>Sub-Strand 2:</b> Introduction to Ms- Windows Interface ( <i>Desktop Background and Locations of the Computer.</i> )	B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders.	B4.1.2.1.1. Describe the desktop background and explain its features (e.g. image, icons and Taskbar of the background).
7				B4.1.2.1.2. Demonstrate how to Personalise the Desktop Background using required tools and settings;
8				B4.1.2.1.3. Demonstrate the use of the Sections of the Taskbar; Start Menu (Location and Launching only), Pinned Applications (Launched / Minimised programmes) and Notification Area or system tray (Date & Time, and Volume).
9				B4.1.2.1.4. Adding and removing icons from the desktop.
10				B4.1.2.1.5. Moving, selecting and hiding multiple icons on the desktop.
11				B4.1.2.1.6. Creating, naming and renaming a folder.
12				B4.1.2.1.6. Creating, naming and renaming a folder.
13				
			<b>REVISION</b>	

## BASIC FOUR – FRENCH – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	STRAND 1: L'IDENTITÉ	Sub – Strand 1: (Saluer et prendre congé)	B4.1.1.1.1 (Saluer et prendre congé)	B4.1.1.1.1 Écouter/Regarder et comprendre un document audio-visuel dans lequel deux personnes se salient B4.1.1.2.1 Saluer et répondre oralement aux salutations en respectant le code et les valeurs sociaux B4.1.1.3.1 : Lire et comprendre un texte, regarder une image qui décrit une scène de personnes qui se saluent
2		Sub–Strand 2: Se présenter	B4.1.2.1 (Se présenter)	B4.1.2.1.1 : - - Écouter et comprendre un dialogue dans lequel des personnes se présentent B4.1.2.2.1 : Poser et répondre à des questions sur le nom, le prénom, la nationalité
3			B4.1.2.2 (Se présenter)	B4.1.2.2 : -Se présenter à quelqu'un B4.1.2.3.1 : Lire et comprendre un texte simple dans lequel quelqu'un se présente B4.1.2.4.1 : - Écrire à un correspondant ; donner son nom, son prénom, sa nationalité
4	STRAND 2 : PARLER DE SON ENVIRONNEMENT	Sub-Strand 1: Parler de sa maison	B4.2.1.1. (Parler de sa maison)	B4.2.1.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les pièces, les objets de la maison B4.2.1.2.1 : Demander à quelqu'un de nommer un objet de la maison B4.2.1.2.2 : Réciter des poèmes, chanter des chansons sur des objets de la maison
5				B4.2.1.3.1 : Identifier les pièces etles objets de la maison B4.2.1.4.1 : Ecrire, dessiner et colorier des objets de la 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)	B4.3.1.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un sur les fruits, les animaux, les couleurs et répondre à des questions B4.3.1.2.1 : Poser et répondre à des questions sur les goûts
7				B4.3.1.2.2 : Dire ce que l'on aime B4.3.1.3.1 : Lire et comprendre un texte simple sur les goûts et des préférences des personnes B4.3.1.4.1 : Faire une liste d'objets que l'on aime
8	STRAND 4: LES ACTIVITÉS SIMPLES	Sub-Strand 1: Compter et faire des calculs	(Compter et faire des calculs simples)	B4.4.1.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les nombres - des chansons/ poèmes sur les nombres sur YouTube, dans la collection 'Chantez plus fort', etc. B4.4.1.2.1 : - Compter à haute voix des objets, des personnes, de son environnement Jeux de compter : Décrire le jeu ici... B4.4.1.2.2 - Réciter un poème portant sur les nombres
9				B4.4.1.3 : Compter à haute voix des objets, des personnes de son environnement B4.4.1.3.1 : Lire à haute voix de 1 à 20 B4.4.1.4.1 : Faire des calculs simples à l'écrit avec des chiffres en lettres 3, 14, 4, 15, 5, 2, 0, 17, etc
10				Sub-Strand 2: Demander et donner l'heure
11		B4.4.2.2 : Parler de l'emploi du temps de la journée - Ce que l'on fait à certains moments de la journée (matin, midi, après-midi, soi B4.4.2.3.1 : Lire et comprendre l'heure qu'il est		
12		B4.4.2.3.2 - - Indiquer l'heure qu'il est en changeant les aiguilles d'une horloge B4.4.2.4.1 : Écrire son emploi du temps de la journée		
13	REVISION			

## BASIC FOUR – 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	B4.1.1.1. Demonstrate understanding of the Nature of God as the Creator of human beings	B4.1.1.1.1. Explain how special each individual is
2		Sub-strand 2: Myself	B4.1.2.1. Demonstrate understanding of selfawareness and living peacefully with others	B4.1.2.1.1. Identify one’s strengths and weaknesses and how to promote interpersonal relations
3				B4.1.2.1. 2. Mention reasons to live in harmony with one another as a responsible citizen
4	STRAND 2: ALL AROUND US	Sub-Strands 1: The Environment and the Weather	B4.2.1.1 Demonstrate knowledge of environmental safety	B4.2.1.1 .1. Explain ways of making the environment safe
5			B4.2.1.2. Demonstrate knowledge of reducing environmental pollution	B4.2.1.2 .1. Prevent pollution on the environment by performing simple activities,
6			B4.2.1.3. Recognise the sun as an important body in our global environment	B4.2.1.3 .1. Describe the sun as the source of light and heat to the earth
7		Sub-Strand 2: Plants and Animals	B4.2.2.1. Demonstrate understanding of how living and non-living things in the environment are related	B4.2.2.1.1. Explore the relationship between living and non-living things in the environment
8				4.2.2.1.2. Recognise the need to preserve living and non-living things in the environment as a responsible
9		STRAND 3: OUR BELIEFS AND VALUES	Sub-Strand 1: Worship	B4.3.1.1. Recognise the importance of prayer, worship and other acts of worship
10	Sub-Strand 2: Festivals		B4.3.2.1. Explore the Significance of cultural practices, traditions and celebrations in Ghana	B4.3.2.1.1. Identify celebrations, positive cultural practices and traditions of different cultures in Ghana
11	STRAND 4: OUR NATION GHANA	Sub-Strand 1: Being a Citizen	B4.4.1.1. Demonstrate good manners at appropriate places	B4.4.1.1.1. Show good manners in the home, school and community
12			B4.4.1.2. Demonstrate understanding of who a citizen is	B4.4.1.2.1. Identify the characteristics of a responsible citizen
			B4.4.1.3. Demonstrate understanding of commitment as a civic value and responsibility	B4.4.1.3.1. Become committed to duties and responsibilities
13	REVISION			

## BASIC FOUR – RELIGIOUS AND MORAL EDUCATION – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: GOD, HIS CREATION &amp; ATTRIBUTES</b>	<b>Sub-Strand 1:</b> God the Creator	B4.1.1.1. Explore the nature of God as the Creator	B4.1.1.1.1: Explain the nature of God as the Creator.
2				B4.1.1.1.1: Explain the nature of God as the Creator.
3			B4.1.1.2. Appreciate the uniqueness of humankind and other creatures	B4.1.1.2.1: Identify the uniqueness of humankind from other creatures.
4				B4.1.1.2.1: Identify the uniqueness of humankind from other creatures.
5	<b>STRAND 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS</b>	<b>Sub-Strands 1:</b> Religious Worship, Prayer and other Religious Practices	B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	B4.2.1.1.1: Name the various forms of worship.
6				B4.2.1.1.2: State the purpose of worship in the three main religions.
7				B4.2.1.1.2: State the purpose of worship in the three main religions.
8				B4.2.1.1.2: State the purpose of worship in the three main religions.
9				B4.2.1.1.3: Differentiate between religious and non-religious songs.
10	<b>STRAND 3: RELIGIOUS LEADERS</b>	<b>Sub-Strand 3:</b> The Call of the Leaders of the Three Major Religions	B4.3.3.1. Explain the significance of the call of the main religious leaders	B4.3.3.1.1: Describe the call of the religious leaders.
11				B4.3.3.1.1: Describe the call of the religious leaders.
12				B4.3.3.1.1: Describe the call of the religious leaders.
13				REVISION

## BASIC FOUR – HISTORY OF GHANA – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: HISTORY AS A SUBJECT</b>	<b>Sub-Strand 1:</b> Why and How We Study History	B4.1.1.1. Show understanding of the importance of studying history	B4.1.1.1.1 Explain the importance of studying the history of Ghana
2				B4.1.1.1.1 Explain the importance of studying the history of Ghana
3			B4.1.1.2. Understand the sources for writing history	B4.1.1.2.1 Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.
4				B4.1.1.2.1 Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.
5	<b>STRAND 2: MY COUNTRY GHANA</b>	<b>Sub-Strand 1:</b> The People Of Ghana	B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom	B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion.
6				B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion.
7				B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion.
8				B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied.
9				B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied.
10				B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied.
11		<b>Sub-Strand 4:</b> Major Historical Locations	B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana	B4.1.4.1.1 Describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town light house, Gbewa Palace, Larabanga Mosque etc.
12				B4.1.4.1.1 Describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town light house, Gbewa Palace, Larabanga Mosque etc.
13				REVISION



## BASIC FOUR – CREATIVE ARTS – FIRST TERM

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS
1	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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	B4 1.1.1.1 Study and talk about visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana
2	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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 topical local/national/global issues	B4 2.1.1.1. Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana
3	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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	B4. 1.1.1.2. Study and talk about visual artworks created by selected Ghanaian visual artists to generate ideas for designing and making own visual artworks
4	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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 topical local/national/global issues	B4. 2.1.1.2. Generate ideas from the performing artworks of some Ghanaian performing artists studied for planning own compositions and performances that will reflect the history and culture of the people of Ghana
5	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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	B4. 1.1.1.3 Generate ideas by studying visual artworks created by selected Ghanaian visual artists that reflect the natural and manmade environments of some communities in Ghana
6	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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 topical local/national/global issues	B4. 2.1.1.3. Study the performing artworks created of some Ghanaian performing artists that reflect the natural and manmade environments of some communities in Ghana

7	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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	B4. 1.1.1.4 Make decisions for designing and creating own visual artworks that will reflect the natural and manmade environments of some communities in Ghana
8	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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 topical local/national/global issues	B4 2.1.1.4. Generate own ideas for composing and performing own artworks that will reflect the natural and manmade environments of some communities in Ghana
9	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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	B4. 1.1.1.5. Develop ideas by studying the artworks of some Ghanaian visual artists that reflect topical issues in Ghana
10	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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 topical local/national/global issues	B4. 2.1.1.5. Study the performing artworks of some Ghanaian performing artists that reflect topical issues in Ghana
11	<b>STRAND 1: VISUAL ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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	B4. 1.1.1.6. Explore through brainstorming to generate ideas for creating own visual artworks that reflect topical issues in Ghana
12	<b>STRAND 2: PERFORMING ARTS</b>	<b>Sub-Strand 1:</b> Thinking and Exploring Ideas	B4 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 topical local/national/global issues	B4. 2.1.1.6. Explore through brainstorming to develop ideas for creating own performing artworks that will reflect topical issues in Ghana
13	<b>REVISION</b>			