

DAS EXAMINATIONS

BASIC 3 (PRIMARY 3)

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 3
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 3 content 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 an exact Basic 3 indicator has been verified, it is shown. Where a week combines or extends several official indicators, a curriculum-family reference such as B3.1.*.* or MULTI B3.* is used rather than inventing a false single official indicator.

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

NaCCA's current 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 3, the French and Computing sections in this document are labelled SUPPLEMENTARY / SCHOOL-ADDED transition programmes. They deliberately use SUP-B3-FR and SUP-B3-COMP reference codes rather than pretending to be official NaCCA B3 indicator codes.

OWOP is included because the user requested the same all-subject combined format used for the higher primary classes. NaCCA currently notes that from 2024/2025 OWOP content is accommodated in related Primary subjects; schools should therefore align timetabling with current NaCCA/GES directions.

Core competency abbreviations used: 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 B3.1	Reading B3.2	Grammar / Usage	Writing + Conventions B3.4-B3.5	Extensive Reading B3.6	Integrated Activity / Assessment
1	B3.1.1 Songs: sing familiar/patriotic songs and discuss benefits/moral lessons.	B3.2 Phonics and fluent reading of familiar words/sentences.	B3 grammar: nouns in familiar contexts.	B3.4 Handwriting and meaningful simple sentences. B3.5 Capitals and full stops.	B3.6 Select and read an age-appropriate story.	Song performance; phonics drill; sentence writing; reading log.
2	B3.1.2 Rhymes: compose/recite short rhymes and tongue-twisters.	B3.2 Read short texts for literal meaning.	Common and proper nouns.	Write related sentences on one topic. Question marks and commas.	Read aloud with appropriate pace.	Rhyme creation; comprehension; noun sort; paragraph practice.
3	B3.1 Storytelling: listen, sequence and retell a familiar story.	Identify characters, setting and sequence.	Pronouns in simple sentences.	Narrative sentences with beginning-middle-ending. Punctuation in short dialogue.	Respond to a folktale/story.	Story map; retelling; pronoun exercise; narrative writing.
4	B3.1 Listening comprehension: identify gist and key details.	Use picture/context clues for vocabulary.	Action verbs and simple tense use.	Describe a person/place/object. Spelling patterns and editing.	Independent reading response.	Listening notes; vocabulary map; description and editing.
5	B3.1 Conversation: greetings, turn-taking and polite language.	Read short dialogue and notices.	Subject-verb agreement in simple sentences.	Write a short message/note. Sentence boundaries.	Read a familiar-information text.	Paired dialogue; message writing; reading response.
6	B3.1 Role-play home/school situations.	Read for sequence and simple inference.	Adjectives for description.	Descriptive paragraph. Edit capitals, spelling and punctuation.	Story response.	Role-play; inference; descriptive writing.
7	B3.1 Give/follow oral instructions.	Read simple directions/instructions.	Adverbs of manner/time at introductory level.	Write simple directions/instructions. Imperatives and punctuation.	Read a procedural text.	Instruction game; functional writing.

Wk	Oral Language B3.1	Reading B3.2	Grammar / Usage	Writing + Conventions B3.4-B3.5	Extensive Reading B3.6	Integrated Activity / Assessment
8	B3.1 Short oral presentation on a familiar topic.	Identify main idea and supporting details.	Prepositions in familiar sentences.	Informative paragraph. Paragraph layout/indentation.	Reading log.	Mini-presentation; comprehension; informative writing.
9	B3.1 Ask/answer interview questions.	Compare information in two short texts.	Conjunctions: and, but, or.	Write a friendly/personal letter. Letter layout and punctuation.	Read/recommend a story.	Interview; text comparison; letter writing.
10	B3.1-6 Integrated oral application.	Unseen short comprehension.	Integrated word classes.	Plan-draft-revise a short composition. Editing checklist.	Portfolio selection.	Integrated language project and diagnostic task.
11	B3.1 Integrated oral revision/remediation.	B3.2 Reading revision.	Grammar/usage revision.	B3.4 Writing revision. B3.5 Conventions/editing revision.	B3.6 Reading portfolio review.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B3.1 Oral application/assessment.	B3.2 Reading/comprehension assessment.	Grammar/usage assessment.	B3.4 Writing assessment. B3.5 Conventions/editing assessment.	B3.6 Reading response.	End-of-term integrated English assessment, correction and feedback.

ENGLISH LANGUAGE

TERM 2 - 12 WEEKS

Wk	Oral Language B3.1	Reading B3.2	Grammar / Usage	Writing + Conventions B3.4-B3.5	Extensive Reading B3.6	Integrated Activity / Assessment
1	B3.1 Conversation: ask relevant questions and respond clearly.	Cause/effect in short passages.	Nouns/pronouns revision.	Expand a narrative. Apostrophe/basic punctuation where appropriate.	Independent reading.	Question circle; comprehension; narrative writing.
2	B3.1 Poems: rhythm, sound and meaning.	Context clues, synonyms/antonyms .	Adjectives and comparison.	Descriptive writing. Spelling and word formation.	Poetry/story response.	Poetry recital; vocabulary; descriptive composition.
3	B3.1 Listen to announcements/inst ructions.	Read notices/public information.	Present/past tense consistency.	Write a notice/announceme nt. Edit tense and punctuation.	Information reading.	Announcement listening; notice production.
4	B3.1 Expressive storytelling.	Infer simple feelings/motives.	Adverbs in context.	Creative story writing. Dialogue punctuation.	Character response.	Story circle; inference; creative writing.
5	B3.1 Discussion: state and justify a simple opinion.	Distinguish simple fact/opinion.	Prepositions/ prepositional groups.	Persuasive paragraph. Linking words.	Read simple persuasive text.	Opinion line; fact/opinion sort; persuasive writing.
6	B3.1 Give a short oral report after an activity.	Select key details from a text.	Conjunctions and compound sentences.	Simple report writing. Sentence joining and punctuation.	Reading log.	Activity report; note-making; writing.
7	B3.1 Dramatisation/role- play.	Read a dialogue/drama extract.	Direct speech at introductory level.	Write short dialogue. Quotation marks/dialogue layout.	Drama/story reading.	Role-play; dialogue reading/writing.
8	B3.1 Describe pictures/places orally.	Interpret caption/table with short text.	Word classes in authentic text.	Write from visual information. Editing and rewriting.	Multimodal reading response.	Picture talk; data- text reading; paragraph writing.
9	B3.1 Prepared speech on a school issue.	Summarise a short text orally/in writing.	Sentence structure review.	Write a short speech. Proofreading checklist.	Book/story talk.	Prepared speech; summary; editing.

Wk	Oral Language B3.1	Reading B3.2	Grammar / Usage	Writing + Conventions B3.4-B3.5	Extensive Reading B3.6	Integrated Activity / Assessment
10	B3.1-6 Integrated application.	Unseen reading.	Grammar in context.	Timed short composition. Editing in context.	Portfolio update.	Integrated language task and remediation evidence.
11	B3.1 Integrated oral revision/remediation.	B3.2 Reading revision.	Grammar/usage revision.	B3.4 Writing revision. B3.5 Conventions/editing revision.	B3.6 Reading portfolio review.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B3.1 Oral application/assessment.	B3.2 Reading/comprehension assessment.	Grammar/usage assessment.	B3.4 Writing assessment. B3.5 Conventions/editing assessment.	B3.6 Reading response.	End-of-term integrated English assessment, correction and feedback.

ENGLISH LANGUAGE

TERM 3 - 12 WEEKS

Wk	Oral Language B3.1	Reading B3.2	Grammar / Usage	Writing + Conventions B3.4-B3.5	Extensive Reading B3.6	Integrated Activity / Assessment
1	B3.1 Listen for sequence and details.	Read procedural texts.	Imperatives/ adverbs.	Write a procedure. Numbering/punctuation/layout.	Read how-to text.	Follow/create a procedure; peer check.
2	B3.1 Interview and oral report.	Main idea and simple summary.	Pronouns/ agreement revision.	Short factual report. Paragraph organisation.	Independent reading.	Interview; summary; report writing.
3	B3.1 Debate a familiar issue respectfully.	Identify simple viewpoint.	Conjunctions for reason/contrast.	Persuasive writing. Cohesion/editing.	Read contrasting viewpoints.	Mini debate; persuasive text.
4	B3.1 Tell a story from picture prompts.	Predict and infer.	Tense/verb revision.	Narrative composition. Dialogue/spelling editing.	Literary response.	Picture-story creation and peer editing.
5	B3.1 Oral presentation using a simple visual.	Interpret a simple chart/text.	Adjectives/adverbs for precision.	Expository paragraph. Sentence variety.	Information reading.	Visual-aid presentation; expository writing.
6	B3.1 Conversation/telephone etiquette.	Read messages.	Prepositions/time expressions.	Functional message. Appropriate conventions.	Read functional text.	Communication role-play; message writing.
7	B3.1 Poetry/proverb performance.	Read simple figurative expressions in context.	Integrated grammar review.	Creative response. Spelling/punctuation review.	Poetry/folktale response.	Performance and creative response.
8	B3.1 Collaborative problem-solving talk.	Read a short problem/solution text.	Sentence combining.	Write problem-solution paragraph. Editing checklist.	Independent reading.	Discussion; problem-solution writing.
9	B3.1-6 Whole-year language application.	Integrated comprehension.	Integrated grammar.	Extended short writing. Integrated conventions.	Portfolio review.	Cumulative language project.
10	B3.1-6 Examination-oriented oral/application.	Unseen reading/comprehension.	Grammar/editing in context.	Timed composition. Proofreading.	Literary/reading response.	Whole-year practice and learner self-assessment.

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11	B3.1 Integrated oral revision/remediation.	B3.2 Reading revision.	Grammar/usage revision.	B3.4 Writing revision. B3.5 Conventions/editing revision.	B3.6 Reading portfolio review.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B3.1 Oral application/assessment.	B3.2 Reading/comprehension assessment.	Grammar/usage assessment.	B3.4 Writing assessment. B3.5 Conventions/editing assessment.	B3.6 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	B3.1 NUMBER Counting, Representation, Cardinality & Ordinality	B3.1.1.1.1	Count, skip-count, read, write and estimate quantities from 0 to 10,000.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
2	B3.1 NUMBER Place Value	B3.1.1.*.*	Represent and partition 4-digit numbers using thousands, hundreds, tens and ones.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
3	B3.1 NUMBER Comparing and Ordering	B3.1.1.*.*	Compare and order whole numbers using place value and symbols.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.1 NUMBER Estimation	B3.1.1.*.*	Estimate quantities and round familiar whole numbers to useful place values within B3 scope.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
5	B3.1 NUMBER Number Operations - Addition	B3.1.2.*.*	Add whole numbers efficiently using place-value strategies and solve word problems.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
6	B3.1 NUMBER Number Operations - Subtraction	B3.1.2.*.*	Subtract whole numbers using decomposition/standard strategies and solve word problems.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.1 NUMBER Multiplication	B3.1.2.*.*	Develop multiplication facts and use equal groups/arrays to solve problems.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
8	B3.1 NUMBER Division	B3.1.2.*.*	Use sharing/grouping to divide and connect division to multiplication.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
9	B3.1 NUMBER Fractions	B3.1.3.*.*	Recognise and represent unit fractions and common fractions using models.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.1 NUMBER Fractions	B3.1.3.*.*	Compare simple fractions with related denominators and solve sharing problems.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.2 ALGEBRA Patterns	B3.2.1.*.*	Identify, extend and describe repeating and growing number/shape patterns.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
2	B3.2 ALGEBRA Patterns and Rules	B3.2.1.*.*	Find missing terms and explain simple pattern rules.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
3	B3.2 ALGEBRA Equality	B3.2.2.*.*	Understand the equal sign as balance and determine missing values in number sentences.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.2 ALGEBRA Unknowns	B3.2.2.*.*	Represent unknown quantities using boxes/symbols and solve simple equations.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
5	B3.3 GEOMETRY & MEASUREMENT 2-D Shapes	B3.3.1.*.*	Identify, describe, sort and draw common 2-D shapes by properties.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
6	B3.3 GEOMETRY & MEASUREMENT 3-D Objects	B3.3.1.*.*	Identify and describe common 3-D objects and relate them to everyday objects.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.3 GEOMETRY & MEASUREMENT Symmetry	B3.3.1.*.*	Recognise and create simple lines of symmetry in shapes/patterns.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
8	B3.3 GEOMETRY & MEASUREMENT Length	B3.3.2.*.*	Estimate, measure and compare length/distance using standard units.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
9	B3.3 GEOMETRY & MEASUREMENT Mass	B3.3.2.*.*	Estimate, measure and compare mass using appropriate standard units.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.3 GEOMETRY & MEASUREMENT Capacity	B3.3.2.*.*	Estimate, measure and compare capacity using litres and familiar containers.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.3 GEOMETRY & MEASUREMENT Time	B3.3.2.*.*	Read clocks and solve simple elapsed-time/daily schedule problems.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
2	B3.3 GEOMETRY & MEASUREMENT Calendar	B3.3.2.*.*	Use calendar relationships among days, weeks and months to solve problems.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
3	B3.3 GEOMETRY & MEASUREMENT Money	B3.3.2.*.*	Recognise Ghanaian money, make equivalent amounts and solve shopping/change problems.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.3 GEOMETRY & MEASUREMENT Perimeter	B3.3.2.*.*	Find perimeter by measuring/adding side lengths of simple figures.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
5	B3.3 GEOMETRY & MEASUREMENT Area - Informal/Unit Squares	B3.3.2.*.*	Compare/measure area using square units or tiling in simple contexts.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
6	B3.4 DATA Data Collection	B3.4.1.*.*	Collect and organise categorical data using tallies and simple tables.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.4 DATA Data Representation	B3.4.1.*.*	Represent and interpret data using pictographs/bar-type displays within B3 scope.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
8	B3.4 DATA Data Interpretation	B3.4.1.*.*	Ask and answer comparison questions from simple data displays.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
9	B3.4 DATA Chance	B3.4.2.*.*	Use everyday probability language: certain, likely, unlikely and impossible.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.1-B3.4 INTEGRATED MATHEMATICS Problem Solving	MULTI B3.*	Integrate number, algebra, geometry/measurement and data in multi-step real-life problems.	Use concrete materials/number lines or diagrams; model examples; solve paired and real-life problems; explain reasoning.	Counters, place-value cards, number line, shapes/measurement tools, graph paper as appropriate. Core: CP, CC, PL Assessment: Short practical/problem-solving task with explanation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in MATHEMATICS.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.1 DIVERSITY OF MATTER Living and Non-living Things	B3.1.1.1.1	Classify living things into plants and animals by observable life processes.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
2	B3.1 DIVERSITY OF MATTER Materials	B3.1.2.1.1	Identify uses of everyday materials and link uses to properties.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
3	B3.1 DIVERSITY OF MATTER Materials	B3.1.2.*.*	Sort materials such as wood, metal, plastic, glass, paper, leather and fabric by properties.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
4	B3.1 DIVERSITY OF MATTER Materials	B3.1.2.*.*	Investigate how material properties guide choices for everyday objects.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
5	B3.2 CYCLES Earth Science	B3.2.1.*.*	Observe water in the environment and describe simple changes/cycle processes appropriate to B3.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
6	B3.2 CYCLES Life Cycle of Organisms	B3.2.2.*.*	Sequence and describe the life cycle of a flowering plant.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
7	B3.2 CYCLES Life Cycle of Organisms	B3.2.2.*.*	Sequence and compare life cycles of familiar animals/insects.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
8	B3.2 CYCLES Crop Production	B3.2.3.*.*	Identify conditions needed for seed germination and healthy crop growth.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B3.2 CYCLES Crop Production	B3.2.3.*.*	Plant and care for a simple crop/seedling and record changes.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
10	B3.2 CYCLES Animal Production	B3.2.4.*.*	Identify needs and responsible care of familiar farm/domestic animals.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.3 SYSTEMS Human Body	B3.3.1.*.*	Identify selected body parts/sense organs and relate them to functions.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
2	B3.3 SYSTEMS Human Body	B3.3.1.*.*	Apply healthy practices for caring for body parts and sense organs.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
3	B3.3 SYSTEMS Solar System	B3.3.2.*.*	Identify the sun, earth and moon and describe simple observable relationships.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
4	B3.3 SYSTEMS Ecosystems	B3.3.3.*.*	Identify habitats and needs of organisms in local environments.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
5	B3.3 SYSTEMS Ecosystems	B3.3.3.*.*	Construct simple food chains and explain dependence among organisms.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
6	B3.4 FORCES & ENERGY Energy	B3.4.1.*.*	Identify common forms/sources of energy used in everyday life.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
7	B3.4 FORCES & ENERGY Light	B3.4.1.*.*	Investigate sources of light, shadows and simple light effects.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
8	B3.4 FORCES & ENERGY Sound	B3.4.1.*.*	Investigate how sounds are produced and compare loud/soft and high/low sounds.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B3.4 FORCES & ENERGY Electricity	B3.4.2.*.*	Identify common electrical devices/sources and practise basic electrical safety.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
10	B3.4 FORCES & ENERGY Force and Motion	B3.4.4.*.*	Investigate pushes/pulls and their effects on movement.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.4 FORCES & ENERGY Force and Motion	B3.4.4.*.*	Explore friction and surfaces through simple movement investigations.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
2	B3.4 FORCES & ENERGY Simple Machines/Tools	B3.4.*.*	Identify simple tools/machines and explain how they make work easier.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
3	B3.5 HUMANS & ENVIRONMENT Waste Management	B3.5.1.*.*	Identify types/sources of waste and practise safe disposal/reuse.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
4	B3.5 HUMANS & ENVIRONMENT Human Health	B3.5.2.*.*	Explain personal hygiene practices that prevent disease.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
5	B3.5 HUMANS & ENVIRONMENT Human Health	B3.5.2.*.*	Identify healthy food/water habits and basic disease-prevention behaviours.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
6	B3.5 HUMANS & ENVIRONMENT Environment	B3.5.*.*	Identify human activities that improve or damage the local environment.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
7	B3.5 HUMANS & ENVIRONMENT Science and Industry	B3.5.3.*.*	Identify uses of science/technology in familiar local occupations.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
8	B3.5 HUMANS & ENVIRONMENT Agriculture	B3.5.*.*	Apply simple safe practices with plants/animals and agricultural tools.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
9	B3.1-B3.5 INTEGRATED SCIENCE Investigation Project	MULTI B3.*	Use observation, classification and evidence to investigate a simple school/environment problem.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and application question.
10	B3.1-B3.5 INTEGRATED SCIENCE Whole-Year Application	MULTI B3.*	Integrate matter, cycles, systems, force/energy, health and environment in practical scenarios.	Observe or investigate using local materials; classify/measure/model; record findings; discuss evidence and apply to everyday life.	Local specimens/materials, charts, simple apparatus, pictures/video where useful. Core: CP, CC, CI, DL Assessment: Observation/investigation record and 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in SCIENCE.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.2 MY COUNTRY GHANA The People of Ghana	B3.2.1.1.1	Identify major ethnic groups in Ghana and discuss their origins.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
2	B3.2 MY COUNTRY GHANA The People of Ghana	B3.2.1.1.1	Trace migration routes of selected ethnic groups on a map of Ghana.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
3	B3.2 MY COUNTRY GHANA The People of Ghana	B3.2.1.1.1	Explain reasons major ethnic groups moved to their present locations.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.2 MY COUNTRY GHANA The People of Ghana	B3.2.1.*.*	Compare selected cultural practices, languages and occupations of major ethnic groups.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
5	B3.2 MY COUNTRY GHANA The People of Ghana	B3.2.1.*.*	Create a simple timeline of arrival/settlement of selected ethnic groups.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
6	B3.2 MY COUNTRY GHANA Inter-group Relations	B3.2.*.*	Explain how trade, migration and intermarriage promoted interaction among groups.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.2 MY COUNTRY GHANA Inter-group Relations	B3.2.*.*	Identify shared values/traditions that support national unity.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
8	B3.2 MY COUNTRY GHANA Historic Places	B3.2.*.*	Identify important local/national historic places and explain why they are remembered.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
9	B3.2 MY COUNTRY GHANA Historic Places	B3.2.*.*	Locate selected historic places on a Ghana map and connect them to people/events.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.2 MY COUNTRY GHANA Oral History	B3.2.*.*	Use oral sources to investigate the history of the learner's community.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.2 MY COUNTRY GHANA Traditional Leadership	B3.2.*.*	Identify roles of chiefs, queen mothers and elders in traditional communities.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
2	B3.2 MY COUNTRY GHANA Traditional Leadership	B3.2.*.*	Explain how traditional leaders help preserve culture and settle disputes.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
3	B3.2 MY COUNTRY GHANA Ghanaian Heroes	B3.2.*.*	Identify selected Ghanaian heroes/heroines and describe their contributions.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.2 MY COUNTRY GHANA Ghanaian Heroes	B3.2.*.*	Distinguish historical evidence from legend/opinion using simple examples.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
5	B3.2 MY COUNTRY GHANA Symbols and Heritage	B3.2.*.*	Identify cultural/historical symbols and explain their meanings.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
6	B3.2 MY COUNTRY GHANA Festivals and Heritage	B3.2.*.*	Explain how festivals preserve history and identity.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.2 MY COUNTRY GHANA Occupations in the Past	B3.2.*.*	Compare selected traditional occupations with their modern forms.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
8	B3.2 MY COUNTRY GHANA Trade and Markets	B3.2.*.*	Explain how local trade and markets contributed to community development.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
9	B3.2 MY COUNTRY GHANA Transport and Communication	B3.2.*.*	Compare transport/communication in the past and present.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.2 MY COUNTRY GHANA Historical Change	B3.2.*.*	Identify changes and continuities in the learner's community over time.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.2 MY COUNTRY GHANA Colonial Encounters - Introductory	B3.2.*.*	Recognise that Europeans came to the Gold Coast for trade and other activities.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
2	B3.2 MY COUNTRY GHANA Forts and Castles - Introductory	B3.2.*.*	Identify selected forts/castles and their place in Ghana's history at an age-appropriate level.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
3	B3.2 MY COUNTRY GHANA Evidence and Sources	B3.2.*.*	Classify oral, written, material and visual sources of history.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.2 MY COUNTRY GHANA Evidence and Sources	B3.2.*.*	Ask simple historical questions and use more than one source to answer them.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
5	B3.2 MY COUNTRY GHANA Community Heritage Project	MULTI B3.2	Document one local historical person, place, event or tradition.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
6	B3.2 MY COUNTRY GHANA Map and Timeline Skills	MULTI B3.2	Combine map and timeline skills to communicate a historical story.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.2 MY COUNTRY GHANA Cultural Identity	MULTI B3.2	Explain how diverse histories contribute to Ghanaian identity.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
8	B3.2 MY COUNTRY GHANA Historical Comparison	MULTI B3.2	Compare two communities/groups using evidence and respectful language.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
9	B3.2 MY COUNTRY GHANA Historical Enquiry	MULTI B3.2	Carry out a small enquiry using an interview, picture or artefact.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.2 MY COUNTRY GHANA Whole Basic 3 History	MULTI B3.2	Consolidate people, migration, leadership, heritage, sources and change over time.	Use pictures, maps, timelines, stories and oral/print sources; ask enquiry questions; sequence events; present findings.	Ghana map, pictures, timeline cards, oral/print/digital historical sources. Core: CP, CC, CG, DL Assessment: Source/map/timeline task and short historical explanation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in HISTORY.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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 3 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-01	Identify computers, tablets, phones and other digital devices and their everyday uses.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
2	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-02	Identify monitor, system unit, keyboard, mouse/touchpad and speakers.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
3	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-03	Use keyboard/mouse/touch safely for simple input.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-04	Identify monitor, printer and speakers as output devices.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
5	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-05	Recognise simple storage ideas: device memory, flash drive and files.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
6	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-06	Follow safe steps to start/log in and shut down a device.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-07	Recognise desktop, icons, taskbar and open/close an application.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
8	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-08	Click, double-click, drag and drop accurately.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
9	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-09	Type letters, numbers, spaces, backspace and basic punctuation.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-10	Apply care, posture, clean hands and safe electricity rules.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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 3 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-11	Open a word processor and type a short sentence.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
2	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-12	Use Enter, space, backspace/delete and arrow keys.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
3	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-13	Change simple font size/style under guidance.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-14	Save and reopen a simple document.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
5	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-15	Use a drawing/paint application to create simple shapes/pictures.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
6	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-16	Use colour/fill/eraser tools and save artwork.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-17	Recognise file names and simple folders.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
8	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-18	Recognise a slide and create a simple title slide.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
9	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-19	Add text/picture to a simple slide under guidance.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-20	Recognise audio, picture and video as forms of digital media.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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 3 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-21	Explain the Internet as a way computers/devices share information.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
2	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-22	Recognise browser, address/search box and simple navigation buttons.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
3	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-23	Keep personal information/passwords private and ask an adult for help.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-24	Practise kindness/netiquette and identify unsafe messages/content.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
5	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-25	Use a teacher-approved search or offline resource to find simple information.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
6	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-26	Give ordered steps for an everyday task.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-27	Arrange mixed steps into the correct sequence.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
8	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-28	Use sequence commands in a block-based/offline coding activity.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
9	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-29	Create a small document/drawing/slide about a school topic.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	BASIC 3 SUPPLEMENTARY COMPUTING School-added transition programme	SUP-B3-COMP-30	Demonstrate safe device use, typing, file saving and simple digital creation.	Teacher demonstration followed by guided hands-on practice; learners complete a simple digital/device task and explain safe use.	Computer/tablet where available, keyboard/mouse, screenshots, offline simulation cards. Core: DL, CP, CC, PL Assessment: Practical checklist or digital-safety/application task.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in COMPUTING (SUPPLEMENTARY - SCHOOL ADDED).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3 RME - GOD AND CREATION God the Creator	B3.* family	Explain beliefs about God as Creator in Christianity, Islam and Indigenous African Religion.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
2	B3 RME - GOD AND CREATION Purpose of Creation	B3.* family	Explain purposes of human life/creation in age-appropriate religious perspectives.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
3	B3 RME - GOD AND CREATION Care for Creation	B3.* family	Show stewardship through environmental care and responsible use of resources.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3 RME - RELIGIOUS PRACTICES Prayer	B3.* family	Identify reasons for prayer and respectful ways people pray in the three religions.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
5	B3 RME - RELIGIOUS PRACTICES Worship	B3.* family	Identify selected forms/places of worship and their purposes.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
6	B3 RME - RELIGIOUS PRACTICES Sacred Texts/Oral Traditions	B3.* family	Recognise the Bible, Qur'an and oral traditions as sources of religious/moral teaching.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3 RME - RELIGIOUS PRACTICES Religious Songs	B3.* family	Identify messages and moral values in selected religious songs.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
8	B3 RME - RELIGIOUS PRACTICES Festivals	B3.* family	Identify selected religious festivals and explain why they are celebrated.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
9	B3 RME - VALUES Love and Respect	B3.* family	Apply love, respect and kindness at home, school and community.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3 RME - VALUES Honesty	B3.* family	Explain honesty/truthfulness and consequences of dishonesty.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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 RELIGIOUS AND MORAL EDUCATION.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3 RME - FAMILY & COMMUNITY Family Responsibilities	B3.* family	Identify duties of children and family members that promote harmony.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
2	B3 RME - FAMILY & COMMUNITY Obedience	B3.* family	Explain responsible obedience to parents, teachers and lawful authority.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
3	B3 RME - FAMILY & COMMUNITY Helping Others	B3.* family	Demonstrate generosity, service and care for vulnerable people.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3 RME - FAMILY & COMMUNITY Forgiveness	B3.* family	Explain apology, forgiveness and reconciliation in simple conflicts.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
5	B3 RME - RELIGIOUS LEADERS Jesus Christ	B3.* family	Recall selected events/teachings from the life of Jesus and identify values.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
6	B3 RME - RELIGIOUS LEADERS Prophet Muhammad (S.A.W.)	B3.* family	Recall selected events/teachings from the life of Prophet Muhammad and identify values.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3 RME - RELIGIOUS LEADERS Traditional Religious Leaders	B3.* family	Identify roles/values associated with selected Indigenous African religious leaders.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
8	B3 RME - LEADERSHIP Good Leadership	B3.* family	Identify qualities such as service, patience, courage, fairness and responsibility.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
9	B3 RME - MORAL LIFE Good Manners	B3.* family	Practise greetings, courtesy, respect for elders/peers and decent behaviour.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3 RME - MORAL LIFE Friendship and Peer Influence	B3.* family	Choose positive friends and resist pressure to do wrong.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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 RELIGIOUS AND MORAL EDUCATION.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3 RME - MORAL LIFE Work	B3.* family	Explain dignity of work, diligence and completing responsibilities.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
2	B3 RME - MORAL LIFE Property and Stewardship	B3.* family	Respect personal/public property and use resources responsibly.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
3	B3 RME - MORAL LIFE Peace	B3.* family	Identify peaceful ways of resolving simple disagreements.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3 RME - MORAL LIFE Tolerance	B3.* family	Respect people of different religious/cultural backgrounds.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
5	B3 RME - INTEGRATED Values Project	MULTI B3 RME	Carry out a small service/values project in school/community.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
6	B3 RME - INTEGRATED Comparative Religion	MULTI B3 RME	Compare a simple practice/value across the three religions respectfully.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3 RME - INTEGRATED Moral Scenarios	MULTI B3 RME	Apply honesty, respect, responsibility and forgiveness to real-life scenarios.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
8	B3 RME - INTEGRATED Leadership Scenarios	MULTI B3 RME	Apply lessons from religious leaders to classroom leadership.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.
9	B3 RME - INTEGRATED Family/Community Values	MULTI B3 RME	Integrate family duties, authority, kindness and peace.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values task.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3 RME - INTEGRATED Whole Basic 3 Consolidation	MULTI B3 RME	Consolidate beliefs, practices, leaders, family/community and moral values.	Use stories, pictures, sacred/oral sources and role-play; compare ideas respectfully; identify values and apply them to daily life.	Bible/Qur'an/oral traditions, pictures, scenario cards, resource persons where appropriate. Core: CC, CG, PL, CP Assessment: Moral/religious scenario, oral response or values 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in RELIGIOUS AND MORAL EDUCATION.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.1 VISUAL ARTS Thinking and Exploring Ideas	B3.1.*.*	Observe natural/man-made objects and generate drawing/design ideas.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
2	B3.1 VISUAL ARTS Elements of Art	B3.1.*.*	Explore line, shape, colour, texture and pattern.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
3	B3.1 VISUAL ARTS Drawing	B3.1.*.*	Draw familiar objects/people from observation and imagination.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.1 VISUAL ARTS Colour	B3.1.*.*	Mix/use colours purposefully in a simple artwork.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
5	B3.1 VISUAL ARTS Pattern Making	B3.1.*.*	Create repeated patterns inspired by Ghanaian/natural forms.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
6	B3.1 VISUAL ARTS Printing	B3.1.*.*	Make simple prints using found objects/local materials.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.1 VISUAL ARTS Modelling	B3.1.*.*	Model simple 3-D forms using clay/paper/recycled materials.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
8	B3.1 VISUAL ARTS Collage/Construction	B3.1.*.*	Create a collage or simple construction from available materials.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
9	B3.1 VISUAL ARTS Cultural Art	B3.1.*.*	Explore selected Ghanaian symbols/crafts and create a related artwork.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.1 VISUAL ARTS Display and Appreciation	B3.1.*.*	Display artworks and use simple vocabulary to appreciate strengths/meaning.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.2 PERFORMING ARTS Music - Rhythm	B3.2.*.*	Keep steady beat and perform simple rhythmic patterns.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
2	B3.2 PERFORMING ARTS Music - Melody	B3.2.*.*	Sing familiar songs accurately and respond to pitch/melody.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
3	B3.2 PERFORMING ARTS Music - Instruments	B3.2.*.*	Identify/play selected local/simple instruments safely.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.2 PERFORMING ARTS Music - Composition	B3.2.*.*	Create a short rhythmic/melodic pattern.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
5	B3.2 PERFORMING ARTS Dance - Movement	B3.2.*.*	Explore body shapes, levels, directions and pathways.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
6	B3.2 PERFORMING ARTS Dance - Ghanaian Forms	B3.2.*.*	Learn a simple sequence from a Ghanaian traditional dance.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.2 PERFORMING ARTS Drama - Role	B3.2.*.*	Use voice, gesture and role in simple improvisation.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
8	B3.2 PERFORMING ARTS Drama - Story	B3.2.*.*	Dramatise a familiar story/folktale with beginning-middle-ending.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
9	B3.2 PERFORMING ARTS Combined Performance	B3.2.*.*	Combine music, movement and drama in a short group performance.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.2 PERFORMING ARTS Performance Appreciation	B3.2.*.*	Watch/listen to a performance and give simple constructive feedback.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/ modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/ process rubric and reflection.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.1-B3.2 CREATIVE ARTS Design Challenge	MULTI B3.*	Create a visual solution for a classroom/school communication need.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
2	B3.1-B3.2 CREATIVE ARTS Environment Theme	MULTI B3.*	Create artwork/performance about environmental care.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
3	B3.1-B3.2 CREATIVE ARTS Culture Theme	MULTI B3.*	Create work inspired by local culture, festival or history.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.1-B3.2 CREATIVE ARTS Story to Art	MULTI B3.*	Translate a story into illustrations and a short performance.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
5	B3.1-B3.2 CREATIVE ARTS Recycled Art	MULTI B3.*	Design a useful/decorative item from safe reusable materials.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
6	B3.1-B3.2 CREATIVE ARTS Mini Exhibition	MULTI B3.*	Select, label and display learner artworks.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.1-B3.2 CREATIVE ARTS Mini Performance	MULTI B3.*	Plan/rehearse and present a music-dance-drama item.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
8	B3.1-B3.2 CREATIVE ARTS Portfolio	MULTI B3.*	Compile evidence of idea development, making and reflection.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
9	B3.1-B3.2 CREATIVE ARTS Arts Appreciation	MULTI B3.*	Compare two artworks/performances and explain preferences respectfully.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.1-B3.2 CREATIVE ARTS Whole Basic 3 Consolidation	MULTI B3.*	Integrate visual and performing arts in a final creative project.	Explore examples; generate ideas; practise a technique; create/rehearse; display or perform and reflect on the work.	Drawing/colour/modelling materials, found objects, instruments/props/audio as appropriate. Core: CI, CC, CG, PL Assessment: Artwork/performance/process rubric and reflection.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in CREATIVE ARTS.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.1 ORAL LANGUAGE Songs	B3.1.1.1.1	Sing selected songs with correct rhythm and discuss meaning/moral values.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
2	B3.1 ORAL LANGUAGE Rhymes/Poetry	B3.1.*.*	Recite rhymes/poems and identify message, rhythm and cultural values.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
3	B3.1 ORAL LANGUAGE Conversation	B3.1.*.*	Use appropriate greetings and polite expressions in familiar situations.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.1 ORAL LANGUAGE Listening Comprehension	B3.1.*.*	Listen to short stories/instructions and respond to key details.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
5	B3.1 ORAL LANGUAGE Storytelling	B3.1.*.*	Retell familiar folktales in logical sequence.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
6	B3.2 READING Word Recognition/Fluency	B3.2.*.*	Read familiar words and short sentences accurately and fluently.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.2 READING Comprehension	B3.2.*.*	Read short passages and answer literal questions.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
8	B3.2 READING Comprehension	B3.2.*.*	Make simple inferences/predictions from pictures and text.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
9	B3.2 READING Vocabulary	B3.2.*.*	Use context, synonyms/antonyms or word families to develop vocabulary.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.2 READING Oral Literature	B3.2.*.*	Interpret simple proverbs/wise sayings in familiar contexts.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.3 LANGUAGE STRUCTURE Nouns and Pronouns	B3.3.*.*	Use basic noun and pronoun forms correctly in sentences.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
2	B3.3 LANGUAGE STRUCTURE Verbs	B3.3.*.*	Use common verbs and appropriate tense/aspect at B3 level.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
3	B3.3 LANGUAGE STRUCTURE Modifiers	B3.3.*.*	Use descriptive words/adjectives appropriately.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.3 LANGUAGE STRUCTURE Sentence Structure	B3.3.*.*	Construct correct simple sentences and combine related ideas.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
5	B3.3 LANGUAGE STRUCTURE Orthography	B3.3.*.*	Apply accepted spelling/orthographic conventions.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
6	B3.3 LANGUAGE STRUCTURE Punctuation	B3.3.*.*	Use basic punctuation and capitalisation conventions.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.4 WRITING Handwriting/Sentences	B3.4.*.*	Write legibly and form meaningful sentences.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
8	B3.4 WRITING Paragraph Writing	B3.4.*.*	Develop a short coherent paragraph around one idea.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
9	B3.4 WRITING Narrative	B3.4.*.*	Write a short narrative from personal experience/pictures.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.4 WRITING Description	B3.4.*.*	Write a short description of a person/place/object.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.4 WRITING Functional Writing	B3.4.*.*	Write simple messages, invitations or notes.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
2	B3.5 LITERATURE Folktales	B3.5.*.*	Identify characters, setting, events and moral lessons in folktales.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
3	B3.5 LITERATURE Poetry/Songs	B3.5.*.*	Respond to imagery, sound and values in simple poems/songs.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.5 LITERATURE Drama	B3.5.*.*	Perform a short dialogue/drama and identify its message.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
5	B3.1-B3.5 INTEGRATED LANGUAGE Culture Project	MULTI B3.*	Use oral language, reading and writing to document a local cultural practice.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
6	B3.1-B3.5 INTEGRATED LANGUAGE Reading Portfolio	MULTI B3.*	Compile short reading responses and vocabulary learned.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.1-B3.5 INTEGRATED LANGUAGE Grammar in Context	MULTI B3.*	Edit a short text for word choice, spelling and sentence correctness.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
8	B3.1-B3.5 INTEGRATED LANGUAGE Functional Communication	MULTI B3.*	Complete an oral-and-written communication task for a real audience.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.
9	B3.1-B3.5 INTEGRATED LANGUAGE Literature Performance	MULTI B3.*	Present a song, poem, folktale or drama with interpretation.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task in the target Ghanaian language.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.1-B3.5 INTEGRATED LANGUAGE Whole Basic 3 Consolidation	MULTI B3.*	Integrate listening, speaking, reading, grammar, writing and literature.	Model/listen/read; practise orally in pairs; analyse language in context; write or perform a short response.	Local-language texts, audio/storyteller, word/sentence cards, pictures. Core: CC, CG, PL Assessment: Oral/reading/writing task 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in GHANAIAN LANGUAGE.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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 3 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-01	Understand/use bonjour, bonsoir, au revoir and simple polite expressions.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
2	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-02	Say name and ask another person's name.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
3	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-03	Say age using familiar number words.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-04	Understand simple classroom instructions: écoutez, regardez, répétez, levez-vous, asseyez-vous.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
5	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-05	Recognise and pronounce selected French letters/sounds.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
6	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-06	Count and recognise numbers 0-20.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
7	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-07	Name common colours and match them to objects.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
8	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-08	Name familiar classroom/school objects.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
9	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-09	Name close family members.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
10	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-10	Express simple likes/dislikes: j'aime / je n'aime pas.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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 FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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 3 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-11	Extend number use to 21-50 through games and simple quantities.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
2	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-12	Name days of the week and talk about school days.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
3	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-13	Name selected body parts.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-14	Name common clothing items and colours.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
5	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-15	Name common foods/drinks.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
6	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-16	Express simple preference and request: je veux / j'aime.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
7	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-17	Name common domestic/wild animals.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
8	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-18	Name familiar rooms/objects in the home.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
9	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-19	Use simple expressions: il fait chaud, il pleut, il fait beau.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
10	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-20	Use c'est / il est / elle est with familiar nouns/adjectives.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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 FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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 3 curriculum.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
1	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-21	Name familiar places: école, maison, marché, hôpital, église/mosquée.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
2	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-22	Use simple location words: ici, là, dans, sur, sous.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
3	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-23	Recognise simple whole-hour expressions.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-24	Use a few verbs for daily activities: manger, aller, jouer, dormir.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
5	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-25	Name simple games/sports/leisure activities.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
6	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-26	Read familiar words and very short patterned sentences.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
7	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-27	Copy/write familiar words and complete simple sentence frames.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
8	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-28	Perform a short greeting/introduction dialogue.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
9	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-29	Create a labelled French picture poster about self/family/school.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
10	BASIC 3 SUPPLEMENTARY FRENCH School-added transition programme	SUP-B3-FR-30	Combine listening, speaking, reading and writing in a short four-skills task.	Listen and repeat; practise short dialogues; use pictures/flashcards; read/write familiar words and short sentences; perform a mini task.	Flashcards, pictures, audio, word cards, realia. Core: CC, CG, PL Assessment: Short listening/speaking/reading/writing performance.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in FRENCH LANGUAGE (SUPPLEMENTARY - SCHOOL ADDED).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.1 MOTOR SKILLS Locomotor Skills	B3.1.1.1.1	Change direction while walking, running, hopping and jumping safely.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
2	B3.1 MOTOR SKILLS Jumping/Rope Skills	B3.1.*.*	Jump continuously forward/backward over a turning rope with control.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
3	B3.1 MOTOR SKILLS Running	B3.1.*.*	Run at different speeds and stop/change direction safely.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.1 MOTOR SKILLS Jumping/Landing	B3.1.*.*	Take off and land with balance using one/two feet as appropriate.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
5	B3.1 MOTOR SKILLS Throwing	B3.1.*.*	Throw a ball/beanbag accurately using appropriate technique.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
6	B3.1 MOTOR SKILLS Catching	B3.1.*.*	Catch objects of different sizes/heights with increasing control.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.1 MOTOR SKILLS Kicking	B3.1.*.*	Kick a stationary/moving ball towards a target.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
8	B3.1 MOTOR SKILLS Dribbling	B3.1.*.*	Dribble a ball with feet/hands through simple pathways.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
9	B3.1 MOTOR SKILLS Rhythm	B3.1.*.*	Perform simple rhythmic movement sequences to claps/music.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.1 MOTOR SKILLS Balance	B3.1.*.*	Perform static/dynamic balances safely.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.2 FITNESS Warm-up/Cool-down	B3.2.*.*	Explain and perform simple warm-up and cool-down routines.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
2	B3.2 FITNESS Endurance	B3.2.*.*	Participate in age-appropriate aerobic activities for sustained movement.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
3	B3.2 FITNESS Flexibility	B3.2.*.*	Perform safe stretching/flexibility activities.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.2 FITNESS Strength/Endurance	B3.2.*.*	Perform simple bodyweight activities with correct technique.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
5	B3.2 FITNESS Agility	B3.2.*.*	Move quickly through cones/pathways while maintaining control.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
6	B3.3 GAMES Football	B3.3.*.*	Use simple passing, receiving and shooting skills in modified games.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.3 GAMES Handball/Basketball	B3.3.*.*	Use simple passing/catching/dribbling in modified team games.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
8	B3.3 GAMES Volley-type Games	B3.3.*.*	Strike/volley a light ball over a line/net in a simple game.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
9	B3.3 GAMES Target Games	B3.3.*.*	Throw/roll objects towards targets and keep simple scores.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.3 GAMES Traditional Games	B3.3.*.*	Participate safely in selected Ghanaian traditional games.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.4 ATHLETICS Sprints	B3.4.*.*	Practise simple sprint starts and short-distance running.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
2	B3.4 ATHLETICS Relay	B3.4.*.*	Use basic relay exchange/teamwork in short races.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
3	B3.4 ATHLETICS Jumps	B3.4.*.*	Practise age-appropriate standing/running jumps.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.4 ATHLETICS Throws	B3.4.*.*	Practise safe distance/target throws with light implements.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
5	B3.5 HEALTH/SAFETY Safety	B3.5.*.*	Apply safety rules before, during and after physical activity.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
6	B3.5 HEALTH/SAFETY Fair Play	B3.5.*.*	Demonstrate teamwork, respect for rules and fair play.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.5 HEALTH/SAFETY Hygiene/Hydration	B3.5.*.*	Explain hygiene, hydration and rest linked to physical activity.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
8	B3.1-B3.5 INTEGRATED PE Fitness Circuit	MULTI B3 PE	Complete a balanced circuit combining locomotor, manipulative and fitness skills.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
9	B3.1-B3.5 INTEGRATED PE Mini Games Festival	MULTI B3 PE	Apply skills, teamwork and fair play in modified games.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.1-B3.5 INTEGRATED PE Whole Basic 3 Consolidation	MULTI B3 PE	Demonstrate progress across movement, fitness, games, athletics and safety.	Warm up; demonstrate skill; practise progressively in pairs/groups; use a modified game/activity; cool down and reflect on safety/fair play.	Cones, balls, ropes, hoops, mats/markers and open space as appropriate. Core: PL, CC, CP Assessment: Skill-performance checklist and fair-play/safety observation.
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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in PHYSICAL EDUCATION.	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.1 ALL ABOUT US God the Creator and His Creation	B3.1.1.1.1	Explain the purpose of God's creation of human beings and responsible stewardship.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
2	B3.1 ALL ABOUT US God the Creator and His Creation	B3.1.1.2.1	Mention/practise ways to care for the environment.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
3	B3.1 ALL ABOUT US Myself	B3.1.2.*.*	Identify personal qualities, strengths and responsibilities that build self-worth.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.1 ALL ABOUT US Family	B3.1.3.*.*	Describe roles/responsibilities that promote family unity.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
5	B3.1 ALL ABOUT US Community	B3.1.3.*.*	Identify people/services that support community life.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
6	B3.1 ALL ABOUT US Safety	B3.1.4.*.*	Practise safety at home, school and on the road.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.1 ALL ABOUT US Peer Relations	B3.1.4.*.*	Demonstrate cooperation, friendship and responsible choices with peers.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
8	B3.2 ALL AROUND US Environment	B3.2.1.*.*	Identify features of the local natural/built environment.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
9	B3.2 ALL AROUND US Weather	B3.2.1.*.*	Observe/record daily weather and relate it to activities/clothing.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.2 ALL AROUND US Environmental Care	B3.2.1.*.*	Explain effects of littering/pollution and take part in environmental care.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.2 ALL AROUND US Plants and Animals	B3.2.2.*.*	Identify uses/care of common plants and animals in the community.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
2	B3.2 ALL AROUND US Map Making	B3.2.3.*.*	Use simple directions and sketch familiar places/landmarks.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
3	B3.2 ALL AROUND US Settlement	B3.2.4.*.*	Identify simple features of rural and urban settlements.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.2 ALL AROUND US Population	B3.2.4.*.*	Describe simple ways population affects services/resources in a community.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
5	B3.3 OUR BELIEFS & VALUES Worship	B3.3.1.*.*	Identify forms/purposes of worship and respect religious diversity.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
6	B3.3 OUR BELIEFS & VALUES Festivals	B3.3.2.*.*	Identify selected festivals/celebrations and values they promote.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.3 OUR BELIEFS & VALUES Human Rights	B3.3.3.*.*	Identify basic rights and responsibilities of children in family/school.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
8	B3.3 OUR BELIEFS & VALUES Leadership	B3.3.4.*.*	Identify qualities/actions of good leaders.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
9	B3.4 OUR NATION GHANA Citizenship	B3.4.1.*.*	Demonstrate attitudes of a responsible young citizen.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.4 OUR NATION GHANA National Symbols	B3.4.1.*.*	Identify national symbols and explain simple meanings/values.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions 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).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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	B3.4 OUR NATION GHANA Authority	B3.4.2.*.*	Identify authority figures and reasons for lawful rules.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
2	B3.4 OUR NATION GHANA Resources	B3.4.3.*.*	Use water and other resources responsibly.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
3	B3.4 OUR NATION GHANA Farming	B3.4.4.*.*	Participate in simple planting/care activities and value farming.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
4	B3.5 MY GLOBAL COMMUNITY Neighbouring Countries	B3.5.1.*.*	Locate Ghana and neighbouring countries on a simple map.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
5	B3.5 MY GLOBAL COMMUNITY Interdependence	B3.5.1.*.*	Identify simple exchanges/connections between Ghana and neighbours.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
6	B3.5 MY GLOBAL COMMUNITY Earth and Sky	B3.5.*.*	Identify basic observable relationships among sun, earth and moon at age-appropriate level.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
7	B3.1-B3.5 INTEGRATED OWOP Community Project	MULTI B3 OWOP	Identify one school/community need and plan a responsible action.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
8	B3.1-B3.5 INTEGRATED OWOP Map/Safety Project	MULTI B3 OWOP	Create a simple safe-route/community map showing key landmarks.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.
9	B3.1-B3.5 INTEGRATED OWOP Citizenship/Values Project	MULTI B3 OWOP	Create a class campaign on respect, rights, responsibility and environmental care.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source task linked to responsible behaviour.

Wk	Strand / Sub-strand	Curriculum Reference	Learning Focus	Suggested Teaching & Learning Activities	Resources / Competencies / Assessment
10	B3.1-B3.5 INTEGRATED OWOP Whole Basic 3 Consolidation	MULTI B3 OWOP	Integrate self, environment, beliefs/values, Ghana and global-community themes.	Discuss familiar experiences; use pictures/maps/local observations; role-play or investigate; complete a practical/community-focused task.	Local environment, maps/charts, pictures, scenario cards, simple project materials. Core: CP, CC, PL, CG, CI Assessment: Scenario/project/source 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 quiz; error analysis; targeted reteaching; mixed application tasks; complete outstanding practical/project work.	Learner work, curriculum-aligned questions and subject resources. Core: CP, CC, CI, PL, DL, CG Assessment: Diagnostic record and remediation checklist.
12	END-OF-TERM ASSESSMENT whole Basic 3 yearly curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 3 yearly curriculum in OUR WORLD AND OUR PEOPLE (OWOP).	Written/oral/practical assessment as appropriate; correction, feedback and learner reflection.	Assessment paper/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 3 subject curriculum to expand the cited official/family references into detailed lesson plans and complete exemplar wording.
- Ensure Weeks 1-10 in every term include learner-centred practical, inquiry, communication and problem-solving experiences rather than note copying only.
- Use Week 11 to remediate actual learner gaps identified through exercises, projects, oral work, quizzes and practical tasks.
- Use Week 12 for cumulative assessment, correction, feedback and recording of strengths/weaknesses.
- Treat the Computing and French sections as school-added introductory programmes; do not report their SUP-B3 codes as NaCCA-issued Basic 3 indicator codes.
- Where OWOP is not separately timetabled under current school policy, its activities may be mapped 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.