DAS EXAMINATIONS

BASIC 1 (PRIMARY 1)
ALL SUBJECTS COMBINED
NORMAL THREE-TERM SCHEME OF WORK

TERM 1 - 12 WEEKS | TERM 2 - 12 WEEKS | TERM 3 - 12 WEEKS

NaCCA Lower Primary Standards-Based Curriculum (B1-B3) - with School-Added Introductory Computing and French

Main table text: 14 px equivalent (10.5 pt) | Landscape A4

SCHOOL:	_____	**ACADEMIC YEAR:**	_____
TEACHER:	_____	**CLASS:**	BASIC 1
SCHEME:	THREE TERMS	**WEEKS PER TERM:**	12
TERM PATTERN:	Weeks 1-10 Teaching/Application	**WEEK 11 / 12:**	Revision / Assessment

IMPLEMENTATION AND SOURCE GUIDE

This is a school-level weekly scheme derived from NaCCA's official 2019 Standards-Based Curricula for Lower Primary (Basic 1-Basic 3). It organises Basic 1 learning into three 12-week school terms.

Each term has Weeks 1-10 for teaching/application, Week 11 for revision and targeted remediation, and Week 12 for end-of-term assessment, correction and feedback.

Where a verified exact indicator is used, it is shown (for example Mathematics B1.1.1.1.1, Science B1.1.1.1.1 and OWOP B1.1.1.1.1). Where a week combines several official indicators, a curriculum-family reference such as B1.1.*.* or MULTI B1.* is used rather than inventing a false single official indicator.

English Language is organised so foundational Oral Language, Reading/Phonics, Grammar/Usage, Writing/Conventions and Extensive Reading are represented every week.

NaCCA's 2019 curriculum page lists standalone French and Computing curriculum PDFs for B4-B6, not B1-B3. Because the school/user specifically requested both for Basic 1, the French and Computing sections are labelled SUPPLEMENTARY / SCHOOL-ADDED transition programmes and use SUP-B1-FR / SUP-B1-COMP references.

OWOP is included to preserve the requested combined-subject format. NaCCA currently notes that from the 2024/2025 academic year OWOP content is accommodated in related Primary subjects; schools should align actual timetabling with current NaCCA/GES directions.

Core competency abbreviations: CP = Critical Thinking and Problem Solving; CC = Communication and Collaboration; CI = Creativity and Innovation; PL = Personal Development and Leadership; DL = Digital Literacy; CG = Cultural Identity and Global Citizenship.

SUBJECTS INCLUDED

English Language; Mathematics; Science; History; Computing (Supplementary); Religious and Moral Education; Creative Arts; Ghanaian Language; French Language (Supplementary); Physical Education; Our World and Our People (OWOP).

ENGLISH LANGUAGE

TERM 1 - 12 WEEKS

Wk	Oral Language B1.1	Reading B1.2	Grammar / Usage	Writing + Conventions B1.4-B1.5	Extensive Reading B1.6	Integrated Activity / Assessment
1	B1.1 Songs and greetings: listen, sing and respond to familiar greetings.	B1.2 Phonological awareness: hear and distinguish familiar environmental/speech sounds.	B1.3 Naming words: people, places and things in oral sentences.	B1.4 Pre-writing strokes and correct pencil grip. B1.5 Left-to-right directionality and spacing awareness.	B1.6 Listen to/read a picture story.	Song, sound game, naming objects, tracing and picture-story talk.
2	B1.1 Rhymes: recite simple rhymes with rhythm.	B1.2 Identify beginning sounds in familiar words.	Use simple singular naming words.	Trace and form selected lower-case letters. Use spaces between copied words.	Shared reading of repetitive text.	Rhyme performance, sound sorting, letter formation and shared reading.
3	B1.1 Conversation: introduce self and respond politely.	B1.2 Match letters to common sounds.	Use personal pronouns I/you/he/she orally.	Write/copy own name and familiar words. Capital letter for own name.	Picture-book response.	Paired introductions; letter-sound matching; name writing.
4	B1.1 Listen to a short story and identify characters.	B1.2 Blend simple sounds into familiar syllables/words.	Action words in oral sentences.	Copy/write short familiar words. Full stop awareness in model sentences.	Retell a simple story from pictures.	Story sequence; blending; action game; copying.
5	B1.1 Give and follow one-step instructions.	B1.2 Read familiar sight words and labels.	Use this/that in simple oral sentences.	Write a simple label for a picture/object. Capital at the start of a model sentence.	Read classroom labels.	Instruction game; label hunt; picture labelling.
6	B1.1 Describe a familiar object orally.	B1.2 Decode simple CVC-type words where appropriate.	Use describing words such as big/small, good/bad, hot/cold.	Write/copy a simple sentence frame. Use full stop in copied sentence.	Read a short patterned sentence.	Object talk; word building; sentence-frame writing.
7	B1.1 Ask and answer simple who/what/where questions.	B1.2 Read simple sentences with picture support.	Use is/are in simple oral sentences.	Arrange words to form a simple sentence. Word spacing and neat handwriting.	Shared reading with teacher.	Question circle; sentence-strip ordering; reading.

Wk	Oral Language B1.1	Reading B1.2	Grammar / Usage	Writing + Conventions B1.4-B1.5	Extensive Reading B1.6	Integrated Activity / Assessment
8	B1.1 Tell a familiar event in sequence.	B1.2 Identify main idea from a very short picture-supported text.	Use present-tense action words.	Write 1-2 simple sentences from a picture. Capital and full stop review.	Choose a book and talk about favourite picture/part.	Sequencing cards; picture reading; sentence writing.
9	B1.1 Role-play home/school polite expressions.	B1.2 Read simple dialogue bubbles/labels.	Use and to join two familiar words/ideas orally.	Write a short greeting/message frame. Basic punctuation review.	Read a simple dialogue with partner.	Role-play; dialogue reading; functional writing.
10	B1.1-6 Term application: songs, conversation and listening.	B1.2 Integrated phonics/sight-word reading.	Integrated naming/action/describing words.	Write/copy 2-3 related simple sentences with support. Editing capitals, spacing and full stops.	Reading portfolio review.	Integrated literacy task and diagnostic check.
11	B1.1 Integrated oral revision/remediation.	B1.2 Reading/phonics revision.	Grammar/usage revision.	B1.4 Writing revision. B1.5 Conventions/handwriting revision.	B1.6 Reading portfolio review.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B1.1 Oral application/assessment.	B1.2 Reading assessment.	Grammar/usage assessment.	B1.4 Writing assessment. B1.5 Conventions/handwriting assessment.	B1.6 Reading response.	End-of-term integrated English assessment, correction and feedback.

ENGLISH LANGUAGE

TERM 2 - 12 WEEKS

Wk	Oral Language B1.1	Reading B1.2	Grammar / Usage	Writing + Conventions B1.4-B1.5	Extensive Reading B1.6	Integrated Activity / Assessment
1	B1.1 Listen for key details in a short oral text.	B1.2 Revise letter sounds and blend familiar words.	Common naming words in sentence frames.	Form upper- and lower-case letters neatly. Match capitals with lower-case forms.	Read a repetitive story.	Listening quiz; phonics; handwriting; story talk.
2	B1.1 Recite a poem/rhyme with expression.	B1.2 Identify rhyming words.	Personal pronouns in simple sentences.	Write/copy familiar word families. Spacing and line use.	Poetry/picture reading.	Rhyme pairs; pronoun substitution; word-family writing.
3	B1.1 Describe a person using simple words.	B1.2 Read simple adjective+noun phrases.	Describing words in familiar contexts.	Write one descriptive sentence. Capital/full stop.	Read simple description cards.	Picture description; phrase reading; sentence writing.
4	B1.1 Follow two linked oral instructions.	B1.2 Read simple instructions with picture cues.	Action words/imperatives.	Copy/write a short instruction. Numbering/sequence words first/next orally.	Read a simple procedure.	Do-and-say game; procedure reading/writing.
5	B1.1 Retell a folktale using picture sequence.	B1.2 Predict what happens next from pictures.	Past-time words yesterday/was at introductory level.	Write one sentence about a past event. Punctuation in simple sentences.	Folktale appreciation.	Story map; prediction; sentence writing.
6	B1.1 Talk about likes and dislikes respectfully.	B1.2 Read short preference sentences.	Use like/don't like in sentence frames.	Write a preference sentence. Apostrophe not taught formally; copy model accurately.	Independent picture-book choice.	Opinion line; sentence-frame writing; reading.
7	B1.1 Ask and answer simple interview questions.	B1.2 Locate a named detail in a short text.	Use question words who/what/where.	Complete a simple question-and-answer frame. Question mark recognition.	Read a short Q&A text.	Paired interview; detail hunt; Q&A writing.

Wk	Oral Language B1.1	Reading B1.2	Grammar / Usage	Writing + Conventions B1.4-B1.5	Extensive Reading B1.6	Integrated Activity / Assessment
8	B1.1 Give a short oral report on an activity.	B1.2 Read simple factual sentences.	Use has/have orally in familiar contexts.	Write 1-2 factual sentences. Neat handwriting and punctuation.	Read a simple information text.	Activity report; factual reading/writing.
9	B1.1 Perform a short role-play.	B1.2 Read simple speech bubbles.	Use I am/you are/he is/she is.	Write a short dialogue frame. Capital/full stop/question mark review.	Partner reading.	Role-play; speech-bubble reading and writing.
10	B1.1-6 Integrated oral application.	B1.2 Unseen short reading with pictures.	Integrated grammar in sentence frames.	Write 2-3 supported sentences. Editing checklist.	Portfolio update.	Integrated literacy task and remediation evidence.
11	B1.1 Integrated oral revision/remediation.	B1.2 Reading/phonics revision.	Grammar/usage revision.	B1.4 Writing revision. B1.5 Conventions/handwriting revision.	B1.6 Reading portfolio review.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B1.1 Oral application/assessment.	B1.2 Reading assessment.	Grammar/usage assessment.	B1.4 Writing assessment. B1.5 Conventions/handwriting assessment.	B1.6 Reading response.	End-of-term integrated English assessment, correction and feedback.

ENGLISH LANGUAGE

TERM 3 - 12 WEEKS

Wk	Oral Language B1.1	Reading B1.2	Grammar / Usage	Writing + Conventions B1.4-B1.5	Extensive Reading B1.6	Integrated Activity / Assessment
1	B1.1 Listen and sequence 3-4 events.	B1.2 Read a simple sequence text.	Sequence words first/next/last.	Write a simple three-step sequence with support. Numbering and full stops.	Read a how-to/picture text.	Sequence cards; oral retell; supported writing.
2	B1.1 Talk about family/home in complete simple sentences.	B1.2 Read family words and short sentences.	Possessive my/your orally.	Write 2 simple sentences about family. Capital letters for names.	Read a family-themed story.	Family picture talk; reading and writing.
3	B1.1 Talk about school/community places.	B1.2 Read labels/signs around school.	Prepositions in/on/under/near orally.	Write simple location sentence frames. Spacing and punctuation.	Read simple functional signs.	Location game; sign reading; sentence writing.
4	B1.1 Tell a story from picture prompts.	B1.2 Predict and infer a simple feeling from pictures.	Action words and describing words review.	Write 2-3 story sentences with support. Editing capitals/full stops.	Story response.	Picture-story creation and peer sharing.
5	B1.1 Oral presentation using a picture.	B1.2 Read a very simple chart/labelled picture.	Use there is/there are orally.	Write 1-2 information sentences. Sentence boundaries.	Read a simple information card.	Picture presentation; chart reading; writing.
6	B1.1 Telephone/greeting etiquette role-play.	B1.2 Read a simple message.	Polite expressions please/thank you/sorry.	Write/copy a short message. Appropriate capital/full stop.	Read functional text.	Communication role-play and message writing.
7	B1.1 Poetry/song performance.	B1.2 Recognise repeated words/phrases in text.	Integrated word-class review.	Creative picture caption. Spelling and handwriting review.	Poetry/story enjoyment.	Performance; repeated-text reading; caption writing.
8	B1.1 Collaborative problem-solving talk.	B1.2 Read a simple problem-and-solution picture text.	Use because orally in a model sentence.	Write a supported problem-solution sentence. Editing checklist.	Shared reading.	Discussion; supported response writing.

Wk	Oral Language B1.1	Reading B1.2	Grammar / Usage	Writing + Conventions B1.4-B1.5	Extensive Reading B1.6	Integrated Activity / Assessment
9	B1.1-6 Whole-year application.	Integrated phonics, sight words and comprehension.	Integrated grammar.	Write 3 related simple sentences with support. Integrated conventions.	Portfolio review.	Cumulative literacy project.
10	B1.1-6 End-of-year readiness.	Unseen picture-supported reading.	Grammar in simple contexts.	Timed but supported simple writing. Proofreading with symbols/checklist.	Reading response.	Whole-year practice and learner self-assessment.
11	B1.1 Integrated oral revision/remediation.	B1.2 Reading/phonics revision.	Grammar/usage revision.	B1.4 Writing revision. B1.5 Conventions/handwriting revision.	B1.6 Reading portfolio review.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B1.1 Oral application/assessment.	B1.2 Reading assessment.	Grammar/usage assessment.	B1.4 Writing assessment. B1.5 Conventions/handwriting assessment.	B1.6 Reading response.	End-of-term integrated English assessment, correction and feedback.

MATHEMATICS

TERM 1 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 NUMBER Counting, Representation, Cardinality & Ordinality	B1.1.1.1.1	Count forwards/backwards by 1s and skip-count by 2s/10s within 0-100; count objects and use ordinal numbers to 10th.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
2	B1.1 NUMBER Numerals and Quantities	B1.1.1.*.*	Read, write and match numerals to quantities within 0-100.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
3	B1.1 NUMBER Comparing and Ordering	B1.1.1.*.*	Compare and order quantities/numbers within 0-100 using more, less, equal and symbols where introduced.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.1 NUMBER Place Value	B1.1.1.*.*	Represent 2-digit numbers as tens and ones using concrete materials.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
5	B1.1 NUMBER Addition	B1.1.2.*.*	Combine groups and add within 20 using objects, drawings and number lines.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
6	B1.1 NUMBER Addition	B1.1.2.*.*	Develop addition facts and solve simple joining word problems.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.1 NUMBER Subtraction	B1.1.2.*.*	Take away/compare and subtract within 20 using concrete materials.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
8	B1.1 NUMBER Subtraction	B1.1.2.*.*	Solve simple subtraction word problems and check answers with addition.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
9	B1.1 NUMBER Equal Groups	B1.1.2.*.*	Make equal groups and repeated-addition patterns as an introduction to multiplication.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1 NUMBER Sharing	B1.1.2.*.*	Share small collections equally and recognise equal/not equal groups.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the MATHEMATICS knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in MATHEMATICS.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

MATHEMATICS

TERM 2 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 NUMBER Fractions	B1.1.3.*.*	Recognise and make halves of shapes and small collections.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
2	B1.1 NUMBER Fractions	B1.1.3.*.*	Recognise whole and half in everyday contexts.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
3	B1.2 ALGEBRA Patterns	B1.2.1.*.*	Copy, extend and create repeating colour, shape, sound and number patterns.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.2 ALGEBRA Patterns	B1.2.1.*.*	Describe a simple pattern rule using words.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
5	B1.2 ALGEBRA Equality	B1.2.*.*	Understand equal as same value/quantity using balances and matching groups.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
6	B1.2 ALGEBRA Missing Numbers	B1.2.*.*	Find a missing number in simple addition/subtraction number sentences within familiar range.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.3 GEOMETRY & MEASUREMENT 2-D Shapes	B1.3.1.*.*	Identify, name and sort circles, triangles, squares and rectangles.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
8	B1.3 GEOMETRY & MEASUREMENT 3-D Objects	B1.3.1.*.*	Recognise common 3-D objects such as cubes, cuboids, spheres and cylinders in the environment.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
9	B1.3 GEOMETRY & MEASUREMENT Position	B1.3.*.*	Use positional words: above, below, beside, inside, outside, near, far, left and right.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.3 GEOMETRY & MEASUREMENT Length	B1.3.2.*.*	Compare and order objects by length/height using direct comparison and non-standard units.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the MATHEMATICS knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in MATHEMATICS.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

MATHEMATICS

TERM 3 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.3 GEOMETRY & MEASUREMENT Mass	B1.3.2.*.*	Compare heavy/light and use a simple balance informally.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
2	B1.3 GEOMETRY & MEASUREMENT Capacity	B1.3.2.*.*	Compare full/empty and more/less capacity using containers.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
3	B1.3 GEOMETRY & MEASUREMENT Time	B1.3.2.*.*	Sequence daily events and use morning, afternoon, evening, before and after.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.3 GEOMETRY & MEASUREMENT Money	B1.3.2.*.*	Recognise selected Ghanaian coins/notes and use them in simple buying-play situations.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
5	B1.4 DATA Collecting Data	B1.4.1.*.*	Sort/classify familiar objects and record categories with marks or pictures.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
6	B1.4 DATA Pictographs	B1.4.1.*.*	Read and make simple picture graphs using one picture for one item.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.4 DATA Comparing Data	B1.4.1.*.*	Answer more/less/same questions from simple class data.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
8	B1.1-B1.4 INTEGRATED MATHEMATICS Number Project	MULTI B1 MATH	Use counting, addition/subtraction and money in a simple class shop or sharing task.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
9	B1.1-B1.4 INTEGRATED MATHEMATICS Shape/Measurement Project	MULTI B1 MATH	Create a simple picture/model using shapes and compare lengths/capacities.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1-B1.4 INTEGRATED MATHEMATICS Whole-Year Application	MULTI B1 MATH	Integrate number, pattern, shape, measurement and data in familiar practical problems.	Use counters, objects, number lines, shapes or measurement materials; model visually; practise orally/in pairs; solve simple familiar problems.	Counters, number cards, ten-frames, number line, shapes, rulers/containers, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/oral problem-solving task.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the MATHEMATICS knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in MATHEMATICS.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

SCIENCE

TERM 1 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 DIVERSITY OF MATTER Living and Non-Living Things	B1.1.1.1.1	Observe and describe different kinds of things in the environment.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
2	B1.1 DIVERSITY OF MATTER Living and Non-Living Things	B1.1.1.*.*	Sort familiar things into living and non-living groups using simple observable features.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
3	B1.1 DIVERSITY OF MATTER Plants	B1.1.1.*.*	Identify common plants around home/school and describe simple visible parts.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
4	B1.1 DIVERSITY OF MATTER Animals	B1.1.1.*.*	Identify common animals and describe simple visible features/movement.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
5	B1.1 DIVERSITY OF MATTER Materials	B1.1.2.*.*	Identify common materials such as wood, metal, plastic, glass, fabric, paper and clay.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
6	B1.1 DIVERSITY OF MATTER Properties of Materials	B1.1.2.*.*	Describe materials using simple properties such as hard/soft, rough/smooth, bendy/rigid.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
7	B1.2 CYCLES Water	B1.2.1.*.*	Identify common sources and everyday uses of water.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
8	B1.2 CYCLES Weather	B1.2.1.*.*	Observe and describe sunny, rainy, cloudy and windy weather.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B1.2 CYCLES Plants	B1.2.*.*	Identify seeds and observe simple germination/plant growth.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
10	B1.2 CYCLES Plant Care	B1.2.*.*	Plant a seed and practise watering and caring for it.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the SCIENCE knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in SCIENCE.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

SCIENCE

TERM 2 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.3 SYSTEMS Human Body	B1.3.1.*.*	Identify major external body parts and their simple functions.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
2	B1.3 SYSTEMS Sense Organs	B1.3.1.*.*	Identify eyes, ears, nose, tongue and skin and match them to senses.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
3	B1.3 SYSTEMS Body Care	B1.3.1.*.*	Practise simple care of body and sense organs.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
4	B1.3 SYSTEMS Sky	B1.3.2.*.*	Identify the sun, moon and stars as familiar objects seen in the sky.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
5	B1.3 SYSTEMS Day and Night	B1.3.2.*.*	Describe simple observations of day and night.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
6	B1.4 FORCES & ENERGY Light	B1.4.1.*.*	Identify familiar natural and artificial sources of light.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
7	B1.4 FORCES & ENERGY Sound	B1.4.1.*.*	Identify familiar sound sources and compare loud/soft sounds.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
8	B1.4 FORCES & ENERGY Heat	B1.4.1.*.*	Recognise safe familiar sources/uses of heat and practise safety.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B1.4 FORCES & ENERGY Pushes and Pulls	B1.4.*.*	Explore how pushes and pulls move familiar objects.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
10	B1.4 FORCES & ENERGY Movement	B1.4.*.*	Observe rolling, sliding and other simple movements of objects.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the SCIENCE knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in SCIENCE.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

SCIENCE

TERM 3 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.5 HUMANS & ENVIRONMENT Personal Hygiene	B1.5.1.*.*	Demonstrate handwashing, bathing, oral hygiene and clean-clothing practices.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
2	B1.5 HUMANS & ENVIRONMENT Healthy Food	B1.5.*.*	Identify familiar healthy foods and clean drinking-water habits.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
3	B1.5 HUMANS & ENVIRONMENT Safety	B1.5.*.*	Identify simple home/school hazards and safe behaviours.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
4	B1.5 HUMANS & ENVIRONMENT Waste	B1.5.*.*	Identify common waste and practise putting waste in appropriate bins/places.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
5	B1.5 HUMANS & ENVIRONMENT Clean Environment	B1.5.*.*	Explain simple ways to keep classroom, home and compound clean.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
6	B1.5 HUMANS & ENVIRONMENT Technology Around Us	B1.5.3.*.*	Identify simple tools/technology used at home, school and community.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
7	B1.5 HUMANS & ENVIRONMENT Environmental Care	B1.5.*.*	Identify actions that help or harm plants, animals, soil, air and water.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
8	B1.1-B1.5 INTEGRATED SCIENCE Observation Project	MULTI B1 SCIENCE	Use senses safely to observe and record features of objects/living things.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B1.1-B1.5 INTEGRATED SCIENCE Health and Environment Project	MULTI B1 SCIENCE	Carry out a simple cleanliness, handwashing or plant-care activity.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
10	B1.1-B1.5 INTEGRATED SCIENCE Whole-Year Application	MULTI B1 SCIENCE	Apply knowledge of living things, materials, body, energy, health and environment in simple scenarios.	Observe real objects/local materials; sort, compare or investigate; draw/record findings; talk about evidence and everyday use.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/practical record and simple application question.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the SCIENCE knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in SCIENCE.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

HISTORY

TERM 1 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 HISTORY AS A SUBJECT My Past	B1.1.*.*	Explain that history tells us about people and things that happened in the past.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
2	B1.1 HISTORY AS A SUBJECT My Past	B1.1.*.*	Use yesterday/today and before/after to talk about simple personal events.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
3	B1.1 HISTORY AS A SUBJECT Personal Timeline	B1.1.*.*	Arrange 3-4 pictures/events from the learner's life in order.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.1 HISTORY AS A SUBJECT Sources of History	B1.1.*.*	Identify photographs, objects and oral stories as sources about the past.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
5	B1.1 HISTORY AS A SUBJECT Sources of History	B1.1.*.*	Ask an older person one simple question about family/community past.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
6	B1.2 MY FAMILY Family History	B1.2.*.*	Identify parents, siblings and grandparents and state simple family relationships.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.2 MY FAMILY Family History	B1.2.*.*	Collect a simple family story, name or tradition from an adult.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
8	B1.2 MY FAMILY Family Tree	B1.2.*.*	Create a simple family tree with pictures/names.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
9	B1.2 MY COMMUNITY Community	B1.2.*.*	Identify the name of the learner's community and familiar important places.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.2 MY COMMUNITY Community Past	B1.2.*.*	Listen to a simple story about how the community or school began.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the HISTORY knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in HISTORY.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

HISTORY

TERM 2 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.2 MY COMMUNITY Community Leaders	B1.2.*.*	Identify familiar leaders/elders and state simple roles.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
2	B1.2 MY COMMUNITY Past and Present	B1.2.*.*	Compare an old and new object such as phone, lamp, transport or cooking tool.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
3	B1.2 MY COUNTRY GHANA Ghana	B1.2.*.*	Recognise Ghana as our country and locate it on a simple West Africa map with support.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.2 MY COUNTRY GHANA National Flag	B1.2.*.*	Identify Ghana's flag and its main colours.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
5	B1.2 MY COUNTRY GHANA National Symbols	B1.2.*.*	Recognise the Coat of Arms and selected national symbols.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
6	B1.2 MY COUNTRY GHANA Independence Day	B1.2.*.*	Identify 6 March as Independence Day and state that Ghana became independent.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.2 MY COUNTRY GHANA National Personalities	B1.2.*.*	Recognise selected important Ghanaian historical personalities from pictures.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
8	B1.2 MY COUNTRY GHANA National Personalities	B1.2.*.*	Retell a simple story about one Ghanaian hero/heroine.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
9	B1.2 MY COUNTRY GHANA Culture	B1.2.*.*	Recognise selected Ghanaian foods, dress, music, festivals and occupations.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.2 MY COUNTRY GHANA Diversity	B1.2.*.*	Recognise that Ghana has many ethnic/cultural groups.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the HISTORY knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in HISTORY.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

HISTORY

TERM 3 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.2 MY COUNTRY GHANA Unity	B1.2.*.*	State simple ways people from different groups live and work together peacefully.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
2	B1.2 MY COUNTRY GHANA Historical Places	B1.2.*.*	Recognise a familiar local/national historical place or monument from pictures.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
3	B1.2 MY COUNTRY GHANA Historical Time	B1.2.*.*	Use first/next/last to order simple historical picture events.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.2 MY COUNTRY GHANA Map and Place	B1.2.*.*	Identify Accra as Ghana's capital and locate it on a simple map with support.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
5	B1.1-B1.2 INTEGRATED HISTORY My Story Project	MULTI B1 HISTORY	Create a simple personal timeline using drawings/photos.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
6	B1.1-B1.2 INTEGRATED HISTORY Family Story Project	MULTI B1 HISTORY	Record/draw one family story or tradition learned from an adult.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.1-B1.2 INTEGRATED HISTORY Community Project	MULTI B1 HISTORY	Draw one old/new feature or important place in the community.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
8	B1.1-B1.2 INTEGRATED HISTORY National Symbols Project	MULTI B1 HISTORY	Create a display of Ghana's flag and one other national symbol.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
9	B1.1-B1.2 INTEGRATED HISTORY Source Enquiry	MULTI B1 HISTORY	Use a photo/object/oral story to answer who/what/when questions.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1-B1.2 INTEGRATED HISTORY Whole-Year Consolidation	MULTI B1 HISTORY	Consolidate personal, family, community and national history using pictures, maps and timelines.	Use stories, pictures, family/community interviews, objects, maps and simple timelines; ask questions and sequence events.	Family photos/objects, Ghana map, pictures, timeline cards, oral sources. Core: CP, CC, CG, DL Assessment: Picture/source/timeline task and oral or short written response.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the HISTORY knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in HISTORY.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

COMPUTING (SUPPLEMENTARY - SCHOOL ADDED)

TERM 1 - 12 WEEKS

School-added transition programme: this section is not presented as an official standalone NaCCA Basic 1 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 1 SUPPLEMENTARY COMPUTING Digital Devices	SUP-B1-COMP-01	Recognise a computer/tablet/phone as digital devices used for learning and communication.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
2	BASIC 1 SUPPLEMENTARY COMPUTING Computer Parts	SUP-B1-COMP-02	Identify monitor/screen, keyboard, mouse/touchpad and system unit where present.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
3	BASIC 1 SUPPLEMENTARY COMPUTING Mouse/Touch	SUP-B1-COMP-03	Point, click/tap and drag simple objects under guidance.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 1 SUPPLEMENTARY COMPUTING Keyboard	SUP-B1-COMP-04	Identify letters, numbers, spacebar, Enter and Backspace keys.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
5	BASIC 1 SUPPLEMENTARY COMPUTING Device Care	SUP-B1-COMP-05	Use clean hands, gentle handling and correct sitting posture.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
6	BASIC 1 SUPPLEMENTARY COMPUTING Safety	SUP-B1-COMP-06	Keep food/liquids away and ask an adult before connecting electricity.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	BASIC 1 SUPPLEMENTARY COMPUTING Starting/Closing	SUP-B1-COMP-07	Observe safe start/open/close/shutdown routines with teacher support.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
8	BASIC 1 SUPPLEMENTARY COMPUTING Icons	SUP-B1-COMP-08	Recognise simple application icons such as paint/drawing and word processor.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
9	BASIC 1 SUPPLEMENTARY COMPUTING Typing	SUP-B1-COMP-09	Type own name and a few familiar letters/words.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	BASIC 1 SUPPLEMENTARY COMPUTING Paint	SUP-B1-COMP-10	Draw simple lines/shapes using a paint/drawing program.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the COMPUTING (SUPPLEMENTARY - SCHOOL ADDED) knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in COMPUTING (SUPPLEMENTARY - SCHOOL ADDED).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

COMPUTING (SUPPLEMENTARY - SCHOOL ADDED)

TERM 2 - 12 WEEKS

School-added transition programme: this section is not presented as an official standalone NaCCA Basic 1 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 1 SUPPLEMENTARY COMPUTING Paint	SUP-B1-COMP-11	Use colour/fill/eraser tools with guidance.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
2	BASIC 1 SUPPLEMENTARY COMPUTING Files - Awareness	SUP-B1-COMP-12	Understand that digital work can be saved and opened later.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
3	BASIC 1 SUPPLEMENTARY COMPUTING Audio/Images	SUP-B1-COMP-13	Recognise pictures and sounds as digital media.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 1 SUPPLEMENTARY COMPUTING Camera - Awareness	SUP-B1-COMP-14	Use/observe a device camera responsibly with teacher guidance.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
5	BASIC 1 SUPPLEMENTARY COMPUTING Word Processing	SUP-B1-COMP-15	Type a short word or simple sentence.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
6	BASIC 1 SUPPLEMENTARY COMPUTING Word Processing	SUP-B1-COMP-16	Use space and backspace to correct simple typing.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	BASIC 1 SUPPLEMENTARY COMPUTING Digital Safety	SUP-B1-COMP-17	Keep name, address, phone and passwords private.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
8	BASIC 1 SUPPLEMENTARY COMPUTING Online Safety	SUP-B1-COMP-18	Tell a trusted adult when something online feels wrong or confusing.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
9	BASIC 1 SUPPLEMENTARY COMPUTING Digital Behaviour	SUP-B1-COMP-19	Use kind words and take turns when sharing devices.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	BASIC 1 SUPPLEMENTARY COMPUTING Internet - Awareness	SUP-B1-COMP-20	Understand that the Internet helps devices access information with adult supervision.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the COMPUTING (SUPPLEMENTARY - SCHOOL ADDED) knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in COMPUTING (SUPPLEMENTARY - SCHOOL ADDED).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

COMPUTING (SUPPLEMENTARY - SCHOOL ADDED)

TERM 3 - 12 WEEKS

School-added transition programme: this section is not presented as an official standalone NaCCA Basic 1 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 1 SUPPLEMENTARY COMPUTING Algorithms	SUP-B1-COMP-21	Give 2-4 ordered steps for a familiar activity.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
2	BASIC 1 SUPPLEMENTARY COMPUTING Algorithms	SUP-B1-COMP-22	Arrange picture cards into the correct sequence.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
3	BASIC 1 SUPPLEMENTARY COMPUTING Coding - Intro	SUP-B1-COMP-23	Follow simple directional/sequence commands using floor cards or blocks.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 1 SUPPLEMENTARY COMPUTING Coding - Intro	SUP-B1-COMP-24	Create a short sequence to move a character/object.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
5	BASIC 1 SUPPLEMENTARY COMPUTING Digital Creativity	SUP-B1-COMP-25	Create a simple digital picture about school/home.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
6	BASIC 1 SUPPLEMENTARY COMPUTING Digital Creativity	SUP-B1-COMP-26	Type and decorate own name or one short phrase.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	BASIC 1 SUPPLEMENTARY COMPUTING Device Identification	SUP-B1-COMP-27	Match a digital device to a familiar use.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
8	BASIC 1 SUPPLEMENTARY COMPUTING Safety Project	SUP-B1-COMP-28	Create a poster/drawing on safe computer use.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
9	BASIC 1 SUPPLEMENTARY COMPUTING Mini Project	SUP-B1-COMP-29	Create one small picture/typed product and explain it.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	BASIC 1 SUPPLEMENTARY COMPUTING Integrated Computing	SUP-B1-COMP-30	Demonstrate safe handling, basic input and simple digital creation.	Teacher demonstrates; learners identify parts or practise one simple device skill; reinforce safe handling and digital behaviour.	Computer/tablet where available, keyboard/mouse, screenshots and offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical identification/safety/application checklist.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the COMPUTING (SUPPLEMENTARY - SCHOOL ADDED) knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in COMPUTING (SUPPLEMENTARY - SCHOOL ADDED).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

RELIGIOUS AND MORAL EDUCATION

TERM 1 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 GOD, CREATION & ATTRIBUTES God the Creator	B1.1.1.*.*	Recognise God as Creator in Christianity, Islam and Indigenous African Religion.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
2	B1.1 GOD, CREATION & ATTRIBUTES Creation	B1.1.1.*.*	Identify people, animals, plants and natural features as part of creation.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
3	B1.1 GOD, CREATION & ATTRIBUTES Attributes of God	B1.1.1.*.*	Identify simple attributes such as love, kindness, mercy and care.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
4	B1.1 GOD, CREATION & ATTRIBUTES Caring for Creation	B1.1.1.*.*	Show care for people, animals, plants and environment.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
5	B1.2 RELIGIOUS PRACTICES Prayer	B1.2.*.*	Explain prayer as talking to/communicating with God.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
6	B1.2 RELIGIOUS PRACTICES Worship	B1.2.*.*	Identify familiar places/forms of worship.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
7	B1.2 RELIGIOUS PRACTICES Religious Songs	B1.2.*.*	Sing/listen to religious songs and identify simple values.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
8	B1.2 RELIGIOUS PRACTICES Festivals	B1.2.*.*	Identify one familiar Christian, Islamic and traditional celebration/festival.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B1.3 FAMILY & COMMUNITY Family	B1.3.*.*	Explain simple responsibilities of children in the family.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
10	B1.3 FAMILY & COMMUNITY Respect	B1.3.*.*	Show respect to parents, elders, teachers and peers.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the RELIGIOUS AND MORAL EDUCATION knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in RELIGIOUS AND MORAL EDUCATION.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

RELIGIOUS AND MORAL EDUCATION

TERM 2 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.3 FAMILY & COMMUNITY Helping	B1.3.*.*	Demonstrate sharing, helping and cooperation.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
2	B1.3 FAMILY & COMMUNITY Greetings	B1.3.*.*	Use appropriate greetings and good manners.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
3	B1.4 RELIGIOUS LEADERS Jesus	B1.4.*.*	Recognise Jesus Christ and one simple lesson from his life.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
4	B1.4 RELIGIOUS LEADERS Prophet Muhammad	B1.4.*.*	Recognise Prophet Muhammad (S.A.W.) and one simple lesson from his life.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
5	B1.4 RELIGIOUS LEADERS Traditional Religious Leadership	B1.4.*.*	Recognise a traditional religious leader/elder and simple community role.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
6	B1.4 RELIGIOUS LEADERS Good Leadership	B1.4.*.*	Identify qualities such as truthfulness, kindness and service.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
7	B1.5 ETHICS & MORAL LIFE Truthfulness	B1.5.*.*	Explain why telling the truth is important.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
8	B1.5 ETHICS & MORAL LIFE Obedience	B1.5.*.*	Practise obedience to lawful instructions.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B1.5 ETHICS & MORAL LIFE Love and Kindness	B1.5.*.*	Show love and kindness in home/school situations.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
10	B1.5 ETHICS & MORAL LIFE Forgiveness	B1.5.*.*	Say sorry, forgive and reconcile after simple conflicts.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the RELIGIOUS AND MORAL EDUCATION knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in RELIGIOUS AND MORAL EDUCATION.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

RELIGIOUS AND MORAL EDUCATION

TERM 3 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.5 ETHICS & MORAL LIFE Cleanliness	B1.5.*.*	Connect cleanliness and good habits with moral/religious values.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
2	B1.5 ETHICS & MORAL LIFE Property	B1.5.*.*	Respect other people's belongings and school property.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
3	B1.6 ECONOMIC/MORAL LIFE Work	B1.6.*.*	Value work and simple chores as responsible behaviour.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
4	B1.6 ECONOMIC/MORAL LIFE Sharing Resources	B1.6.*.*	Use food, water and materials carefully and share fairly.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
5	B1.1-B1.6 INTEGRATED RME Creation Project	MULTI B1 RME	Create a drawing/song showing appreciation for creation.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
6	B1.1-B1.6 INTEGRATED RME Good Manners Role-play	MULTI B1 RME	Role-play greetings, honesty, obedience and kindness.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
7	B1.1-B1.6 INTEGRATED RME Religious Diversity	MULTI B1 RME	Identify respectful behaviour toward people of different faiths.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
8	B1.1-B1.6 INTEGRATED RME Family Values	MULTI B1 RME	Apply respect, sharing and responsibility to a family scenario.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B1.1-B1.6 INTEGRATED RME Moral Choices	MULTI B1 RME	Choose the right action in simple everyday moral scenarios.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
10	B1.1-B1.6 INTEGRATED RME Whole-Year Consolidation	MULTI B1 RME	Integrate beliefs, practices, family, leaders and moral values.	Use stories, songs, pictures, sacred/oral sources and role-play; identify a simple value and show how to practise it.	Bible/Qur'an/oral traditions, songs, pictures, scenario cards. Core: CC, CG, PL, CP Assessment: Oral/value scenario, drawing or role-play task.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the RELIGIOUS AND MORAL EDUCATION knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in RELIGIOUS AND MORAL EDUCATION.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

CREATIVE ARTS

TERM 1 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 VISUAL ARTS Exploring Ideas	B1.1.*.*	Observe natural/man-made objects and talk about colours, shapes and textures.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
2	B1.1 VISUAL ARTS Line and Shape	B1.1.*.*	Make different lines and simple shapes through drawing.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
3	B1.1 VISUAL ARTS Colour	B1.1.*.*	Identify and use common colours in artwork.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.1 VISUAL ARTS Drawing	B1.1.*.*	Draw familiar objects from observation/imagination.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
5	B1.1 VISUAL ARTS Pattern	B1.1.*.*	Create simple repeated patterns with shapes/colours.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
6	B1.1 VISUAL ARTS Printing	B1.1.*.*	Make simple prints using fingers, leaves or found objects.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.1 VISUAL ARTS Collage	B1.1.*.*	Arrange and paste paper/natural materials to make a simple collage.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
8	B1.1 VISUAL ARTS Modelling	B1.1.*.*	Model simple forms using clay/dough/recycled material.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
9	B1.1 VISUAL ARTS Cultural Art	B1.1.*.*	Recognise and copy/create a simple Ghanaian-inspired motif/pattern.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1 VISUAL ARTS Appreciation	B1.1.*.*	Display work and say what materials/colours were used.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the CREATIVE ARTS knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in CREATIVE ARTS.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

CREATIVE ARTS

TERM 2 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.2 PERFORMING ARTS Music - Singing	B1.2.*.*	Sing familiar songs with steady beat.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
2	B1.2 PERFORMING ARTS Music - Rhythm	B1.2.*.*	Clap/tap simple rhythmic patterns.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
3	B1.2 PERFORMING ARTS Music - Sound	B1.2.*.*	Identify high/low or loud/soft sounds in familiar music.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.2 PERFORMING ARTS Music - Instruments	B1.2.*.*	Identify and safely play selected simple/local percussion instruments.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
5	B1.2 PERFORMING ARTS Dance - Movement	B1.2.*.*	Use locomotor/non-locomotor movements to music.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
6	B1.2 PERFORMING ARTS Dance - Rhythm	B1.2.*.*	Perform a short repeated movement sequence.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.2 PERFORMING ARTS Drama - Role	B1.2.*.*	Pretend/role-play familiar people and situations.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
8	B1.2 PERFORMING ARTS Drama - Story	B1.2.*.*	Dramatise a simple story or rhyme.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
9	B1.2 PERFORMING ARTS Culture	B1.2.*.*	Recognise a local song/dance and its social setting.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.2 PERFORMING ARTS Performance	B1.2.*.*	Perform a short group song/dance/drama confidently.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the CREATIVE ARTS knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in CREATIVE ARTS.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

CREATIVE ARTS

TERM 3 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1-B1.2 INTEGRATED ARTS Art and Story	MULTI B1 CA	Create a picture for a familiar story and narrate it.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
2	B1.1-B1.2 INTEGRATED ARTS Music and Movement	MULTI B1 CA	Combine singing, clapping and movement.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
3	B1.1-B1.2 INTEGRATED ARTS Festival Theme	MULTI B1 CA	Create simple art/performance inspired by a familiar celebration.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.1-B1.2 INTEGRATED ARTS Nature Theme	MULTI B1 CA	Use natural/recycled materials in a creative piece.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
5	B1.1-B1.2 INTEGRATED ARTS Class Display	MULTI B1 CA	Select and display artworks neatly.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
6	B1.1-B1.2 INTEGRATED ARTS Performance Day	MULTI B1 CA	Rehearse and present a short class performance.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.1-B1.2 INTEGRATED ARTS Creative Choice	MULTI B1 CA	Choose a preferred art/music/dance/drama activity and create/perform.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
8	B1.1-B1.2 INTEGRATED ARTS Peer Appreciation	MULTI B1 CA	Give a simple positive comment about a peer's work.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
9	B1.1-B1.2 INTEGRATED ARTS Portfolio	MULTI B1 CA	Select examples showing growth across the year.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1-B1.2 INTEGRATED ARTS Whole-Year Consolidation	MULTI B1 CA	Integrate visual and performing arts in a final creative activity.	Explore examples; experiment with materials/sounds/movement; create or perform; share work and say what was done.	Pencils, crayons, paint, clay/recyclables, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process checklist.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the CREATIVE ARTS knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in CREATIVE ARTS.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

GHANAIAN LANGUAGE

TERM 1 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 ORAL LANGUAGE Songs	B1.1.*.*	Sing familiar songs and discuss simple meaning/values.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
2	B1.1 ORAL LANGUAGE Rhymes	B1.1.*.*	Recite simple rhymes with correct rhythm/pronunciation.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
3	B1.1 ORAL LANGUAGE Greetings	B1.1.*.*	Use appropriate greetings and polite expressions.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.1 ORAL LANGUAGE Listening	B1.1.*.*	Listen to short instructions/stories and respond appropriately.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
5	B1.1 ORAL LANGUAGE Storytelling	B1.1.*.*	Retell a familiar story using picture sequence.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
6	B1.2 READING Sound Awareness	B1.2.*.*	Recognise familiar speech sounds/letters or symbols according to the target language orthography.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.2 READING Word Recognition	B1.2.*.*	Read familiar names, labels and simple words.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
8	B1.2 READING Sentence Reading	B1.2.*.*	Read very short familiar sentences with picture support.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
9	B1.2 READING Comprehension	B1.2.*.*	Answer who/what/where questions from a short text.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.2 READING Oral Literature	B1.2.*.*	Listen to and explain a simple proverb/wise saying with guidance.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the GHANAIAN LANGUAGE knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in GHANAIAN LANGUAGE.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

GHANAIAN LANGUAGE

TERM 2 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.3 LANGUAGE STRUCTURE Nouns	B1.3.*.*	Use common naming words in simple sentences.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
2	B1.3 LANGUAGE STRUCTURE Pronouns	B1.3.*.*	Use simple personal pronouns correctly in oral sentences.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
3	B1.3 LANGUAGE STRUCTURE Verbs	B1.3.*.*	Use common action words in familiar contexts.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.3 LANGUAGE STRUCTURE Modifiers	B1.3.*.*	Use simple describing words.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
5	B1.3 LANGUAGE STRUCTURE Sentence Structure	B1.3.*.*	Arrange familiar words to form correct simple sentences.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
6	B1.3 LANGUAGE STRUCTURE Orthography	B1.3.*.*	Copy/write letters and simple words using accepted orthography.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.4 WRITING Handwriting	B1.4.*.*	Form letters/symbols legibly according to the target language.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
8	B1.4 WRITING Word Writing	B1.4.*.*	Copy/write familiar names and words.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
9	B1.4 WRITING Sentence Writing	B1.4.*.*	Complete simple sentence frames.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.4 WRITING Picture Writing	B1.4.*.*	Write/copy a simple caption for a picture.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the GHANAIAN LANGUAGE knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in GHANAIAN LANGUAGE.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

GHANAIAN LANGUAGE

TERM 3 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.5 CULTURE Family/Community	B1.5.*.*	Use target-language vocabulary for family and community roles.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
2	B1.5 CULTURE Customs	B1.5.*.*	Talk about one familiar custom/tradition respectfully.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
3	B1.5 CULTURE Names	B1.5.*.*	Recognise familiar traditional/personal names and simple meanings where appropriate.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.5 CULTURE Folktales	B1.5.*.*	Listen to and retell a simple folktale.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
5	B1.1-B1.5 INTEGRATED LANGUAGE Conversation Project	MULTI B1 GL	Perform a greeting/introduction dialogue in the target language.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
6	B1.1-B1.5 INTEGRATED LANGUAGE Reading Project	MULTI B1 GL	Read a short picture-supported passage and answer simple questions.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.1-B1.5 INTEGRATED LANGUAGE Writing Project	MULTI B1 GL	Create a labelled picture with 3-5 words or simple sentences.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
8	B1.1-B1.5 INTEGRATED LANGUAGE Cultural Performance	MULTI B1 GL	Present a song, rhyme, proverb or folktale.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
9	B1.1-B1.5 INTEGRATED LANGUAGE Portfolio	MULTI B1 GL	Select oral/reading/writing work and explain one learning success.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1-B1.5 INTEGRATED LANGUAGE Whole-Year Consolidation	MULTI B1 GL	Integrate listening, speaking, reading, writing and culture at Basic 1 level.	Listen and imitate; practise orally in pairs; use picture/word cards; read/copy simple words or sentences; sing/retell/perform.	Target-language songs, stories, word cards, pictures, local-language readers. Core: CC, CG, PL Assessment: Simple oral/reading/writing performance in the target Ghanaian language.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the GHANAIAN LANGUAGE knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in GHANAIAN LANGUAGE.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED)

TERM 1 - 12 WEEKS

School-added transition programme: this section is not presented as an official standalone NaCCA Basic 1 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 1 SUPPLEMENTARY FRENCH Greetings	SUP-B1-FR-01	Use bonjour and au revoir with gestures.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
2	BASIC 1 SUPPLEMENTARY FRENCH Politeness	SUP-B1-FR-02	Use merci and s'il vous plaît in simple classroom situations.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
3	BASIC 1 SUPPLEMENTARY FRENCH Introduction	SUP-B1-FR-03	Say Je m'appelle ... with support.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 1 SUPPLEMENTARY FRENCH Introduction	SUP-B1-FR-04	Ask Comment tu t'appelles ? and respond with support.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
5	BASIC 1 SUPPLEMENTARY FRENCH Classroom Language	SUP-B1-FR-05	Respond to simple commands such as écoute, regarde, répète.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
6	BASIC 1 SUPPLEMENTARY FRENCH Numbers	SUP-B1-FR-06	Recognise/count 0-5.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
7	BASIC 1 SUPPLEMENTARY FRENCH Numbers	SUP-B1-FR-07	Recognise/count 6-10.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
8	BASIC 1 SUPPLEMENTARY FRENCH Colours	SUP-B1-FR-08	Name/match rouge, bleu, jaune, vert, noir, blanc.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
9	BASIC 1 SUPPLEMENTARY FRENCH School Objects	SUP-B1-FR-09	Name a few classroom objects: livre, stylo, crayon, sac.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
10	BASIC 1 SUPPLEMENTARY FRENCH Songs	SUP-B1-FR-10	Sing a simple French greeting/number song.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED) knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED)

TERM 2 - 12 WEEKS

School-added transition programme: this section is not presented as an official standalone NaCCA Basic 1 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 1 SUPPLEMENTARY FRENCH Family	SUP-B1-FR-11	Name maman, papa, frère, sœur.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
2	BASIC 1 SUPPLEMENTARY FRENCH Body	SUP-B1-FR-12	Name tête, main, pied, yeux, nez at introductory level.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
3	BASIC 1 SUPPLEMENTARY FRENCH Animals	SUP-B1-FR-13	Name a few familiar animals.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 1 SUPPLEMENTARY FRENCH Food	SUP-B1-FR-14	Name a few familiar foods/drinks.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
5	BASIC 1 SUPPLEMENTARY FRENCH Likes	SUP-B1-FR-15	Use j'aime with one familiar item/activity.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
6	BASIC 1 SUPPLEMENTARY FRENCH Weather	SUP-B1-FR-16	Recognise il fait chaud / il pleut through pictures/gestures.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
7	BASIC 1 SUPPLEMENTARY FRENCH Home	SUP-B1-FR-17	Recognise maison and a few familiar home words.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
8	BASIC 1 SUPPLEMENTARY FRENCH Places	SUP-B1-FR-18	Recognise école and marché/maison in picture matching.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
9	BASIC 1 SUPPLEMENTARY FRENCH Actions	SUP-B1-FR-19	Recognise simple actions: mange, joue, va, dors.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
10	BASIC 1 SUPPLEMENTARY FRENCH Revision Dialogue	SUP-B1-FR-20	Combine greeting + name in a two-line dialogue.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED) knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED)

TERM 3 - 12 WEEKS

School-added transition programme: this section is not presented as an official standalone NaCCA Basic 1 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 1 SUPPLEMENTARY FRENCH Alphabet/Sounds	SUP-B1-FR-21	Listen to and repeat selected French alphabet sounds.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
2	BASIC 1 SUPPLEMENTARY FRENCH Numbers	SUP-B1-FR-22	Extend counting recognition to 20 through songs/games.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
3	BASIC 1 SUPPLEMENTARY FRENCH Colours and Objects	SUP-B1-FR-23	Combine colour + familiar object in oral matching.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 1 SUPPLEMENTARY FRENCH Family	SUP-B1-FR-24	Say Voici maman/papa/frère/sœur with picture support.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
5	BASIC 1 SUPPLEMENTARY FRENCH Reading	SUP-B1-FR-25	Recognise/copy familiar French words from flashcards.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
6	BASIC 1 SUPPLEMENTARY FRENCH Writing	SUP-B1-FR-26	Copy own name and 3-5 French words neatly.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
7	BASIC 1 SUPPLEMENTARY FRENCH Listening	SUP-B1-FR-27	Match a heard word to the correct picture.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
8	BASIC 1 SUPPLEMENTARY FRENCH Speaking	SUP-B1-FR-28	Perform a greeting/introduction pair dialogue.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
9	BASIC 1 SUPPLEMENTARY FRENCH Mini Project	SUP-B1-FR-29	Create a labelled French picture poster with 5 familiar words.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.
10	BASIC 1 SUPPLEMENTARY FRENCH Integrated French	SUP-B1-FR-30	Combine greeting, name, numbers, colours and familiar vocabulary in a short performance.	Listen and repeat; use songs, gestures, pictures and flashcards; practise a very short dialogue or matching/copying task.	Flashcards, pictures, songs/audio, word cards and realia. Core: CC, CG, PL Assessment: Very short listening/speaking/recognition/copying performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED) knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

PHYSICAL EDUCATION

TERM 1 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 MOVEMENT Body Awareness	B1.1.*.*	Identify body parts used in movement and personal space.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
2	B1.1 MOVEMENT Locomotor Skills	B1.1.*.*	Walk, run and stop safely on signal.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
3	B1.1 MOVEMENT Locomotor Skills	B1.1.*.*	Hop, jump and gallop at introductory level.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.1 MOVEMENT Non-Locomotor Skills	B1.1.*.*	Bend, stretch, twist and balance safely.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
5	B1.1 MOVEMENT Balance	B1.1.*.*	Balance on different body parts/low safe positions.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
6	B1.1 MOVEMENT Direction	B1.1.*.*	Move forwards/backwards/sideways and change direction on signal.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.1 MOVEMENT Rhythm	B1.1.*.*	Move/clap to a steady beat.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
8	B1.1 MOVEMENT Traditional Games	B1.1.*.*	Participate in simple local/traditional movement games.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
9	B1.1 MOVEMENT Safety	B1.1.*.*	Follow safety rules and respect personal space.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1 MOVEMENT Cooperation	B1.1.*.*	Take turns and cooperate in simple partner/group games.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the PHYSICAL EDUCATION knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in PHYSICAL EDUCATION.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

PHYSICAL EDUCATION

TERM 2 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.2 OBJECT CONTROL Throwing	B1.2.*.*	Underarm throw a soft ball/beanbag toward a target.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
2	B1.2 OBJECT CONTROL Catching	B1.2.*.*	Catch a large soft ball with two hands.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
3	B1.2 OBJECT CONTROL Rolling	B1.2.*.*	Roll a ball accurately toward a partner/target.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.2 OBJECT CONTROL Kicking	B1.2.*.*	Kick a stationary ball with control.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
5	B1.2 OBJECT CONTROL Striking	B1.2.*.*	Strike a balloon/soft object with hand or simple implement.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
6	B1.2 GAMES Simple Games	B1.2.*.*	Use running, dodging and stopping in simple games.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.2 FITNESS Endurance	B1.2.*.*	Participate in short continuous active play safely.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
8	B1.2 FITNESS Flexibility	B1.2.*.*	Perform gentle stretching safely.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
9	B1.2 FITNESS Strength	B1.2.*.*	Perform simple body-support movements appropriate to age.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.2 FITNESS Fair Play	B1.2.*.*	Follow simple rules and accept results calmly.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the PHYSICAL EDUCATION knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in PHYSICAL EDUCATION.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

PHYSICAL EDUCATION

TERM 3 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.3 HEALTH Personal Hygiene	B1.3.*.*	Explain how hygiene supports safe physical activity.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
2	B1.3 HEALTH Hydration	B1.3.*.*	Recognise the need for safe drinking water before/after activity.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
3	B1.3 HEALTH Rest	B1.3.*.*	Recognise the importance of rest and sleep for growth.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.3 HEALTH Safety	B1.3.*.*	Identify unsafe play spaces/behaviours and seek adult help.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
5	B1.1-B1.3 INTEGRATED PE Movement Circuit	MULTI B1 PE	Complete a simple locomotor/non-locomotor movement circuit.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
6	B1.1-B1.3 INTEGRATED PE Ball Skills Circuit	MULTI B1 PE	Combine rolling, throwing, catching and kicking stations.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.1-B1.3 INTEGRATED PE Traditional Games Day	MULTI B1 PE	Participate safely in selected traditional games.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
8	B1.1-B1.3 INTEGRATED PE Fitness and Health	MULTI B1 PE	Combine movement, hydration, hygiene and rest messages.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
9	B1.1-B1.3 INTEGRATED PE Teamwork Games	MULTI B1 PE	Use turn-taking and cooperation in modified games.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1-B1.3 INTEGRATED PE Whole-Year Consolidation	MULTI B1 PE	Demonstrate safe movement, simple object control, fitness and fair play.	Warm up; teacher demonstrates; learners practise safely through games/stations; cool down and reflect on fair play.	Cones, balls, ropes, beanbags, hoops, mats/markers and open space. Core: PL, CC, CP Assessment: Skill-performance and safety/fair-play checklist.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the PHYSICAL EDUCATION knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in PHYSICAL EDUCATION.	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

OUR WORLD AND OUR PEOPLE (OWOP)

TERM 1 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.1 ALL ABOUT US Nature of God	B1.1.1.1.1	Examine our relationship with the Creator through creation stories, songs, pictures and caring behaviour.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
2	B1.1 ALL ABOUT US Myself	B1.1.2.*.*	Identify self by name, sex, age and simple personal characteristics.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
3	B1.1 ALL ABOUT US Myself	B1.1.2.*.*	Identify body parts and practise personal cleanliness.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.1 ALL ABOUT US My Family	B1.1.3.*.*	Identify family members and simple roles/responsibilities.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
5	B1.1 ALL ABOUT US My Community	B1.1.3.*.*	Identify familiar community helpers and places.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
6	B1.1 ALL ABOUT US Home and School	B1.1.4.*.*	Follow simple home/school rules and routines.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.1 ALL ABOUT US Safety	B1.1.4.*.*	Identify simple safety rules at home, school and road.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
8	B1.2 ALL AROUND US Environment	B1.2.1.*.*	Identify natural and man-made things in the local environment.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
9	B1.2 ALL AROUND US Weather	B1.2.1.*.*	Observe simple weather conditions and suitable clothing/activities.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.2 ALL AROUND US Environmental Care	B1.2.1.*.*	Practise simple cleanliness and care for surroundings.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
11	INTEGRATED REVISION Term 1 coverage	MULTI - all indicators taught in the term	Consolidate the OUR WORLD AND OUR PEOPLE (OWOP) knowledge, skills, values and practical work taught during Term 1.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in OUR WORLD AND OUR PEOPLE (OWOP).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

OUR WORLD AND OUR PEOPLE (OWOP)

TERM 2 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.2 ALL AROUND US Plants and Animals	B1.2.2.*.*	Identify common plants/animals and show simple care.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
2	B1.2 ALL AROUND US Map Making	B1.2.3.*.*	Use simple positional words and draw familiar places such as classroom/home.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
3	B1.2 ALL AROUND US Landmarks	B1.2.3.*.*	Identify important landmarks around school/community.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.2 ALL AROUND US Settlement	B1.2.4.*.*	Recognise homes/buildings as part of a settlement.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
5	B1.3 OUR BELIEFS & VALUES Worship	B1.3.1.*.*	Identify familiar places/forms of worship and show respect for others.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
6	B1.3 OUR BELIEFS & VALUES Festivals	B1.3.2.*.*	Recognise selected familiar festivals/celebrations.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.3 OUR BELIEFS & VALUES Rights	B1.3.3.*.*	Identify simple child rights such as care, food, health and education.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
8	B1.3 OUR BELIEFS & VALUES Responsibilities	B1.3.3.*.*	Identify simple responsibilities at home and school.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
9	B1.3 OUR BELIEFS & VALUES Leadership	B1.3.4.*.*	Identify qualities of a good class/home leader such as fairness and care.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.4 OUR NATION GHANA Citizenship	B1.4.1.*.*	Recognise self as a Ghanaian/young citizen and show respect for others.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
11	INTEGRATED REVISION Term 2 coverage	MULTI - all indicators taught in the term	Consolidate the OUR WORLD AND OUR PEOPLE (OWOP) knowledge, skills, values and practical work taught during Term 2.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in OUR WORLD AND OUR PEOPLE (OWOP).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

OUR WORLD AND OUR PEOPLE (OWOP)

TERM 3 - 12 WEEKS

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	B1.4 OUR NATION GHANA National Flag	B1.4.1.*.*	Identify Ghana's flag and its colours.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
2	B1.4 OUR NATION GHANA Authority	B1.4.2.*.*	Identify parents, teachers and community leaders as authority figures.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
3	B1.4 OUR NATION GHANA Resources	B1.4.3.*.*	Use water, food and school materials carefully.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B1.4 OUR NATION GHANA Farming	B1.4.4.*.*	Identify farmers and common farm products; participate in simple planting.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
5	B1.5 MY GLOBAL COMMUNITY Ghana and Neighbours	B1.5.1.*.*	Locate Ghana on a simple map and recognise that it has neighbouring countries.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
6	B1.5 MY GLOBAL COMMUNITY Interdependence	B1.5.1.*.*	Recognise that people exchange goods and help one another across places.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B1.5 MY GLOBAL COMMUNITY Earth and Sky	B1.5.*.*	Recognise the sun, moon and stars as familiar parts of our world.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
8	B1.1-B1.5 INTEGRATED OWOP Community Project	MULTI B1 OWOP	Work together on a simple class cleanliness/helping task.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
9	B1.1-B1.5 INTEGRATED OWOP Safety and Citizenship Project	MULTI B1 OWOP	Create a drawing/role-play on safety, rules, rights and responsibility.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B1.1-B1.5 INTEGRATED OWOP Whole-Year Consolidation	MULTI B1 OWOP	Integrate self, family, environment, beliefs/values, Ghana and global-community themes.	Discuss familiar experiences; use pictures/local observations; role-play, draw, map or perform a simple practical/community task.	Local environment, pictures, simple maps/charts, scenario cards, project materials. Core: CP, CC, PL, CG, CI Assessment: Simple scenario/project task linked to responsible behaviour.
11	INTEGRATED REVISION Term 3 coverage	MULTI - all indicators taught in the term	Consolidate the OUR WORLD AND OUR PEOPLE (OWOP) knowledge, skills, values and practical work taught during Term 3.	Diagnostic oral/practical quiz; analyse errors; reteach weak areas; complete unfinished activities; use mixed application tasks.	Learner work, curriculum-aligned questions, pictures, manipulatives and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 1 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 1 yearly curriculum in OUR WORLD AND OUR PEOPLE (OWOP).	Age-appropriate oral, written, practical or performance assessment; correction, feedback and learner reflection.	Assessment paper/cards/practical materials, marking guide and progress record. Core: CP, CC, CI, PL, DL, CG Assessment: End-of-term assessment, correction and feedback.

TEACHER'S YEARLY COVERAGE CHECKLIST

- Use the official NaCCA Basic 1 subject curriculum to expand curriculum-family references into detailed lesson plans and full exemplar wording.
- Keep Basic 1 teaching concrete, oral, playful, visual and activity-based, with short writing loads and frequent use of manipulatives/pictures.
- Use Week 11 to remediate actual learner gaps identified through oral work, exercises, projects and practical tasks.
- Use Week 12 for cumulative age-appropriate assessment, correction, feedback and progress records.
- Treat Computing and French as school-added introductory programmes; do not report SUP-B1 codes as NaCCA-issued Basic 1 indicators.
- Where OWOP is not separately timetabled under current policy, map its activities into related subjects in line with current NaCCA/GES guidance.

Curriculum basis: National Council for Curriculum and Assessment (NaCCA), Standards-Based Curriculum (2019), Lower Primary Basic 1-Basic 3 subject curricula. French and Computing are included as requested school-added transition subjects.