

# DAS EXAMINATIONS SCHEME OF WORK BASIC 5

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARDS	INDICATORS
1 10/01/2025	Oral Language	<b>Conversation</b> B5.1.6.2: Demonstrate positive listening and viewing attitudes and behavior by showing attentiveness and understanding	B5.1.6.2.2. Listen and view for the entire duration of a text, speech, presentation, video etc.
	Reading	<b>Vocabulary</b> B5.2.6.2: Build vocabulary	B5.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts, using the dictionary or online resources to look up meanings of words etc.
	Grammar	<b>Determiners</b> B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.4. Identify and use demonstratives: – this/that, these/those people
	Writing	<b>Writing as a Process</b> B5.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing	B5.4.9.1.1. Select a topic of choice on issues in their community, brainstorm and organize ideas before writing
	Writing Conventions & Grammar Usage	<b>Naming Words</b> B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people
2 17/01/2025	Oral Language	<b>Conversation</b> B5.1.6.2: Demonstrate positive listening and viewing attitudes and behavior by showing attentiveness and understanding	B5.1.6.3.1. Engage in collaborative conversation on topics such as social issues, values and manners with adults
	Reading	<b>Vocabulary</b> B5.2.6.3: Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills	B5.2.6.3.1. Deduce meaning of words from the word class they belong to and how they relate to one another (synonyms and antonyms).
	Grammar	<b>Determiners</b> B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.5. Identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to
	Writing	<b>Writing as a Process</b> B5.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing	B5.4.9.1.1. Select a topic of choice on issues in their community, brainstorm and organize ideas before writing
	Writing Conventions & Grammar Usage	<b>Naming Words</b> B5.5.3.1: Apply knowledge of different types of nouns in communication	B5.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read

3 24/01/2025	Oral Language	<b>Conversation</b> B5.1.6.3: Use knowledge of language and communicative skills to participate in conversation	B5.1.6.3.2. Demonstrate turn taking in conversation in different topics and follow agreed-upon rules for conversation, e.g. listening to others, speaking one at a time.
	Reading	<b>Vocabulary</b> B5.2.6.4: Use words appropriately for purpose, audience, context and culture	B5.2.6.4.1. Recognise how words are formed through acronyms (WHO) and clipping (telephone–phone).
	Grammar	<b>Determiners</b> B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.5. Identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to
	Writing	<b>Writing as a Process</b> B5.4.9.2: Develop and express ideas coherently and cohesively in writing	B5.4.9.2.1. Develop ideas into a two-paragraph draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.1. Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
4 31/01/2025	Oral Language	<b>Conversation</b> B5.1.6.3: Use knowledge of language and communicative skills to participate in conversation	B5.1.6.3.3. Respond to questions to give further clarification of an opinion
	Reading	<b>Vocabulary</b> B5.2.6.4: Use words appropriately for purpose, audience, context and culture	B5.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.)
	Grammar	<b>Pronouns</b> B5.3.3.1: Apply knowledge of different types of pronouns in communication	B5.3.3.1.1. Identify and use indefinite pronouns e.g. someone, anyone, everything etc. Possessive pronouns to show possession, e.g. mine, ours etc.
	Writing	<b>Writing as a Process</b> B5.4.9.2: Develop and express ideas coherently and cohesively in writing	B5.4.9.2.1. Develop ideas into a two-paragraph draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.1. Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing

	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
5 07/02/2025	Oral Language	<b>Listening Comprehension</b> B5.1.7.1: Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.1 Employ the Think-Aloud strategy to convey meaning from level-appropriate texts.
	Reading	<b>Vocabulary</b> B5.2.6.4: Use words appropriately for purpose, audience, context and culture	B5.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.)
	Grammar	<b>Pronouns</b> B5.3.3.1: Apply knowledge of different types of pronouns in communication	B5.3.3.1.1. Identify and use indefinite pronouns e.g. someone, anyone, everything etc. Possessive pronouns to show possession, e.g. mine, ours etc.
	Writing	<b>Writing as a Process</b> B5.4.9.3: Apply strategies for improving drafts for publishing	B5.4.9.3.1. Review, and revise the draft by proposing grammar for improvement
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.2. Use the simple past verb form to express past needs, feelings and interest
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
6 14/02/2025	Oral Language	<b>Listening Comprehension</b> B5.1.7.1: Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.2-3. Make connections with events in drama  Relate to lessons in stories
	Reading	<b>Vocabulary</b> B5.2.6.4: Use words appropriately for purpose, audience, context and culture	B5.2.6.4.3. Use words suitable for purpose, audience, context and culture.
	Grammar	<b>Adjectives</b> B5.3.4.1: Apply the knowledge of adjectives in communication	B5.3.4.1.1. Use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter
	Writing	<b>Writing as a Process</b> B5.4.9.3: Apply strategies for improving drafts for publishing	B4.4.9.3.2. Edit/proofread draft, checking capitalization, usage of punctuation and spelling
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.2. Use the simple past verb form to express past needs, feelings and interest

	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
7 21/02/2025	Oral Language	<b>Listening Comprehension</b> B5.1.7.1: Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.4-5. Use background knowledge to understand and build new knowledge while listening to drama  Ask relevant questions to expand comprehension of details of texts
	Reading	<b>Vocabulary</b> B5.2.6.4: Use words appropriately for purpose, audience, context and culture	B5.2.6.4.3. Use words suitable for purpose, audience, context and culture in relation to: type of texts (expository/explanatory, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc.
	Grammar	<b>Adjectives</b> B5.3.4.1: Apply the knowledge of adjectives in communication	B5.3.4.1.1. Use comparatives forms of regular and irregular adjectives to make comparisons: – Irregular: better
	Writing	<b>Writing as a Process</b> B5.4.9.3: Apply strategies for improving drafts for publishing	B5.4.9.3.3. Display writing piece for peers to read and publish it in the class magazine
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.3. Use past perfect in speech and in writing
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
8 28/02/2025	Oral Language	<b>Listening Comprehension</b> B5.1.7.1: Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.6. Distinguish between causes and effects of events in a story
	Reading	<b>Comprehension</b> B5.2.7.1: Process and comprehend level appropriate texts	B5.2.7.1.1. Construct meaning from text read
	Grammar	<b>Verbs</b> B5.3.5.1: Apply the knowledge of verbs in communication	B5.3.5.1.1. Use different types of verbs in sentences: – Main verb
	Writing	<b>Narrative Writing</b> B5.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world	B5.4.10.1.1. Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech

	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.3. Use past perfect in speech and in writing
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
9 07/03/2025	Oral Language	<b>Listening Comprehension</b> B5.1.7.1: Use appropriate skills and strategies to process meaning from texts	B5.1.7.1.7. Draw conclusions from main ideas, key details and specific examples from texts
	Reading	<b>Comprehension</b> B5.2.7.1: Process and comprehend level appropriate texts	B5.2.7.1.2. Note and recall main ideas in a sequence
	Grammar	<b>Verbs</b> B5.3.5.1: Apply the knowledge of verbs in communication	B5.3.5.1.1. Use different types of verbs in sentences: – Helping verb (primary auxiliary and modal auxiliary)
	Writing	<b>Narrative Writing</b> B5.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world	B5.4.10.1.1. Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.4. Use singular and plural subjects and the verb forms that go with them.
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
10 14/03/2025	Oral Language	<b>Asking and Answering questions</b> B5.1.8.1: Demonstrate understanding in asking and answering questions correctly	B5.1.8.1.1. Use the various forms of “do”, “be”, “have”, appropriately in questions and responses
	Reading	<b>Comprehension</b> B5.2.7.1: Process and comprehend level appropriate texts	B5.2.7.1.3. Scan texts for details
	Grammar	<b>Verbs</b> B5.3.5.1: Apply the knowledge of verbs in communication	B5.3.5.1.2. Use appropriate subject-verb agreement:
	Writing	<b>Creative Writing</b> B5.4.11.1: Create texts	B5.4.11.1.1. Write freely on topics of choice on issues in the community
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B5.5.4.1: Demonstrate understanding of verbs in everyday language	B5.5.4.1.4. Use singular and plural subjects and the verb forms that go with them.

	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
11 21/03/2025	Oral Language	<b>Asking and Answering questions</b> B5.1.8.2: Identify and use question tags correctly in speech	B5.1.8.2.1. Use positive tags, negative tags and auxiliaries in speech
	Reading	<b>Comprehension</b> B5.2.7.1: Process and comprehend level appropriate texts	B5.2.7.1.4. Read level-appropriate texts silently and closely for comprehension.
	Grammar	<b>Verbs</b> B5.3.5.1: Apply the knowledge of verbs in communication	B5.3.5.1.3. Use the simple present form of verbs to express: – Needs/preferences – Thoughts and ideas
	Writing	<b>Creative Writing</b> B5.4.11.1: Create texts	B5.4.11.1.2. Write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts
	Writing Conventions & Grammar Usage	<b>Using Adjectives</b> B5.5.5.1: Demonstrate understanding of adjectives in speech and in writing	B5.5.5.1.1. Use comparative forms of regular and irregular adjectives to make comparisons
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
12 28/03/2025	Oral Language	<b>Giving and Following Commands</b> B5.1.9.1: Use verbs in commands, instructions, requests and directions appropriately in speech	B5.1.9.1.1-2. Give and respond to commands, instructions; give and follow directions with clear landmarks  Make and respond to polite requests for help from familiar adults
	Reading	<b>Comprehension</b> B5.2.7.1: Process and comprehend level appropriate texts	B5.2.7.2.1. Respond to a text with simple judgment
	Grammar	<b>Verbs</b> B5.3.5.1: Apply the knowledge of verbs in communication	B5.3.5.1.4. Use the simple past form of verbs to express past needs, interest and feeling:
	Writing	<b>Creative Writing</b> B5.4.11.1: Create texts	B5.4.11.1.2. Write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts

	Writing Conventions & Grammar Usage	<b>Using Adjectives</b> B5.5.5.1: Demonstrate understanding of adjectives in speech and in writing	B5.5.5.1.1. Use comparative forms of regular and irregular adjectives to make comparisons
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas	B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read
13 04/04/2025	<b>REVISION</b>		
14 11/04/2025	<b>END OF TERM ASSESSMENT</b>		
15 18/04/2025	<b>VACATION AND SBA ACTIVITIES</b>		



## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 MATHEMATICS

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARDS	INDICATORS
<b>1</b> <b>10/01/2025</b>	Number	<b>Decimal Fractions</b> B5.1.4.1 Demonstrate understanding of decimals fractions and strategies for comparing, adding and subtracting decimal fraction	B5.1.4.1.1-3 Describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions Compare and order decimal fractions and a mixture of common and decimal fractions (up to the thousandths) using the symbols $<$ , $>$ , or $=$ Round decimals to the nearest tenth and hundredth
<b>2</b> <b>17/01/2025</b>	Number	<b>Decimal Fractions</b> B5.1.4.1 Demonstrate understanding of decimals fractions and strategies for comparing, adding and subtracting decimal fraction	B5.1.4.1.4-5 Use models to explain the result of addition and subtraction of decimals (up to the thousandths) Use models to explain the result of multiplying a decimal (up to the thousandths) by a whole number
<b>3</b> <b>24/01/2025</b>	Algebra	<b>Patterns And Relationship</b> B5.2.1.1 Determine the pattern rule to make predictions about subsequent elements	B5.2.1.1.1-2 Extend a given pattern with and without concrete materials, and explain how each element differs from the preceding one Describe, orally or in writing, a given pattern, using mathematical language, such as one more, one less, five more, one more than or less than twice, etc.
<b>4</b> <b>31/01/2025</b>	Algebra	<b>Patterns And Relationship</b> B5.2.1.1 Determine the pattern rule to make predictions about subsequent elements	B5.2.1.1.3-4 Predict subsequent elements in a given pattern Represent a given pattern visually to verify predictions
<b>5</b> <b>07/02/2025</b>	Algebra	<b>Patterns And Relationship</b> B5.2.1.1 Determine the pattern rule to make predictions about subsequent elements	B5.2.1.1.5-6 Solve a given problem by using a pattern rule to determine subsequent elements Determine and explain why a given number is or is not the next element in a pattern
<b>6</b> <b>14/02/2025</b>	Algebra	<b>Patterns And Relationship</b> B5.2.1.1 Determine the pattern rule to make predictions about subsequent elements	B5.2.1.1.7-8 Write a rule in words and in algebra to represent a given pattern Describe the relationship in a given table or chart, using a mathematical expression
<b>7</b> <b>21/02/2025</b>	Algebra	<b>Algebraic Expressions</b> B5.2.2.1 Demonstrate understanding of algebraic expressions	B5.2.2.1.1 Demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent

			ordinary numbers and operators (like add, subtract, multiply, and divide).
<b>8</b> <b>28/02/2025</b>	Algebra	<b>Variables and Equations</b> B5.2.3.1 Solve problems involving single-variable, one-step equations with whole number coefficients	B5.2.3.1.1 Express a given problem as an equation where the unknown is represented by a letter to variable
<b>9</b> <b>07/03/2025</b>	Algebra	<b>Variables and Equations</b> B5.2.3.1 Perform a single transformation (translation and reflection) of a 2D shape	B5.2.3.1.2-3 Identify the unknown in a problem; represent the problem with an equation; and solve the problem concretely, pictorially or symbolically.
<b>10</b> <b>14/03/2025</b>	Geometry And Measurement	<b>Lines and Shapes</b> B5.3.1.1 Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	B5.3.1.1.1 Demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectangles
<b>11</b> <b>21/03/2025</b>	Geometry And Measurement	<b>Lines and Shapes</b> B5.3.1.1 Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	B5.3.1.1.2 Use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals properties
<b>12</b> <b>28/03/2025</b>	Geometry And Measurement	<b>Lines and Shapes</b> B5.3.1.1 Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses, according to their attributes	B5.3.1.1.3 Prove that a polygon is regular by measuring the sides and angles or by folding and superimposing
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 SCIENCE

WEEKS	STRAND	SUB STRANDS /CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	Systems	<b>The Human Body Systems</b> B5.3.1.1 Recognize that different parts of the human body work interdependently to perform a specific function	B5.3.1.1.1 Know the parts of the respiratory system in humans
<b>2</b> <b>17/01/2025</b>	Systems	<b>The Human Body Systems</b> B5.3.1.1 Recognize that different parts of the human body work interdependently to perform a specific function	B5.3.1.1.1 Know the parts of the respiratory system in humans
<b>3</b> <b>24/01/2025</b>	Systems	<b>The Solar System</b> B5.3.2.1 Show understanding of the orderliness of the sun, planets and satellites in the solar system, as well as the important role of the sun in the existence of the solar system	B5.3.2.1.1 Identify the components of the solar system (sun, earth, moon, other planets, satellite)
<b>4</b> <b>31/01/2025</b>	Systems	<b>The Solar System</b> B5.3.2.1 Show understanding of the orderliness of the sun, planets and satellites in the solar system, as well as the important role of the sun in the existence of the solar system	B5.3.2.1.1 Identify the components of the solar system (sun, earth, moon, other planets, satellite)
<b>5</b> <b>07/02/2025</b>	Systems	<b>Ecosystem</b> B5.3.3.1 Show understanding of ecosystem, interdependency of organisms in an ecosystem and appreciate the interactions	B5.3.3.1.1 Knowhow various organisms are adapted to survive in their habitat
<b>6</b> <b>14/02/2025</b>	Systems	<b>Ecosystem</b> B5.3.3.1 Show understanding of ecosystem, interdependency of organisms in an ecosystem and appreciate the interactions	B5.3.3.1.1 Knowhow various organisms are adapted to survive in their habitat
<b>7</b> <b>21/02/2025</b>	Forces And Energy	<b>Sources And Forms Of Energy</b> B5.4.1.1 Demonstrate understanding of the concept of energy, its various forms and sources and the ways in which it can be transformed and conserved	B5.4.1.1.1-2 Explain how energy is transformed from one form to another Know how to use electricity efficiently in the home
<b>8</b> <b>28/02/2025</b>	Forces And Energy	<b>Sources And Forms Of Energy</b>	B5.4.1.2.1

		B5.4.1.2 Show understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another	Show the relationship between heat and temperature
<b>9</b> <b>07/03/2025</b>	Forces And Energy	<b>Sources And Forms Of Energy</b> B1.4.1.2 Show understanding of the concept of heat energy in terms of its importance, effects, sources and transfer from one medium to another	B1.4.1.2.2 Measure and record temperature using thermometer
<b>10</b> <b>14/03/2025</b>	Forces And Energy	<b>Electricity And Electronics</b> B5.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms	B5.4.2.1.1 Identify the components of an electric circuit and their functions
<b>11</b> <b>21/03/2025</b>	Forces And Energy	<b>Forces And Movements</b> B5.4.3.1 Know that movement is caused by applied forces due to the release of stored energy	B5.4.3.1.1 Explain the term, “friction”, its effects and applications
<b>12</b> <b>28/03/2025</b>	Forces And Energy	<b>Forces And Movements</b> B5.4.3.1 Know that movement is caused by applied forces due to the release of stored energy	B5.4.3.1.1 Explain the term, “friction”, its effects and applications
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS /CS	INDICATORS
<b>1</b> <b>10/01/2025</b>	All Around Us	<b>Map Making And Land Marks</b> B5.2.3.1 Demonstrate knowledge of major landmarks in the community	B5.2.3.1.1 Locate major land marks on a sketch map of the community
<b>2</b> <b>17/01/2025</b>	All Around Us	<b>Map Making And Land Marks</b> B5.2.3.1 Demonstrate knowledge of major landmarks in the community	B5.2.3.1.1 Locate major land marks on a sketch map of the community
<b>3</b> <b>24/01/2025</b>	All Around Us	<b>Population And Settlement</b> B5.2.4.1 Demonstrate knowledge of the features of rural settlements	B5.2.4.1.1 Explain the features of rural settlements
<b>4</b> <b>31/01/2025</b>	All Around Us	<b>Population And Settlement</b> B5.2.4.1 Demonstrate knowledge of the features of rural settlements	B5.2.4.1.1 Explain the features of rural settlements
<b>5</b> <b>07/02/2025</b>	Our Beliefs And Values	<b>Worship</b> B5.3.1.1 Appreciate the importance of prayer, worship and other acts of worship	B5.3.1.1. 1 Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions
<b>6</b> <b>14/02/2025</b>	Our Beliefs And Values	<b>Worship</b> B5.3.1.1 Appreciate the importance of prayer, worship and other acts of worship	B5. 3.1.1. 1 Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions
<b>7</b> <b>21/02/2025</b>	Our Beliefs And Values	<b>Festivals</b> B5.3.2.1 Demonstrate knowledge of Celebrations in Ghana	B5.3.2.1.1 Describe various celebrations in Ghana
<b>8</b> <b>28/02/2025</b>	Our Beliefs And Values	<b>Festivals</b> B5.3.2.1 Demonstrate knowledge of Celebrations in Ghana	B5.3.2.1.1 Describe various celebrations in Ghana
<b>9</b> <b>07/03/2025</b>	Our Beliefs And Values	<b>Basic Human Rights</b> B5.3.3.1 Demonstrate understanding of how to respect human rights as a citizen	B5.3.3.1.1 Describe fundamental human rights in the family

<b>10</b> <b>14/03/2025</b>	Our Beliefs And Values	<b>Basic Human Rights</b> B5.3.3.1 Demonstrate understanding of how to respect human rights as a citizen	B5.3.3.1.1 Describe fundamental human rights in the family
<b>11</b> <b>21/03/2025</b>	Our Beliefs And Values	<b>Being A Leader</b> B5.3.4.1 Show Understanding of the Ministry of the major religious leaders	B5.3.4.1.1 Describe the key events in the Ministry of the leaders of the three religions
<b>12</b> <b>28/03/2025</b>	Our Beliefs And Values	<b>Being A Leader</b> B5.3.4.1 Show Understanding of the Ministry of the major religious leaders	B5.3.4.1.1 Describe the key events in the Ministry of the leaders of the three religions
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS/CONTENT STANDARDS	INDICATORS
<b>1</b> <b>10/01/2025</b>	Religious Practices	<b>Religious Festivals</b> B5.2.2.1 Explain the Significance of Religious Festivals:	B5.2.2.1.1 Identify the moral significance of sacred passages and oral traditions in the three main religions.
<b>2</b> <b>17/01/2025</b>	Religious Practices	<b>Religious Festivals</b> B5.2.2.1 Explain the Significance of Religious Festivals:	B5.2.2.1.1 Identify the moral significance of sacred passages and oral traditions in the three main religions.
<b>3</b> <b>24/01/2025</b>	Religious Practices	<b>Religious Festivals</b> B5.2.2.1 Explain the Significance of Religious Festivals:	B5.2.2.1.1 Identify the moral significance of sacred passages and oral traditions in the three main religions.
<b>4</b> <b>31/01/2025</b>	Religious Practices	<b>Religious Festivals</b> B5.2.2.1 Explain the Significance of Religious Festivals:	B5.2.2.1.1 Identify the moral significance of sacred passages and oral traditions in the three main religions.
<b>5</b> <b>07/02/2025</b>	Religious Leaders	<b>Ministry of the Leaders of the Three Major Religions in Ghana</b> B5.3.4.1 Show an understanding of the ministry of each of the major religious leaders	B5.3.4.1.1 Describe the key events in the ministry of the leaders of the three religions.
<b>6</b> <b>14/02/2025</b>	Religious Leaders	<b>Ministry of the Leaders of the Three Major Religions in Ghana</b> B5.3.4.1 Show an understanding of the ministry of each of the major religious leaders	B5.3.4.1.1 Describe the key events in the ministry of the leaders of the three religions.
<b>7</b> <b>21/02/2025</b>	Religious Leaders	<b>Ministry of the Leaders of the Three Major Religions in Ghana</b> B5.3.4.1 Show an understanding of the ministry of each of the major religious leaders	B5 3.4.1.2 Outline the moral lessons from the ministry of the various leaders.
<b>8</b> <b>28/02/2025</b>	Religious Leaders	<b>Ministry of the Leaders of the Three Major Religions in Ghana</b> B5.3.4.1 Show an understanding of the ministry of each of the major religious leaders	B5 3.4.1.2 Outline the moral lessons from the ministry of the various leaders.

<b>9</b> <b>07/03/2025</b>	The Family and Commitment	<b>The Family and the Community</b> B5.4.1.1 Explain Family Commitment	B5.4.1.1.1 Explain the need to be a committed member of the family.
<b>10</b> <b>14/03/2025</b>	The Family and Commitment	<b>The Family and the Community</b> B5.4.1.1 Explain Family Commitment	B5.4.1.1.1 Explain the need to be a committed member of the family.
<b>11</b> <b>21/03/2025</b>	The Family and Commitment	<b>The Family and the Community</b> B5.4.1.1 Explain Family Commitment	B5 4.1.1.2 Demonstrate things to do to show commitment as members of the family
<b>12</b> <b>28/03/2025</b>	The Family and Commitment	<b>The Family and the Community</b> B5.4.1.1 Explain Family Commitment	B5 4.1.1.2 Demonstrate things to do to show commitment as members of the family
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		



## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 HISTORY

WEEKS	STRAND	SUB STRANDS/ CS	INDICATORS
<b>1</b> <b>10/01/2025</b>	Colonization & Developments	<b>Social Developments Under Colonial Rule</b> B5.4.2.1 Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).	B5.4.2.1.1 Identify the developments in education during the colonial era (1874-1957).
<b>2</b> <b>17/01/2025</b>	Colonization & Developments	<b>Social Developments Under Colonial Rule</b> B5.4.2.1 Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).	B5.4.2.1.1 Identify the developments in education during the colonial era (1874-1957).
<b>3</b> <b>24/01/2025</b>	Colonization & Developments	<b>Social Developments Under Colonial Rule</b> B5.4.2.1 Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).	B5.4.2.1.1 Identify the developments in education during the colonial era (1874-1957).
<b>4</b> <b>31/01/2025</b>	Colonization & Developments	<b>Social Developments Under Colonial Rule</b> B5.4.2.1 Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).	B5.4.2.1.2 Identify some of the health facilities and housing projects in the colonial period
<b>5</b> <b>07/02/2025</b>	Colonization & Developments	<b>Social Developments Under Colonial Rule</b> B5.4.2.1 Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).	B5.4.2.1.2 Identify some of the health facilities and housing projects in the colonial period
<b>6</b> <b>14/02/2025</b>	Colonization & Developments	<b>Social Developments Under Colonial Rule</b> B5.4.2.1 Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).	B5.4.2.1.2 Identify some of the health facilities and housing projects in the colonial period
<b>7</b> <b>21/02/2025</b>	Colonization & Developments	<b>Economic Developments Under Colonial Rule</b> B5.4.3.2 Show understanding of the Economic policies and projects during the colonial period (1874-1957)	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects.
<b>8</b> <b>28/02/2025</b>	Colonization & Developments	<b>Economic Developments Under Colonial Rule</b> B5.4.3.2 Show understanding of the Economic policies and projects during the colonial period (1874-1957)	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects.
<b>9</b> <b>07/03/2025</b>	Colonization & Developments	<b>Economic Developments Under Colonial Rule</b>	B5.4.3.2.1

		B5.4.3.2 Show understanding of the Economic policies and projects during the colonial period (1874-1957)	Describe the economic measures introduced during the colonial period including transport and communication projects.
<b>10</b> <b>14/03/2025</b>	Colonization & Developments	<b>Economic Developments Under Colonial Rule</b> B5.4.3.2 Show understanding of the Economic policies and projects during the colonial period (1874-1957)	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects.
<b>11</b> <b>21/03/2025</b>	Colonization & Developments	<b>Economic Developments Under Colonial Rule</b> B5.4.3.2 Show understanding of the Economic policies and projects during the colonial period (1874-1957)	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects.
<b>12</b> <b>28/03/2025</b>	Colonization & Developments	<b>Economic Developments Under Colonial Rule</b> B5.4.3.2 Show understanding of the Economic policies and projects during the colonial period (1874-1957)	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects.
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS/CONTENT STANDARDS	INDICATORS
<b>1</b> <b>10/01/2025</b>	Visual Arts	<b>Thinking and Exploring Ideas (Visual Arts)</b> B5. 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues.	B5. 1.1.1.2 Explore to generate ideas by studying visual artworks created by selected Ghanaian and other African visual artists living in Africa that reflect the history and culture of the people of Africa
<b>2</b> <b>17/01/2025</b>	Performing Arts	<b>Thinking and Exploring Ideas (Performing Arts)</b> B5. 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	B5. 2.1.1.2 Study how the compositions and performances of the Ghanaian and other African performing artists studied reflect the history and culture of the people of Africa and generate ideas for creating own artworks
<b>3</b> <b>24/01/2025</b>	Visual Arts	<b>Planning, Making and Composing (Visual Arts)</b> B5.1.2.2 Demonstrate understanding of how to organize own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities.	B5.1.2.2.2 Experiment with available relevant visual arts media and methods to create own visual artworks that reflect the physical and social environments of some African communities B5.1.2.3.2 Experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa
<b>4</b> <b>31/01/2025</b>	Performing Arts	<b>Planning, Making and Composing (Performing Arts)</b> B5.2.2.2 Demonstrate understanding of how to organize own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities.	B5.2.2.2.2 Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the physical and social environments of some communities in Africa B5.2.2.3.2 Experiment with available relevant performing arts media and techniques to create own performing artworks that reflect topical issues in Africa
<b>5</b> <b>07/02/2025</b>	Visual Arts	<b>Displaying and Sharing (Visual Arts)</b> B5.1.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks	B5.1.3.4.2 Plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the physical and social environments in some communities in Africa B5.1.3.5.2

		and inviting target audience for the planned display/performance.	Exhibit portfolio of own and others' art artworks to share creative experiences of artworks that reflect the physical and social environments of some communities in Africa
<b>6</b> <b>14/02/2025</b>	Performing Arts	<b>Displaying and Sharing (Performing Arts)</b> B5.2.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	B5.2.3.4.2 Plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the physical and social environments of some communities of Africa B5.2.3.5.2 Stage a display of own portfolio of performing artworks to share creative experiences of compositions that reflect the physical and social environments of some communities in Africa
<b>7</b> <b>21/02/2025</b>	Visual Arts	<b>Appreciating and Appraising (Visual Arts)</b> B5.1.4.6 Demonstrate understanding of how to analyze, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	B5.1.4.6.2 Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in Africa B5.1.4.7.2 Analyze and appreciate own or others' visual artworks and present reports as feedback on artworks that reflect the physical and social environments of some communities in Africa
<b>8</b> <b>28/02/2025</b>	Performing Arts	<b>Appreciating and Appraising (Performing Arts)</b>	B5.2.4.6.2  B5.2.4.7.2
<b>9</b> <b>07/03/2025</b>	Visual Arts & Performing Arts	<b>Thinking and Exploring Ideas School based project (Visual Arts &amp; performing Arts)</b>	B5.1.1.1.4  B5.2.1.1.4
<b>10</b> <b>14/03/2025</b>	Visual Arts & Performing Arts	<b>Planning, Making and Composing School based project (Visual Arts &amp; Performing</b>	B5.2.2.2.2
<b>11</b> <b>21/03/2025</b>	Visual Arts & Performing Arts	<b>Displaying and Sharing School based project</b>	B5.2.3.4.2

		<b>(Visual Arts &amp; Performing Arts)</b>	
<b>12</b> <b>28/03/2025</b>	Visual Arts & Performing Arts	<b>Appreciating and Appraising School based project (Visual Arts &amp; Performing Arts)</b>	B5.1.4.6.2
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 GHANAIAI LANGUAGE

WEEKS	STRAND	SUB STRANDS /CONTENT STANDARDS	INDICATORS
<b>1</b> <b>10/01/2025</b>	Oral Language	<b>Dramatization And Role Play</b>  B5.1.5.1 Demonstrate an understanding of how a story can be changed into a drama	B5.1.5.1.1-2  Narrate a story of about six to seven characters and recognise the characters, setting and stage.  Perform a drama of about six to seven characters.
<b>2</b> <b>17/01/2025</b>	Oral Language	<b>Conversation</b>  B5.1.6.1 Name and discuss some basic items used at home and in school.	B5.1.6.1.1-3  Recognise and discuss items used at home.  Recognise and discuss things used at school.  Demonstrate how some of the items used at home and in school are maintained.
<b>3</b> <b>24/01/2025</b>	Oral Language	<b>Talking About Oneself, Family, People And Places</b>  B5.1.7.1 Demonstrate knowledge on the recognition of expressions and behavior that show courtesies.	B5.1.7.1.1-2  <ul style="list-style-type: none"> <li>• Demonstrate and say expressions that show courtesy.</li> <li>• Demonstrate non-verbal behavior that depict courtesy.</li> </ul>
<b>4</b> <b>31/01/2025</b>	Reading	<b>Comprehension</b>  B5.2.6.1 Exhibit knowledge of answering questions based on texts presented.	B5.2.6.1.1-2  Explain the meaning of unfamiliar words in context.  Answer factual and inferential questions.
<b>5</b> <b>07/02/2025</b>	Reading	<b>Silent Reading</b>  B5.2.7.1 Demonstrate knowledge on reading for comprehension.	B5.2.7.1.1-2  Explain the meaning of unfamiliar words in a text.  Explain the meaning of figurative expression in a text and answer questions on the passage.
<b>6</b> <b>14/02/2025</b>	Composition Writing	<b>Descriptive Writing</b>  B5.4.3.1 Exhibit knowledge of writing descriptive essays using controlled composition or on their own.	B5.4.3.1.1-3  Write simple descriptive essays about human beings using controlled composition.  Give simple descriptive essays about objects using controlled composition.

			Write their own simple descriptive essays on given topics.
<b>7</b> <b>21/02/2025</b>	Composition Writing	<b>Persuasive Writing</b>  B5.4.4.1 Exhibit knowledge of writing simple persuasive essays using controlled composition on their own	B5.4.4.1.1-3 <ul style="list-style-type: none"> <li>Write a simple persuasive essay through controlled composition.</li> <li>Write simple persuasive essays about domestic issues.</li> <li>Write persuasive essays on given topics.</li> </ul>
<b>8</b> <b>28/02/2025</b>	Composition Writing	<b>Argumentative Writing</b>  B5.4.5.1 Exhibit knowledge of writing simple persuasive essays using controlled composition on their own	B5.4.5.1.1-3  Gather information for the writing of good argumentative essays  Comprehend and discuss how to write for or against a motion in an argumentative essay  Write a simple argumentative essay on a given topic.
<b>9</b> <b>07/03/2025</b>	Writing Conventions	<b>Use Of Qualifying Words</b>  B5.5.4.1 Exhibit knowledge of writing simple persuasive essays using controlled composition on their own	B5.5.4.1.1-2  Recognise and use the types of adjectives (dimension, colour, age)  Use of comparative and superlative words/adjectives forms in sentences
<b>10</b> <b>14/03/2025</b>	Writing Conventions	<b>Use Of Postpositions</b>  B5.5.5.1 Demonstrate the use of postpositions.	B5.5.5.1.1-3  Recognise and use postpositions in complex sentences.  Recognise postpositions in paragraphs
<b>11</b> <b>21/03/2025</b>	Writing Conventions	<b>Use Of Simple And Compound Sentence</b>  B5.5.6.1 Exhibit knowledge in the use of conjunctions in forming compound sentences.	B5.5.6.1.1-3  Recognise single conjunctions such as “but” and “because” in compound sentences.  Use single conjunctions in forming compound sentences.  Form compound sentences with appropriate conjunctions.
<b>12</b> <b>28/03/2025</b>	Writing/Extensive Reading	<b>Letter Writing</b>	B5.4.8.1.2  Write good semi-formal letters.

		<p>B5.4.8.1 Exhibit knowledge in the writing of semi-formal letters.</p> <p><b>Read Aloud with Children</b></p> <p>B5.6.2.1 Exhibit knowledge in reading sentences, paragraphs and stories aloud.</p>	<p>B5.6.2.1.1-2</p> <p>Read aloud passages with correct pronunciation and tone.</p> <p>Read aloud passages with correct pronunciation and tone.</p>
<p><b>13</b> <b>04/04/2025</b></p>	<b>REVISION</b>		
<p><b>14</b> <b>11/04/2025</b></p>	<b>END OF TERM ASSESSMENT</b>		
<p><b>15</b> <b>18/04/2025</b></p>	<b>VACATION AND SBA ACTIVITIES</b>		



## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 COMPUTING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARDS	INDICATORS
<b>1</b> <b>10/01/2025</b>	Presentation	<b>Introduction To MS-PowerPoint</b> B5.2.1.1 Demonstrate how to use Microsoft PowerPoint	B5.2.1.1.1-2 Show the use of Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon. Show a 5-slide presentation using of Insert, design, animation and transition of the ribbons studied.
<b>2</b> <b>17/01/2025</b>	Word Processing	<b>Introduction To Word Processing</b> B5.3.1.1 Illustrate the use of word processing.	B5.3.1.1.1-2 Demonstrate the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph). Illustrate the use Insert, Design and Layout.
<b>3</b> <b>24/01/2025</b>	Programming And Databases	<b>Introduction To Databases, Algorithm And Programming</b> B5.5.1.3. Demonstrate how to use Databases	B5.5.1.3.1-2 Describe databases. Discuss the importance and uses of database
<b>4</b> <b>31/01/2025</b>	Programming And Databases	<b>Introduction To Databases, Algorithm And Programming</b> B5.5.1.3. Demonstrate how to use Databases	B5.5.1.3.3-4 Describe the types of database Identify types of databases and data.
<b>5</b> <b>07/02/2025</b>	Programming And Database	<b>Introduction To Databases, Algorithm And Programming</b> B5.5.1.3. Demonstrate how to use Databases	B5.5.1.3.5-6 Explain fundamental database concepts Discuss programming languages and their use (e.g. scratch, vb.net etc.)
<b>6</b> <b>14/02/2025</b>	Programming And Databases	<b>Introduction To Databases, Algorithm And Programming</b> B5.5.1.3. Demonstrate how to use Databases	B5.5.1.2.1-3 Identify Electronic Spreadsheets and their uses. Learners discuss the importance of Electronic Spreadsheets Learners get familiar with the interface of MS-Excel
<b>7</b> <b>21/02/2025</b>	Programming And Databases	<b>Network Overview</b> B5.6.1.1 Demonstrate how to Network computers.	B5.6.1.1.1-3 Explain what a network is. Describe how the internet works. Explain what the Internet is.
<b>8</b> <b>28/02/2025</b>	Internet And Social Media	<b>Web Browsers And Webpages</b> B5.6.2.1 Demonstrate how to use Web Pages.	B5.6.2.1.1-3 Explain what a web browser is and its use Identify web browsers. Demonstrate the use of MS-Internet Explorer.
<b>9</b> <b>07/03/2025</b>	Internet And Social Media	<b>Web Browsers And Webpages</b> B5.6.2.1 Demonstrate how to use Web Pages.	B5.6.2.1.4-6 Show how to create and remove a favorite's link.

			Create favorites folder. Use the links toolbar.
<b>10</b> <b>14/03/2025</b>	Internet And Social Media	<b>Web Browsers And Webpages</b> B5.6.2.1 Demonstrate how to use Web Pages.	B5.6.2.1.7-9 Explain what a Web Page is Explain what a home page is. Movement within and between web pages using hyperlinks.
<b>11</b> <b>21/03/2025</b>	Internet And Social Media	<b>Surfing The Worldwide Web</b> B5.6.3.1 Demonstrate how to use Favorite places	B5.6.3.1.1-2 Show how to create a favorite link. Demonstrate deleting favorite links.
<b>12</b> <b>28/03/2025</b>	Internet And Social Media	<b>Surfing The Worldwide Web</b> B5.6.3.1 Demonstrate how to use Favorite places	B5.6.3.1.3-4 Create favorite folder. Use the links toolbar.
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS5 FRENCH

WEEKS	WEEK ENDING	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS
1	10/01/2025	Parler De Son Environnement	Parler de son école	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.2.2.1.1 B5.2.2.2.1 B5.2.2.2.2
2	17/01/2025	Parler De Son Environnement	Parler de son école	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.2.2.2.3 B5.2.2.3.1 B5.2.2.4.1
3	24/01/2025	Exprimer Ses Goûts Et Ses Préférences	Dire ce que l'on aime	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.3.1.1.1 B5.3.1.2.1 B5.3.1.2.2 B5.3.1.3.1 B5.3.1.4.1
4	31/01/2025	Exprimer Ses Goûts Et Ses Préférences	Dire ce que l'on n'aime pas	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.3.2.1.1 B5.3.2.2.1 B5.3.2.2.2 B5.3.2.3.1 B5.3.2.4.1
5	07/02/2025	Exprimer Ses Goûts Et Ses Préférences	Dire ce que l'on n'aime pas	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.3.2.3.1 B5.3.2.4.1
6	14/02/2025	Les Activités	Compter et faire des calculs simples	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.4.1.1.1 B5.4.1.2.1 B5.4.1.2.2 B5.4.1.2.3
7	21/02/2025	Les Activités	Compter et faire des calculs simples	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.4.1.3.1 B5.4.1.4.1 B5.4.1.4.2
8	28/02/2025	Les Activités	Demander et donner l'heure	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.4.2.3.1 B5.4.2.4.1 B5.4.2.4.2
9	07/03/2025	Les Activités	Demander et donner l'heure	Compréhension Orale Production Orale Compréhension Écrite	B5.4.2.3.1 B5.4.2.4.1 B5.4.2.4.2

				Production Écrite	
<b>10</b>	14/03/2025	Les Activités	Parler des jours de la semaine	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.4.3.1.1 B5.4.3.2.1 B5.4.3.2.2
<b>11</b>	21/03/2025	Les Activités	Parler des jours de la semaine	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.4.3.3.1 B5.4.3.4.1
<b>12</b>	28/03/2025	Les Activités	Parler des jours de la semaine	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B5.4.3.3.1 B5.4.3.4.1
<b>13</b>	04/04/2025	<b>REVISION</b>			
<b>14</b>	11/04/2025	<b>END OF TERM ASSESSMENT</b>			
<b>15</b>	18/04/2025	<b>VACATION AND SBA ACTIVITIES</b>			