

DAS EXAMINATIONS

BASIC 5 (PRIMARY 5)

ALL SUBJECTS COMBINED

NORMAL THREE-TERM SCHEME OF WORK

TERM 1: 12 WEEKS | TERM 2: 12 WEEKS | TERM 3: 12 WEEKS

NaCCA Standards-Based Curriculum - Upper Primary | All Subjects Combined

11 Basic 5 Subjects • 3 Terms • 12 Weeks Each • Landscape A4 • 14 px-equivalent Main Text

Weeks 1-10: Teaching / Application • Week 11: Revision & Remediation • Week 12: Assessment

IMPLEMENTATION AND CODING GUIDE

This school scheme of work is derived from the NaCCA Standards-Based Curriculum for Upper Primary (Basic 4-Basic 6) and distributes Basic 5 learning across three normal 12-week terms.

Coding example: B5.1.1.1.1 means Basic 5 -> Strand 1 -> Sub-strand 1 -> Content Standard 1 -> Indicator 1. Where several official indicators are integrated in one week, the appropriate curriculum-family reference (for example B5.1.1.*.*) is shown rather than inventing a single code.

Each term contains ten teaching/application weeks, Week 11 for revision/remediation and completion of practical/project work, and Week 12 for end-of-term assessment, correction and feedback.

English Language is organised so the major Upper Primary strands are represented every week: Oral Language, Reading, Grammar Usage, Writing, Writing Conventions/Grammar Usage, and Extensive Reading.

Our World and Our People (OWOP) is included as a separate section in this combined school scheme because it was specifically requested and remains available in NaCCA's official Basic 4-Basic 6 OWOP curriculum and approved instructional-resource listings. Schools should align actual timetabling with current NaCCA/GES implementation guidance.

Teachers should consult the relevant official NaCCA curriculum for the complete exemplar wording beneath each cited content standard/indicator and adapt activities to local context and learner needs.

SUBJECTS INCLUDED

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

Source basis: National Council for Curriculum and Assessment (NaCCA), Upper Primary / Key Phase 3 subject curricula for Basic 4-Basic 6, including the official OWOP curriculum.

ENGLISH LANGUAGE

TERM 1 - 12 WEEKS

Wk	ORAL LANGUAGE B5.1	READING B5.2	GRAMMAR USAGE B5.3	WRITING B5.4	WRITING CONVENTIONS B5.5	EXTENSIVE READING B5.6	Integrated Activity / Assessment
1	B5.1 Oral Language - Songs: B5.1.1.1.* central messages and values in songs.	B5.2 Reading - fluency and comprehension: main ideas/details.	B5.3 Grammar Usage - nouns/pronouns in context.	B5.4 Writing - coherent paragraph development.	B5.5 Writing Conventions - capitals/punctuation.	B5.6 Extensive Reading - independent reading and response.	Sing/listen/read/write integrated diagnostic task.
2	B5.1 Oral Language - Rhymes/Poems: rhythm, stress and meaning.	B5.2 Reading - context clues and inference.	B5.3 Grammar - determiners/adjectives.	B5.4 Writing - descriptive paragraph.	B5.5 Conventions - sentence boundaries and punctuation.	B5.6 Extensive Reading - reading log.	Performance, vocabulary map, description and reading log.
3	B5.1 APPLICATION - consolidate Oral Language from Weeks 1–2.	B5.2 APPLICATION - new comprehension/reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/application week with formative feedback.
4	B5.1 Oral Language - Storytelling: sequence and moral lessons.	B5.2 Reading - predict and retell.	B5.3 Grammar - verbs and tense.	B5.4 Writing - narrative composition.	B5.5 Conventions - paragraphing/dialogue punctuation.	B5.6 Extensive Reading - story response.	Storytelling, sequencing, tense editing and narrative writing.
5	B5.1 Listening Comprehension - gist and specific information.	B5.2 Reading - literal/inferential comprehension.	B5.3 Grammar - subject-verb agreement.	B5.4 Writing - informative paragraph.	B5.5 Conventions - spelling patterns.	B5.6 Extensive Reading - book talk.	Listening notes, comprehension and explanatory writing.
6	B5.1 APPLICATION - consolidate Oral Language from Weeks 3–4.	B5.2 APPLICATION - new comprehension/reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/application week with formative feedback.

Wk	ORAL LANGUAGE B5.1	READING B5.2	GRAMMAR USAGE B5.3	WRITING B5.4	WRITING CONVENTIONS B5.5	EXTENSIVE READING B5.6	Integrated Activity / Assessment
7	B5.1 Conversation - formal/informal register and turn-taking.	B5.2 Reading - fact/opinion and purpose.	B5.3 Grammar - simple/compound sentences.	B5.4 Writing - informal letter.	B5.5 Conventions - letter layout and punctuation.	B5.6 Extensive Reading - character response.	Role-play, close reading and letter writing.
8	B5.1 Conversation - asking/answering questions with elaboration.	B5.2 Reading - vocabulary from context.	B5.3 Grammar - adverbs.	B5.4 Writing - formal letter.	B5.5 Conventions - formal letter conventions.	B5.6 Extensive Reading - theme/value response.	Interview, vocabulary work and formal letter.
9	B5.1 APPLICATION - consolidate Oral Language from Weeks 5–6.	B5.2 APPLICATION - new comprehension/ reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/application week with formative feedback.
10	B5.1 Listening/Speaking - follow and give instructions.	B5.2 Reading - sequencing/process text.	B5.3 Grammar - prepositions.	B5.4 Writing - instructions/procedures.	B5.5 Conventions - numbering and sequencing markers.	B5.6 Extensive Reading - non- fiction response.	Instruction- following and process writing.
11	B5.1 integrated oral revision - Term 1.	B5.2 integrated reading revision - Term 1.	B5.3 grammar revision - Term 1.	B5.4 writing revision - Term 1.	B5.5 conventions/editing revision - Term 1.	B5.6 extensive- reading portfolio review - Term 1.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B5.1 cumulative assessment - Term 1 English curriculum.	B5.2 cumulative assessment - Term 1 English curriculum.	B5.3 cumulative assessment - Term 1 English curriculum.	B5.4 cumulative assessment - Term 1 English curriculum.	B5.5 cumulative assessment - Term 1 English curriculum.	B5.6 cumulative assessment - Term 1 English curriculum.	End-of-term integrated English assessment, correction and feedback.

TERM 2 - 12 WEEKS

Wk	ORAL LANGUAGE B5.1	READING B5.2	GRAMMAR USAGE B5.3	WRITING B5.4	WRITING CONVENTIONS B5.5	EXTENSIVE READING B5.6	Integrated Activity / Assessment
1	B5.1 Oral Presentation - organise a short talk.	B5.2 Reading - identify supporting evidence.	B5.3 Grammar - conjunctions.	B5.4 Writing - speech writing.	B5.5 Conventions - speech punctuation/layout.	B5.6 Extensive Reading - oral book review.	Short presentation, evidence table and speech writing.
2	B5.1 APPLICATION - consolidate Oral Language from Weeks 7–8.	B5.2 APPLICATION - new comprehension/reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/application week with formative feedback.
3	B5.1 Listening - note key points from a talk.	B5.2 Reading - summarise a short text.	B5.3 Grammar - direct/reported speech introductory use.	B5.4 Writing - short report.	B5.5 Conventions - editing and proofreading.	B5.6 Extensive Reading - summary of book/chapter.	Note-making, summarising, report and editing.
4	B5.1 Oral Language - pronunciation, stress and intonation.	B5.2 Reading - expressive oral reading.	B5.3 Grammar - word classes review.	B5.4 Writing - descriptive/narrative integration.	B5.5 Conventions - spelling and punctuation review.	B5.6 Extensive Reading - reading conference.	Oral reading clinic and integrated composition.
5	B5.1 APPLICATION - consolidate Oral Language from Weeks 9–10.	B5.2 APPLICATION - new comprehension/reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/application week with formative feedback.
6	B5.1 Discussion - express opinions respectfully.	B5.2 Reading - compare two short texts.	B5.3 Grammar - sentence expansion.	B5.4 Writing - persuasive paragraph.	B5.5 Conventions - cohesive devices.	B5.6 Extensive Reading - compare characters/themes.	Discussion, comparison chart and persuasive writing.

Wk	ORAL LANGUAGE B5.1	READING B5.2	GRAMMAR USAGE B5.3	WRITING B5.4	WRITING CONVENTIONS B5.5	EXTENSIVE READING B5.6	Integrated Activity / Assessment
7	B5.1 Listening - identify reasons in simple arguments.	B5.2 Reading - cause/effect.	B5.3 Grammar - modal verbs.	B5.4 Writing - problem/solution paragraph.	B5.5 Conventions - paragraph cohesion.	B5.6 Extensive Reading - non-fiction response.	Argument listening and problem-solution writing.
8	B5.1 APPLICATION - consolidate Oral Language from Weeks 11–12.	B5.2 APPLICATION - new comprehension/reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/application week with formative feedback.
9	B5.1 Interviewing - information seeking.	B5.2 Reading - tables/charts/captions.	B5.3 Grammar - question forms.	B5.4 Writing - questionnaire/report.	B5.5 Conventions - headings/tables.	B5.6 Extensive Reading - informational text.	Interview, data-text reading and report.
10	B5.1 Story retelling - viewpoint and sequence.	B5.2 Reading - point of view.	B5.3 Grammar - pronoun reference.	B5.4 Writing - retell from another viewpoint.	B5.5 Conventions - paragraphing.	B5.6 Extensive Reading - narrator/character response.	Retelling and viewpoint writing.
11	B5.1 integrated oral revision - Term 2.	B5.2 integrated reading revision - Term 2.	B5.3 grammar revision - Term 2.	B5.4 writing revision - Term 2.	B5.5 conventions/editing revision - Term 2.	B5.6 extensive-reading portfolio review - Term 2.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B5.1 cumulative assessment - Term 2 English curriculum.	B5.2 cumulative assessment - Term 2 English curriculum.	B5.3 cumulative assessment - Term 2 English curriculum.	B5.4 cumulative assessment - Term 2 English curriculum.	B5.5 cumulative assessment - Term 2 English curriculum.	B5.6 cumulative assessment - Term 2 English curriculum.	End-of-term integrated English assessment, correction and feedback.

TERM 3 - 12 WEEKS

Wk	ORAL LANGUAGE B5.1	READING B5.2	GRAMMAR USAGE B5.3	WRITING B5.4	WRITING CONVENTIONS B5.5	EXTENSIVE READING B5.6	Integrated Activity / Assessment
1	B5.1 APPLICATION - consolidate Oral Language from Weeks 13–14.	B5.2 APPLICATION - new comprehension/ reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/ap plication week with formative feedback.
2	B5.1 Poetry recitation - sound and mood.	B5.2 Reading - figurative expressions.	B5.3 Grammar - adjectives/adverbs for effect.	B5.4 Writing - simple poem.	B5.5 Conventions - lineation/punctuation choices.	B5.6 Extensive Reading - poetry response.	Recitation, interpretation and poem creation.
3	B5.1 Drama/dialogue performance.	B5.2 Reading - dialogue and stage directions.	B5.3 Grammar - speech forms.	B5.4 Writing - short dialogue/script.	B5.5 Conventions - dialogue punctuation.	B5.6 Extensive Reading - drama response.	Readers theatre and script writing.
4	B5.1 APPLICATION - consolidate Oral Language from Weeks 15–16.	B5.2 APPLICATION - new comprehension/ reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/ap plication week with formative feedback.
5	B5.1 Oral presentation - research-based talk.	B5.2 Reading - locate information in sources.	B5.3 Grammar - editing usage errors.	B5.4 Writing - source-based paragraph.	B5.5 Conventions - simple citation/title conventions.	B5.6 Extensive Reading - information gathering.	Mini research project.
6	B5.1 Collaborative discussion - problem solving.	B5.2 Reading - critical reading of public information.	B5.3 Grammar - sentence variety.	B5.4 Writing - notice/poster/m essage.	B5.5 Conventions - concise functional layout.	B5.6 Extensive Reading - media reading.	Community communication task.
7	B5.1 APPLICATION - consolidate Oral Language from Weeks 17–18.	B5.2 APPLICATION - new comprehension/ reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/ap plication week with formative feedback.

Wk	ORAL LANGUAGE B5.1	READING B5.2	GRAMMAR USAGE B5.3	WRITING B5.4	WRITING CONVENTIONS B5.5	EXTENSIVE READING B5.6	Integrated Activity / Assessment
8	B5.1 Integrated oral communication.	B5.2 Integrated comprehension and summary.	B5.3 Integrated grammar usage.	B5.4 Extended/functional writing.	B5.5 Editing conventions.	B5.6 Extensive reading portfolio.	Integrated language project and diagnostic assessment.
9	B5.1 Integrated speaking/listening.	B5.2 Unseen reading.	B5.3 Grammar in context.	B5.4 Timed composition.	B5.5 Proofreading/editing.	B5.6 Literary response.	Cumulative examination-style practice.
10	B5.1 APPLICATION - consolidate Oral Language from Weeks 19–20.	B5.2 APPLICATION - new comprehension/reading task.	B5.3 APPLICATION - grammar in authentic text.	B5.4 APPLICATION - short purposeful writing task.	B5.5 APPLICATION - edit/publish writing.	B5.6 APPLICATION - independent reading/reflection.	Integrated performance/application week with formative feedback.
11	B5.1 integrated oral revision - Term 3.	B5.2 integrated reading revision - Term 3.	B5.3 grammar revision - Term 3.	B5.4 writing revision - Term 3.	B5.5 conventions/editing revision - Term 3.	B5.6 extensive-reading portfolio review - Term 3.	Diagnostic correction, targeted reteaching and portfolio completion.
12	B5.1 cumulative assessment - whole Basic 5 English curriculum.	B5.2 cumulative assessment - whole Basic 5 English curriculum.	B5.3 cumulative assessment - whole Basic 5 English curriculum.	B5.4 cumulative assessment - whole Basic 5 English curriculum.	B5.5 cumulative assessment - whole Basic 5 English curriculum.	B5.6 cumulative assessment - whole Basic 5 English curriculum.	End-of-term integrated English assessment, correction and feedback.

MATHEMATICS

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 NUMBER	B5.1.1 Counting, Representation and Cardinality	B5.1.1.1.*	Quantities/place value for multi-digit numerals up to 1,000,000.	Model numbers with place-value/graph materials; read/write expanded form.	Multi-base blocks/graph sheets; exercise.
2	B5.1 NUMBER	B5.1.1 Counting, Representation and Cardinality	B5.1.1.*.*	Compare/order large numbers; round/estimate within B5 scope.	Number-line and estimation challenges.	Number cards/number line; quiz.
3	B5.1 APPLICATION / CONSOLIDATION	B5.1.1 Curriculum application	APPLICATION - B5.1.1.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.1 NUMBER	B5.1.2 Number Operations	B5.1.2.*.*	Addition/subtraction of multi-digit numbers and problem solving.	Market/school-budget scenarios.	Place-value charts; task.
5	B5.1 NUMBER	B5.1.2 Number Operations	B5.1.2.*.*	Multiplication/division and mental strategies.	Array/partial-product and sharing problems.	Counters/calculators; worksheet.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.1 APPLICATION / CONSOLIDATION	B5.1.2 Curriculum application	APPLICATION - B5.1.2.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.1 NUMBER	B5.1.2 Number Operations	B5.1.2.*.*	Factors, multiples and divisibility relationships appropriate to B5.	Factor/multiple games and scheduling tasks.	Number cards; quiz.
8	B5.1 NUMBER	B5.1.3 Fractions	B5.1.3.*.*	Equivalent fractions; compare/order fractions.	Fraction-strip investigations.	Fraction strips; practical.
9	B5.1 APPLICATION / CONSOLIDATION	B5.1.3 Curriculum application	APPLICATION - B5.1.3.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
10	B5.1 NUMBER	B5.1.3 Fractions	B5.1.3.*.*	Add/subtract fractions within B5 scope and solve applications.	Sharing/measurement scenarios.	Fraction models; task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the MATHEMATICS knowledge, skills, values and practical work taught during Term 1.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in MATHEMATICS.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 NUMBER	B5.1.4 Decimals and Percentages	B5.1.4.*.*	Read/compare decimals and connect decimals/fractions/percentages.	Money/measurement conversions.	Place-value grid/price lists; worksheet.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.1 APPLICATION / CONSOLIDATION	B5.1.4 Curriculum application	APPLICATION - B5.1.4.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.2 ALGEBRA	B5.2.1 Patterns and Relationships	B5.2.1.*.*	Identify/extend numerical and geometric patterns and state rules.	Pattern table investigation.	Pattern cards; exercise.
4	B5.2 ALGEBRA	B5.2.2 Algebraic Expressions / Unknowns	B5.2.2.*.*	Use symbols/unknowns and simple expressions/equations.	Balance-model and missing-number tasks.	Counters/balance drawings; assessment.
5	B5.2 APPLICATION / CONSOLIDATION	B5.2.2 Curriculum application	APPLICATION - B5.2.2.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
6	B5.3 GEOMETRY AND MEASUREMENT	B5.3.1 Lines, Shapes and Space	B5.3.1.*.*	Classify angles, triangles, quadrilaterals and polygons by properties.	Geometry hunt and classification.	Geometry set/shape cards; task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
7	B5.3 GEOMETRY AND MEASUREMENT	B5.3.1 Lines, Shapes and Space	B5.3.1.*.*	Symmetry and simple constructions within B5 scope.	Fold/draw/construct shapes and lines.	Ruler/compass/cut-outs; practical.
8	B5.3 APPLICATION / CONSOLIDATION	B5.3.1 Curriculum application	APPLICATION - B5.3.1.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
9	B5.3 GEOMETRY AND MEASUREMENT	B5.3.2 Measurement	B5.3.2.*.*	Length, perimeter and area of common shapes.	Measure classroom/school spaces.	Tape/ruler; practical task.
10	B5.3 GEOMETRY AND MEASUREMENT	B5.3.2 Measurement	B5.3.2.*.*	Mass, capacity, time and unit conversions.	Measurement stations.	Scales/jugs/clocks; worksheet.
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the MATHEMATICS knowledge, skills, values and practical work taught during Term 2.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in MATHEMATICS.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.3 APPLICATION / CONSOLIDATION	B5.3.2 Curriculum application	APPLICATION - B5.3.2.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
2	B5.3 GEOMETRY AND MEASUREMENT	B5.3.2 Measurement	B5.3.2.*.*	Volume/capacity relationships and practical estimation.	Container investigation.	Containers/unit cubes; task.
3	B5.3 GEOMETRY AND MEASUREMENT	B5.3.3 Position and Transformation	B5.3.3.*.*	Coordinates/ directions and simple transformations.	Grid route and reflection/translati on activities.	Grid paper/maps; practical.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
4	B5.3 APPLICATION / CONSOLIDATION	B5.3.3 Curriculum application	APPLICATION - B5.3.3.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
5	B5.4 DATA	B5.4.1 Data Collection and Representation	B5.4.1.*.*	Collect/organise categorical/numerical data.	Class survey and frequency table.	Survey sheet; data task.
6	B5.4 DATA	B5.4.1 Data Representation	B5.4.1.*.*	Construct/interpret bar/line/pie or curriculum-prescribed graphs.	Graph class/community data.	Graph paper/spreadsheet ; assessment.
7	B5.4 APPLICATION / CONSOLIDATION	B5.4.1 Curriculum application	APPLICATION - B5.4.1.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.4 DATA	B5.4.1 Data Interpretation	B5.4.1.*.*	Interpret data and use summary measures within B5 scope.	Compare datasets and explain conclusions.	Charts/calculator; worksheet.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
9	B5.4 DATA	B5.4.2 Chance / Probability	B5.4.2.*.*	Describe likelihood and conduct simple chance experiments.	Coin/dice experiments.	Coins/dice; task.
10	B5.4 APPLICATION / CONSOLIDATION	B5.4.2 Curriculum application	APPLICATION - B5.4.2.*.*	Apply and consolidate the preceding Mathematics indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the MATHEMATICS knowledge, skills, values and practical work taught during Term 3.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in MATHEMATICS.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

SCIENCE

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 DIVERSITY OF MATTER	B5.1.1 Living and Non-Living Things	B5.1.1.*.*	Classify living/non-living things and explain characteristics/adaptations prescribed for B5.	Observation/ classification and local examples.	Specimens/images; worksheet.
2	B5.1 DIVERSITY OF MATTER	B5.1.2 Materials	B5.1.2.*.*	Investigate properties and uses of materials; mixtures/separation where prescribed.	Material tests and separation activity.	Samples/filters; practical.
3	B5.1 APPLICATION / CONSOLIDATION	B5.1.2 Curriculum application	APPLICATION - B5.1.2.*.*	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.2 CYCLES	B5.2.1 Earth Science	B5.2.1.*.*	Investigate earth processes/materials specified for Basic 5.	Model/observe earth-science process.	Soil/rock/water materials; report.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
5	B5.2 CYCLES	B5.2.2 Life Cycles of Organisms	B5.2.2.*.*	Compare life cycles and factors affecting growth of selected organisms.	Sequence/observe life-cycle stages.	Charts/specimens; task.
6	B5.2 APPLICATION / CONSOLIDATION	B5.2.2 Curriculum application	APPLICATION - B5.2.2.*.*	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.3 SYSTEMS	B5.3.1 The Human Body Systems	B5.3.1.*.*	Explain selected human-body system structures/functions and healthy practices.	Diagram/model and simple investigation.	Charts/models; quiz.
8	B5.3 SYSTEMS	B5.3.2 The Solar System	B5.3.2.*.*	Describe bodies/relationships/observable phenomena in the solar system.	Solar-system model and observation discussion.	Models/video; worksheet.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
9	B5.3 APPLICATION / CONSOLIDATION	B5.3.2 Curriculum application	APPLICATION - B5.3.2.*.*	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
10	B5.3 SYSTEMS	B5.3.3 Ecosystems	B5.3.3.*.*	Explain food relationships, habitats and interdependence.	Local ecosystem survey; food-web construction.	Field guide; report.
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the SCIENCE knowledge, skills, values and practical work taught during Term 1.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in SCIENCE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.4 FORCES AND ENERGY	B5.4.1 Sources and Forms of Energy	B5.4.1.*.*	Identify energy sources/forms and transformations in everyday life.	Energy audit/transformation chains.	Devices/charts; exercise.
2	B5.4 APPLICATION / CONSOLIDATION	B5.4.1 Curriculum application	APPLICATION - B5.4.1.*.*	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.4 FORCES AND ENERGY	B5.4.2 Electricity and Electronics	B5.4.2.*.*	Build/interpret simple circuits and practise electrical safety.	Construct simple circuit.	Cells/wires/bulbs; practical.
4	B5.4 FORCES AND ENERGY	B5.4.3 Forces and Movement	B5.4.3.*.*	Investigate pushes/pulls, friction, gravity and movement.	Force/motion investigations.	Trolleys/spring balance; practical.
5	B5.4 APPLICATION / CONSOLIDATION	B5.4.3 Curriculum application	APPLICATION - B5.4.3.*.*	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.5 HUMANS AND THE ENVIRONMENT	B5.5.1 Personal Hygiene and Sanitation	B5.5.1.*.*	Apply personal/environmental sanitation practices.	School sanitation audit.	Checklist/posters; project.
7	B5.5 HUMANS AND THE ENVIRONMENT	B5.5.2 Diseases	B5.5.2.*.*	Explain causes/transmission/prevention of selected diseases at B5.	Health-scenario analysis/campaign .	Approved health resources; assessment.
8	B5.5 APPLICATION / CONSOLIDATION	B5.5.2 Curriculum application	APPLICATION - B5.5.2.*.*	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
9	B5.5 HUMANS AND THE ENVIRONMENT	B5.5.3 Science and Industry	B5.5.3.*.*	Identify how science is applied in local industries/occupations.	Research a local industry.	Internet/videos; presentation.
10	B5.5 HUMANS AND THE ENVIRONMENT	B5.5.4 Climate Change	B5.5.4.*.*	Explain causes/effects of climate change and practical responses.	Climate evidence and action plan.	Infographics; project.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the SCIENCE knowledge, skills, values and practical work taught during Term 2.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in SCIENCE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.5 APPLICATION / CONSOLIDATION	B5.5.4 Curriculum application	APPLICATION - B5.5.4.*.*	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.1-B5.5 INTEGRATED SCIENCE	MULTI Scientific Inquiry	MULTI	Plan a fair/simple investigation using observation, measurement and evidence.	Learners formulate question, test, record and conclude.	Basic lab materials; investigation rubric.
3	B5.1-B5.5 INTEGRATED SCIENCE	MULTI Data and Communication in Science	MULTI	Record, graph and communicate scientific observations.	Create table/graph and present findings.	Graph paper; assessment.
4	B5.1-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
5	B5.1-B5.5 INTEGRATED SCIENCE	MULTI Agriculture and Environment	MULTI	Apply science to soil, crop/animal care and environmental responsibility.	School-garden/ farm scenario.	Seeds/soil/images; project.
6	B5.1-B5.5 INTEGRATED SCIENCE	MULTI Health and Safety	MULTI	Apply science knowledge to safe/healthy choices.	Health/safety case stations.	Scenario cards; task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
7	B5.1-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.1-B5.5 INTEGRATED SCIENCE	MULTI STEM Application	MULTI	Design a simple solution using science knowledge/materials.	Mini STEM design challenge.	Recyclables/tools; rubric.
9	B5.1-B5.5 INTEGRATED SCIENCE	MULTI Whole Basic 5 Consolidation	MULTI	Integrate matter, cycles, systems, energy and environment.	Mixed practical/theory application task.	Standard items; diagnostic assessment.
10	B5.1-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Science indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the SCIENCE knowledge, skills, values and practical work taught during Term 3.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in SCIENCE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

HISTORY

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.2 MY COUNTRY GHANA	B5.2.1 The People of Ghana	B5.2.1.*.*	Trace origins/migration and settlement of selected peoples of Ghana as prescribed for B5.	Map/timeline migration stories.	Map/timeline cards; task.
2	B5.2 MY COUNTRY GHANA	B5.2.1 The People of Ghana	B5.2.1.*.*	Compare occupations, political/social organisation and cultural practices of selected groups.	Group research and comparison chart.	Pictures/local sources; presentation.
3	B5.2 APPLICATION / CONSOLIDATION	B5.2.1 Curriculum application	APPLICATION - B5.2.1.*.*	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.2 MY COUNTRY GHANA	B5.2.2 Selected Individuals	B5.2.2.*.*	Study selected individuals in Ghanaian history assigned to Basic 5.	Biography jigsaw.	Biographies/ images; profile.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
5	B5.2 MY COUNTRY GHANA	B5.2.2 Selected Individuals	B5.2.2.*.*	Evaluate contributions/leadership qualities of selected individuals.	Evidence-based role play/interview.	Sources; written response.
6	B5.2 APPLICATION / CONSOLIDATION	B5.2.2 Curriculum application	APPLICATION - B5.2.2.*.*	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.3 EUROPEANS IN GHANA	B5.3.1 International Trade including Slave Trade	B5.3.1.*.*	Explain international trade on the coast and goods exchanged.	Trade-route/map simulation.	Maps/cards; task.
8	B5.3 EUROPEANS IN GHANA	B5.3.1 International Trade including Slave Trade	B5.3.1.*.*	Explain causes/nature of the trans-Atlantic slave trade at age-appropriate level.	Source/image analysis.	Maps/source extracts; response.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
9	B5.3 APPLICATION / CONSOLIDATION	B5.3.1 Curriculum application	APPLICATION - B5.3.1.*.*	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
10	B5.3 EUROPEANS IN GHANA	B5.3.1 International Trade including Slave Trade	B5.3.1.*.*	Discuss effects of slave trade on Ghana/Africa and human dignity.	Cause-effect chart and reflection.	Sources; assessment.
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the HISTORY knowledge, skills, values and practical work taught during Term 1.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in HISTORY.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.4 COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE	B5.4.1 Social Development	B5.4.1.*.*	Explain social developments under colonial rule: education, health, settlements/infrast ructure.	Before/after source comparison.	Photos/timelines; report.
2	B5.4 APPLICATION / CONSOLIDATION	B5.4.1 Curriculum application	APPLICATION - B5.4.1.*.*	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.4 COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE	B5.4.1 Social Development	B5.4.1.*.*	Evaluate positive/negative social effects of colonial development.	Evidence debate.	Source extracts; rubric.
4	B5.4 COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE	B5.4.2 Economic Development	B5.4.2.*.*	Explain roads/railways, mining, cocoa and trade developments under colonial rule.	Economic-development map/timeline.	Maps/data; task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
5	B5.4 APPLICATION / CONSOLIDATION	B5.4.2 Curriculum application	APPLICATION - B5.4.2.*.*	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
6	B5.4 COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE	B5.4.2 Economic Development	B5.4.2.*.*	Analyse how colonial economic policies affected Ghanaian communities.	Case study and evidence table.	Sources; written response.
7	B5.5 JOURNEY TO INDEPENDENCE	B5.5.1 Early Protest Movements	B5.5.1.*.*	Identify early protest movements and reasons for opposition to colonial rule.	Timeline and protest-reason matching.	Timeline cards; quiz.
8	B5.5 APPLICATION / CONSOLIDATION	B5.5.1 Curriculum application	APPLICATION - B5.5.1.*.*	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
9	B5.5 JOURNEY TO INDEPENDENCE	B5.5.1 Early Protest Movements	B5.5.1.*.*	Study leaders/actions of early protest movements.	Biography/source stations.	Biographies; assessment.
10	B5.5 JOURNEY TO INDEPENDENCE	B5.5.2 The 1948 Riots	B5.5.2.*.*	Explain causes and immediate events of the 1948 riots.	Sequence evidence and map locations.	Source extracts/maps; task.
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the HISTORY knowledge, skills, values and practical work taught during Term 2.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in HISTORY.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.5 APPLICATION / CONSOLIDATION	B5.5.2 Curriculum application	APPLICATION - B5.5.2.*.*	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
2	B5.5 JOURNEY TO INDEPENDENCE	B5.5.2 The 1948 Riots	B5.5.2.*.*	Discuss consequences/significance of the 1948 riots for political change.	Cause-effect analysis.	Sources; response.
3	B5.2-B5.5 HISTORICAL SKILLS	MULTI Chronology and Timeline	MULTI	Use chronology/timelines to connect Basic 5 historical events.	Build year/event timeline.	Timeline strips; assessment.
4	B5.2-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
5	B5.2-B5.5 HISTORICAL SKILLS	MULTI Sources and Evidence	MULTI	Differentiate primary/secondary sources and draw simple inferences.	Source detective activity.	Photos/ documents/oral accounts; rubric.
6	B5.2-B5.5 HISTORICAL SKILLS	MULTI Cause and Consequence	MULTI	Explain causes/effects of trade, colonial development and protest.	Cause-consequence matrix.	Source cards; task.
7	B5.2-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.2-B5.5 HISTORICAL SKILLS	MULTI Change and Continuity	MULTI	Compare life/economy before and during colonial rule.	Then-and-now comparison.	Images/maps; presentation.
9	B5.2-B5.5 INTEGRATED HISTORY	MULTI Whole Basic 5 Consolidation	MULTI	Connect people, trade, colonial development and journey to independence.	Source-based cumulative project.	Mixed sources; diagnostic assessment.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
10	B5.2-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding History indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the HISTORY knowledge, skills, values and practical work taught during Term 3.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in HISTORY.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

COMPUTING

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 INTRODUCTION TO COMPUTING	B5.1.1 Generation of Computers and Parts of a Computer and Other Gadgets	B5.1.1.1.1-4	Recognise/use output devices; compare analogue/digital devices; use mouse buttons/clicking/dragging.	Hands-on device identification and mouse practice.	Computers/device images; practical checklist.
2	B5.1 INTRODUCTION TO COMPUTING	B5.1.1 Computer Parts and Gadgets	B5.1.1.1.*	Identify output-device types and select suitable devices for tasks.	Device-selection scenarios.	Printers/monitor/projector images; task.
3	B5.1 APPLICATION / CONSOLIDATION	B5.1.1 Curriculum application	APPLICATION - B5.1.1.1.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.1 INTRODUCTION TO COMPUTING	B5.1.2 Technology in the Community	B5.1.2.*.*	Explain uses/impact of technology in school, home and community.	Community technology audit.	Internet/images; report.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
5	B5.1 INTRODUCTION TO COMPUTING	B5.1.3 Data, Sources and Information	B5.1.3.1.*	Illustrate data, identify sources and collect simple data.	Class questionnaire/interview.	Questionnaire; data sheet.
6	B5.1 APPLICATION / CONSOLIDATION	B5.1.3 Curriculum application	APPLICATION - B5.1.3.1.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.1 INTRODUCTION TO COMPUTING	B5.1.3 Data and Information	B5.1.3.1.6-.10	Recognise simple data types; share information; make/analyse tables, maps, diagrams/charts.	Collect data, tabulate and calculate simple totals/averages.	Spreadsheet/paper; practical.
8	B5.2 PRODUCTIVITY SOFTWARE	B5.2.1 Word Processing	B5.2.1.*.*	Create/edit/format documents using B5 word-processing features.	Produce formatted letter/report.	Word processor; practical.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
9	B5.2 APPLICATION / CONSOLIDATION	B5.2.1 Curriculum application	APPLICATION - B5.2.1.*.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
10	B5.2 PRODUCTIVITY SOFTWARE	B5.2.2 Presentation	B5.2.2.*.*	Create a simple slide presentation with text/images and clear layout.	Prepare 5-slide topic presentation.	Presentation software; rubric.
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the COMPUTING knowledge, skills, values and practical work taught during Term 1.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in COMPUTING.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.2 PRODUCTIVITY SOFTWARE	B5.2.3 Desktop Publishing	B5.2.3.*.*	Create a simple publication/poster using DTP tools.	Design school-event flyer.	DTP software; practical.
2	B5.2 APPLICATION / CONSOLIDATION	B5.2.3 Curriculum application	APPLICATION - B5.2.3.*.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.2 PRODUCTIVITY SOFTWARE	B5.2.4 Electronic Spreadsheet	B5.2.4.*.*	Enter/format data and use simple formulas/functions.	Create marks/budget sheet.	Spreadsheet; practical.
4	B5.2 PRODUCTIVITY SOFTWARE	B5.2.4 Electronic Spreadsheet	B5.2.4.*.*	Create/interpret simple charts from spreadsheet data.	Chart collected class data.	Spreadsheet; assessment.
5	B5.2 APPLICATION / CONSOLIDATION	B5.2.4 Curriculum application	APPLICATION - B5.2.4.*.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.3 COMMUNICATION NETWORKS	B5.3.1 Computer Networks	B5.3.1.*.*	Explain basic network concepts/devices and benefits.	Draw simple school-network diagram.	Network images; task.
7	B5.3 COMMUNICATION NETWORKS	B5.3.2 Internet and Social Media	B5.3.2.*.*	Use internet/social-media tools responsibly for learning/communication.	Safe/unsafe scenario analysis.	Internet; digital citizenship rubric.
8	B5.3 APPLICATION / CONSOLIDATION	B5.3.2 Curriculum application	APPLICATION - B5.3.2.*.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
9	B5.3 COMMUNICATION NETWORKS	B5.3.3 Information Security	B5.3.3.*.*	Use passwords/privacy practices and recognise common online risks.	Cyber-safety challenge.	Scenario cards; quiz.
10	B5.3 COMMUNICATION NETWORKS	B5.3.4 Web Technologies	B5.3.4.*.*	Use browsers, URLs and search tools effectively.	Search/research practical.	Browser/internet; task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the COMPUTING knowledge, skills, values and practical work taught during Term 2.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in COMPUTING.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.3 APPLICATION / CONSOLIDATION	B5.3.4 Curriculum application	APPLICATION - B5.3.4.*.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.4 COMPUTATIONAL THINKING	B5.4.1 Introduction to Programming	B5.4.1.*.*	Create simple sequence-based programs using approved beginner tools.	Build short program.	Scratch-like environment; coding task.
3	B5.4 COMPUTATIONAL THINKING	B5.4.2 Algorithm	B5.4.2.*.*	Develop/represent simple algorithms using ordered steps/flowcharts.	Everyday algorithm and flowchart.	Flowchart cards; assessment.
4	B5.4 APPLICATION / CONSOLIDATION	B5.4.2 Curriculum application	APPLICATION - B5.4.2.*.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
5	B5.4 COMPUTATIONAL THINKING	B5.4.1-2 Programming and Algorithms	B5.4.1.* / B5.4.2.*	Trace and debug simple algorithms/programs.	Find/correct logic errors.	Code samples; practical.
6	B5.4 COMPUTATIONAL THINKING	B5.4.3 Robotics	B5.4.3.*.*	Identify robots, simple components and applications.	Design a robot idea for a task.	Robot video/kit; project.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
7	B5.4 APPLICATION / CONSOLIDATION	B5.4.3 Curriculum application	APPLICATION - B5.4.3.*.*	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.4 COMPUTATIONAL THINKING	B5.4.4 Artificial Intelligence	B5.4.4.*.*	Recognise simple AI applications and responsible use.	AI/non-AI classification and ethics scenario.	AI examples; task.
9	B5.1-B5.4 INTEGRATED COMPUTING	MULTI Whole Basic 5 Consolidation	MULTI	Integrate hardware, data, productivity, networks and computational thinking.	Mini digital solution project/practical stations.	Computers; diagnostic assessment.
10	B5.1-B5.4 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Computing indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the COMPUTING knowledge, skills, values and practical work taught during Term 3.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in COMPUTING.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

RELIGIOUS AND MORAL EDUCATION

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 GOD, HIS CREATION AND ATTRIBUTES	B5.1.1 God the Creator	B5.1.1.1.1-.2	Explain human uniqueness and qualities of God people should demonstrate.	Group discussion/poster on uniqueness and godly qualities.	Religious texts/images; reflection.
2	B5.1 GOD, HIS CREATION AND ATTRIBUTES	B5.1.2 The Environment	B5.1.2.*.*	Relate belief in God the Creator to care/stewardship of the environment.	Environmental stewardship action.	Local environment; project.
3	B5.1 APPLICATION / CONSOLIDATION	B5.1.2 Curriculum application	APPLICATION - B5.1.2.*.*	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.1 GOD, HIS CREATION AND ATTRIBUTES	B5.1.3 Purpose of God's Creation	B5.1.3.*.*	Explain purposes/values associated with creation in the three major religions.	Source comparison and application.	Bible/Qur'an/oral sources; task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
5	B5.2 RELIGIOUS PRACTICES AND MORAL IMPLICATIONS	B5.2.1 Religious Worship	B5.2.1.*.*	Compare worship practices and moral lessons in Christianity, Islam and Indigenous African Religion.	Worship comparison chart.	Religious sources; assessment.
6	B5.2 APPLICATION / CONSOLIDATION	B5.2.1 Curriculum application	APPLICATION - B5.2.1.*.*	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.2 RELIGIOUS PRACTICES AND MORAL IMPLICATIONS	B5.2.2 Religious Festivals	B5.2.2.*.*	Explain selected festivals and values they teach.	Festival research/presentation.	Images/resource persons; project.
8	B5.3 RELIGIOUS LEADERS	B5.3.1 Birth/Early Life of Religious Leaders	B5.3.1.*.*	Study birth/early life of selected leaders and lessons for learners.	Biography jigsaw.	Biographies/texts; presentation.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
9	B5.3 APPLICATION / CONSOLIDATION	B5.3.1 Curriculum application	APPLICATION - B5.3.1.*.*	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
10	B5.3 RELIGIOUS LEADERS	B5.3.2 Call and Ministry of Religious Leaders	B5.3.2.*.*	Explain call/ministry/contributions of selected religious leaders.	Timeline and role play.	Texts; task.
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum 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 review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in RELIGIOUS AND MORAL EDUCATION.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.4 THE FAMILY AND THE COMMUNITY	B5.4.1 Roles and Relationships	B5.4.1.*.*	Explain family/community roles, cooperation and responsible relationships.	Family-role scenarios.	Scenario cards; response.
2	B5.4 APPLICATION / CONSOLIDATION	B5.4.1 Curriculum application	APPLICATION - B5.4.1.*.*	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.4 THE FAMILY AND THE COMMUNITY	B5.4.2 Personal Safety in the Community	B5.4.2.*.*	Apply moral/safety choices in community life.	Safety dilemma role play.	Case sheets; assessment.
4	B5.5 THE FAMILY, AUTHORITY AND OBEDIENCE	B5.5.1 Authority and Obedience	B5.5.1.*.*	Explain legitimate authority and responsible obedience.	Authority case hearing.	Scenario cards; rubric.
5	B5.5 APPLICATION / CONSOLIDATION	B5.5.1 Curriculum application	APPLICATION - B5.5.1.*.*	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.5 THE FAMILY, AUTHORITY AND OBEDIENCE	B5.5.2 Roles, Relationships and Character Formation	B5.5.2.*.*	Explain how family relationships shape character/values.	Character-building action plan.	Reflection sheets; task.
7	B5.6 ETHICS AND MORAL LIFE	B5.6.* Moral Values	B5.6.*.*	Apply honesty, kindness, forgiveness, patience, accountability and respect.	Moral dilemma stations.	Case cards; assessment.
8	B5.6 APPLICATION / CONSOLIDATION	B5.6.* Curriculum application	APPLICATION - B5.6.*.*	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
9	B5.6 ETHICS AND MORAL LIFE	B5.6.* Good Manners and Decency	B5.6.*.*	Practise greetings, respect, decency and responsible conduct.	Etiquette role play.	Scenario cards; rubric.
10	B5.6 ETHICS AND MORAL LIFE	B5.6.* Peer Influence and Responsible Choices	B5.6.*.*	Analyse peer influence and choose morally responsible actions.	Decision-making scenarios.	Case sheets; reflection.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum 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 review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in RELIGIOUS AND MORAL EDUCATION.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.6 APPLICATION / CONSOLIDATION	B5.6.* Curriculum application	APPLICATION - B5.6.*.*	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.6 ETHICS AND MORAL LIFE	B5.6.* Repentance and Forgiveness	B5.6.*.*	Explain correction, repentance, forgiveness and reconciliation.	Restorative dialogue.	Scenario cards; task.
3	B5.7 RELIGION AND ECONOMIC LIFE	B5.7.* Work and Dignity of Labour	B5.7.*.*	Explain hard work, service and dignity of labour.	Work-ethics case study.	Career cards; report.
4	B5.7 APPLICATION / CONSOLIDATION	B5.7.* Curriculum application	APPLICATION - B5.7.*.*	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
5	B5.7 RELIGION AND ECONOMIC LIFE	B5.7.* Money and Stewardship	B5.7.*.*	Apply honesty, saving, generosity and stewardship to money/resources.	Budget/money-use scenario.	Budget sheets; assessment.
6	B5.1-B5.7 INTEGRATED RME	MULTI Beliefs + Practices + Family	MULTI	Connect beliefs/practices with responsible family/community living.	Integrated scenario questions.	Standard items; task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
7	B5.1-B5.7 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.1-B5.7 INTEGRATED RME	MULTI Leadership + Ethics	MULTI	Apply religious/moral values to leadership and choices.	Group moral-decision workshop.	Scenario cards; rubric.
9	B5.1-B5.7 INTEGRATED RME	MULTI Whole Basic 5 Consolidation	MULTI	Cumulative moral reasoning across B5 RME.	Scenario-based cumulative project.	Standard items; diagnostic assessment.
10	B5.1-B5.7 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Religious and Moral Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum 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 review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in RELIGIOUS AND MORAL EDUCATION.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

CREATIVE ARTS

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 VISUAL ARTS	B5.1.1 Drawing and Observation	B5.1.1.*.*	Observe/draw natural/manmade objects using line, shape, proportion and texture.	Observational drawing.	Pencils/objects; portfolio.
2	B5.1 VISUAL ARTS	B5.1.2 Colour and Painting	B5.1.2.*.*	Apply colour relationships/mixing and painting techniques.	Colour wheel and themed painting.	Paint/brushes; artwork.
3	B5.1 APPLICATION / CONSOLIDATION	B5.1.2 Curriculum application	APPLICATION - B5.1.2.*.*	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.1 VISUAL ARTS	B5.1.3 Pattern and Printmaking	B5.1.3.*.*	Create repeated patterns/prints using local motifs/materials.	Stamp/string/block print.	Ink/foam/local materials; practical.
5	B5.1 VISUAL ARTS	B5.1.4 Modelling and Construction	B5.1.4.*.*	Model/construct 3-D forms using clay/card/recycled materials.	3-D model project.	Clay/card/recyclables; rubric.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.1 APPLICATION / CONSOLIDATION	B5.1.4 Curriculum application	APPLICATION - B5.1.4.*.*	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.1 VISUAL ARTS	B5.1.5 Craft and Product Design	B5.1.5.*.*	Use design process to make simple functional/decorative craft.	Design/make/evaluate artefact.	Local craft materials; project.
8	B5.2 PERFORMING ARTS	B5.2.1 Music - Rhythm and Melody	B5.2.1.*.*	Perform/create rhythmic and melodic patterns.	Clapping/drumming/singing activities.	Instruments/audio; performance.
9	B5.2 APPLICATION / CONSOLIDATION	B5.2.1 Curriculum application	APPLICATION - B5.2.1.*.*	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
10	B5.2 PERFORMING ARTS	B5.2.2 Music - Form, Tempo and Dynamics	B5.2.2.*.*	Identify/apply tempo, dynamics and simple form.	Listening and performance response.	Audio/instruments; rubric.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the CREATIVE ARTS knowledge, skills, values and practical work taught during Term 1.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in CREATIVE ARTS.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.2 PERFORMING ARTS	B5.2.3 Dance	B5.2.3.*.*	Perform/create movement sequences from Ghanaian dance forms.	Group dance sequence.	Music/open space; performance.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.2 APPLICATION / CONSOLIDATION	B5.2.3 Curriculum application	APPLICATION - B5.2.3.*.*	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.2 PERFORMING ARTS	B5.2.4 Drama	B5.2.4.*.*	Use role, voice, movement, dialogue and simple plot in drama.	Improvisation/ short drama.	Props; performance rubric.
4	B5.3 CREATIVE PROCESS	B5.3.* Idea Development and Design	B5.3.*.*	Research, generate, select and refine creative ideas.	Sketchbook/ brainstorming challenge.	Sketchbook; portfolio.
5	B5.3 APPLICATION / CONSOLIDATION	B5.3.* Curriculum application	APPLICATION - B5.3.*.*	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.3 CREATIVE PROCESS	B5.3.* Criticism and Appreciation	B5.3.*.*	Describe, interpret and evaluate artworks/performances using appropriate vocabulary.	Gallery/performance critique.	Learner works; critique task.
7	B5.4 CULTURE AND HERITAGE	B5.4.* Ghanaian Visual Arts and Crafts	B5.4.*.*	Recognise cultural meanings/functions of selected Ghanaian arts/crafts.	Cultural artefact research.	Images/artefacts; presentation.
8	B5.4 APPLICATION / CONSOLIDATION	B5.4.* Curriculum application	APPLICATION - B5.4.*.*	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
9	B5.4 CULTURE AND HERITAGE	B5.4.* Ghanaian Music	B5.4.*.*	Recognise selected Ghanaian music traditions/instruments/functions.	Listening/instrument identification.	Audio/instruments; task.
10	B5.4 CULTURE AND HERITAGE	B5.4.* Ghanaian Dance and Drama	B5.4.*.*	Explain cultural contexts of selected dances/drama forms.	Viewing/performance analysis.	Video/music; response.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the CREATIVE ARTS knowledge, skills, values and practical work taught during Term 2.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in CREATIVE ARTS.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.4 APPLICATION / CONSOLIDATION	B5.4.* Curriculum application	APPLICATION - B5.4.*.*	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.5 CREATIVE ENTERPRISE	B5.5.* Presentation and Enterprise	B5.5.*.*	Present creative works and introduce simple costing/marketing of craft/art products.	Mini exhibition/pitch.	Display materials; rubric.
3	B5.1-B5.5 INTEGRATED CREATIVE ARTS	MULTI Visual Arts Project	MULTI	Combine drawing, colour, pattern and design process in a visual solution.	Poster/product project.	Art materials; project.
4	B5.1-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
5	B5.1-B5.5 INTEGRATED CREATIVE ARTS	MULTI Performing Arts Project	MULTI	Combine music/dance/drama in a group performance.	Plan/rehearse/perform.	Instruments/props; performance.
6	B5.1-B5.5 INTEGRATED CREATIVE ARTS	MULTI Culture Project	MULTI	Create/present work inspired by Ghanaian heritage.	Culture-inspired art/performance.	Local sources; project.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
7	B5.1-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.1-B5.5 INTEGRATED CREATIVE ARTS	MULTI Portfolio and Reflection	MULTI	Select/refine works and explain creative decisions.	Portfolio conference.	Learner works; assessment.
9	B5.1-B5.5 INTEGRATED CREATIVE ARTS	MULTI Whole Basic 5 Consolidation	MULTI	Cumulative practical application across Creative Arts.	Final exhibition/performance.	Creative resources; diagnostic assessment.
10	B5.1-B5.5 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Creative Arts indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the CREATIVE ARTS knowledge, skills, values and practical work taught during Term 3.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in CREATIVE ARTS.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

GHANAIAN LANGUAGE

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 ORAL LANGUAGE (LISTENING AND SPEAKING)	B5.1.1 Songs	B5.1.1.1.*	Sing/interpret cradle songs/lullabies and explain their importance/values .	Listen, sing with correct rhythm and discuss meaning.	Audio/resource person; oral rubric.
2	B5.1 ORAL LANGUAGE	B5.1.2 Conversation / Everyday Discourse	B5.1.2.*.*	Use appropriate greetings/register and sustain familiar conversations.	Role-play home/school/com munity situations.	Dialogue cards; oral assessment.
3	B5.1 APPLICATION / CONSOLIDATION	B5.1.2 Curriculum application	APPLICATION - B5.1.2.*.*	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.1 ORAL LANGUAGE	B5.1.3 Listening Comprehension	B5.1.3.*.*	Listen for main ideas, details and lessons in oral texts.	Story/speech listening and response.	Audio/storyteller; quiz.
5	B5.1 ORAL LANGUAGE	B5.1.4 Oral Literature / Proverbs	B5.1.4.*.*	Interpret proverbs, idioms, riddles and wise sayings in context.	Proverb/riddle challenge.	Cards; task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.1 APPLICATION / CONSOLIDATION	B5.1.4 Curriculum application	APPLICATION - B5.1.4.*.*	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.2 READING	B5.2.1 Reading Comprehension	B5.2.1.*.*	Read grade-level texts fluently and answer literal/inferential questions.	Guided/ independent reading.	Readers; comprehension.
8	B5.2 READING	B5.2.2 Vocabulary and Translation	B5.2.2.*.*	Develop contextual vocabulary and translate short texts appropriately.	Vocabulary/ translation workshop.	Texts/dictionary; task.
9	B5.2 APPLICATION / CONSOLIDATION	B5.2.2 Curriculum application	APPLICATION - B5.2.2.*.*	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
10	B5.3 LANGUAGE AND USAGE	B5.3.1 Sentence Structure	B5.3.1.*.*	Construct correct sentence types/structures in target language.	Sentence-building/editing.	Grammar charts; exercise.
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the GHANAIAN LANGUAGE knowledge, skills, values and practical work taught during Term 1.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in GHANAIAN LANGUAGE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.3 LANGUAGE AND USAGE	B5.3.2 Nouns, Pronouns and Modifiers	B5.3.2.*.*	Use nouns/pronouns/adjectives accurately.	Grammar-in-context task.	Text samples; quiz.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.3 APPLICATION / CONSOLIDATION	B5.3.2 Curriculum application	APPLICATION - B5.3.2.*.*	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.3 LANGUAGE AND USAGE	B5.3.3 Verbs and Other Word Classes	B5.3.3.*.*	Use verbs/adverbs/conjuncts and prescribed structures accurately.	Sentence transformation.	Grammar cards; assessment.
4	B5.3 LANGUAGE AND USAGE	B5.3.4 Orthography, Spelling and Punctuation	B5.3.4.*.*	Apply accepted spelling/orthographic conventions and punctuation.	Dictation/editing workshop.	Orthography guide; test.
5	B5.3 APPLICATION / CONSOLIDATION	B5.3.4 Curriculum application	APPLICATION - B5.3.4.*.*	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
6	B5.4 COMPOSITION WRITING	B5.4.1 Organisation of Ideas	B5.4.1.*.*	Plan/write coherent paragraphs/compositions.	Paragraph/composition workshop.	Model texts; rubric.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
7	B5.4 COMPOSITION WRITING	B5.4.1 Narrative / Descriptive Writing	B5.4.1.*.*	Write narrative/descriptive texts in appropriate style.	Story-map/photo writing.	Pictures/story maps; composition.
8	B5.4 APPLICATION / CONSOLIDATION	B5.4.1 Curriculum application	APPLICATION - B5.4.1.*.*	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
9	B5.4 COMPOSITION WRITING	B5.4.1 Functional Writing	B5.4.1.*.*	Write letters/notices/messages/speeches as prescribed.	Authentic functional writing.	Samples; assessment.
10	B5.5 LITERATURE	B5.5.1 Folktales and Prose	B5.5.1.*.*	Analyse plot, character, setting, theme and values.	Story analysis/dramatisation.	Texts; response.
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the GHANAIAN LANGUAGE knowledge, skills, values and practical work taught during Term 2.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in GHANAIAN LANGUAGE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.5 APPLICATION / CONSOLIDATION	B5.5.1 Curriculum application	APPLICATION - B5.5.1.*.*	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
2	B5.5 LITERATURE	B5.5.1 Poetry and Songs	B5.5.1.*.*	Perform/analyse poetry and songs for theme, sound and cultural value.	Performance/annotation.	Poems/audio; rubric.
3	B5.5 LITERATURE	B5.5.1 Drama	B5.5.1.*.*	Interpret simple drama, conflict and character.	Readers theatre.	Drama text; assessment.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
4	B5.5 APPLICATION / CONSOLIDATION	B5.5.1 Curriculum application	APPLICATION - B5.5.1.*.*	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
5	B5.6 CUSTOMS AND INSTITUTIONS	B5.6.* Cultural Practices	B5.6.*.*	Discuss age-appropriate customs/institutions prescribed for B5 in target language.	Community research/interview	Local sources; presentation.
6	B5.1-B5.6 INTEGRATED GHANAIAN LANGUAGE	MULTI Listening + Reading + Grammar	MULTI	Integrate oral, reading and grammar skills in authentic texts.	Language stations.	Texts/audio; assessment.
7	B5.1-B5.6 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.1-B5.6 INTEGRATED GHANAIAN LANGUAGE	MULTI Writing + Literature + Culture	MULTI	Produce a cultural composition/literary response.	Oral presentation and writing project.	Local sources; project.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
9	B5.1-B5.6 INTEGRATED GHANAIAAN LANGUAGE	MULTI Whole Basic 5 Consolidation	MULTI	Cumulative oral/written language and cultural competence.	Integrated examination-style practice.	Standard items; diagnostic assessment.
10	B5.1-B5.6 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding Ghanaian Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the GHANAIAAN LANGUAGE knowledge, skills, values and practical work taught during Term 3.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in GHANAIAAN LANGUAGE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

FRENCH LANGUAGE

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 SE PRESENTER / FAIRE CONNAISSANCE	B5.1.1 Saluer et se présenter	B5.1.1.*	Comprendre et produire salutations, présentation et renseignements personnels simples.	Jeux de rôle et fiche de présentation.	Audio/cards; oral/written task.
2	B5.1 FAIRE CONNAISSANCE	B5.1.2 Présenter quelqu'un / famille	B5.1.2.*	Présenter une personne et parler de la famille.	Arbre généalogique/dialogue.	Pictures; assessment.
3	B5.1 APPLICATION / CONSOLIDATION	B5.1.2 Curriculum application	APPLICATION - B5.1.2.*	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.2 PARLER DE SON ENVIRONNEMENT	B5.2.1 Parler de sa maison	B5.2.1.*	Décrire la maison et les pièces/objets familiers.	Description à partir d'image.	Pictures; task.
5	B5.2 PARLER DE SON ENVIRONNEMENT	B5.2.2 Parler de son école	B5.2.2.*	Parler de l'école, des lieux et activités scolaires.	Visite/plan de l'école.	School map; oral task.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.2 APPLICATION / CONSOLIDATION	B5.2.2 Curriculum application	APPLICATION - B5.2.2.*	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.3 EXPRIMER SES GOUTS ET PREFERENCES	B5.3.1 Dire ce que l'on aime	B5.3.1.*	Exprimer ce que l'on aime et expliquer simplement.	Enquête de préférences.	Prompt cards; task.
8	B5.3 EXPRIMER SES GOUTS ET PREFERENCES	B5.3.2 Dire ce que l'on n'aime pas	B5.3.2.*	Exprimer ce que l'on n'aime pas poliment.	Dialogue/enquête.	Cards; assessment.
9	B5.3 APPLICATION / CONSOLIDATION	B5.3.2 Curriculum application	APPLICATION - B5.3.2.*	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
10	B5.4 NOMBRES ET ACHATS	B5.4.1 Compter et faire des calculs simples	B5.4.1.*	Utiliser nombres, quantités et calculs simples.	Jeu de nombres/prix.	Number cards/play money; quiz.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the FRENCH LANGUAGE knowledge, skills, values and practical work taught during Term 1.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in FRENCH LANGUAGE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.4 NOMBRES ET ACHATS	B5.4.2 Acheter et vendre	B5.4.2.*	Demander le prix et interagir dans une boutique/marché.	Simulation vendeur-client.	Items/receipts; practical.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.4 APPLICATION / CONSOLIDATION	B5.4.2 Curriculum application	APPLICATION - B5.4.2.*	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.5 ALIMENTATION ET SANTE	B5.5.1 Parler des plats	B5.5.1.*	Parler des aliments, repas et préférences alimentaires.	Menu/restaurant dialogue.	Menus/food pictures; task.
4	B5.5 ALIMENTATION ET SANTE	B5.5.2 Hygiène et santé	B5.5.2.*	Parler de l'hygiène, symptômes simples et conseils.	Jeu de rôle santé.	Health cards; oral task.
5	B5.5 APPLICATION / CONSOLIDATION	B5.5.2 Curriculum application	APPLICATION - B5.5.2.*	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
6	B5.6 LOCALISATION ET DEPLACEMENTS	B5.6.1 Situer personnes, objets et lieux	B5.6.1.*	Utiliser expressions de lieu/position.	Map/classroom location game.	Maps/objects; task.
7	B5.6 LOCALISATION ET DEPLACEMENTS	B5.6.2 Demander/indiquer un itinéraire	B5.6.2.*	Demander/donner des directions simples.	Jeu de rôle avec carte.	Maps; assessment.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
8	B5.6 APPLICATION / CONSOLIDATION	B5.6.2 Curriculum application	APPLICATION - B5.6.2.*	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
9	B5.6 HORAIRES	B5.6.3 Demander/donner l'heure	B5.6.3.*	Dire l'heure et comprendre un horaire simple.	Clock/timetable information gap.	Clock/timetable; quiz.
10	B5.6 HORAIRES	B5.6.4 Parler de son emploi du temps	B5.6.4.*	Parler de ses activités quotidiennes et horaires.	Agenda hebdomadaire.	Timetable; task.
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the FRENCH LANGUAGE knowledge, skills, values and practical work taught during Term 2.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in FRENCH LANGUAGE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.6 APPLICATION / CONSOLIDATION	B5.6.4 Curriculum application	APPLICATION - B5.6.4.*	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
2	B5.7 LOISIRS	B5.7.* Parler des loisirs	B5.7.*	Parler d'activités de loisirs et préférences.	Leisure survey/presentation.	Pictures; assessment.
3	B5.8 COMMUNICATION	B5.8.* Téléphone / invitation	B5.8.*	Participer à une conversation téléphonique simple; inviter/accepter/refuser.	Role play.	Audio/cards; oral rubric.
4	B5.8 APPLICATION / CONSOLIDATION	B5.8.* Curriculum application	APPLICATION - B5.8.*	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
5	B5.1-B5.8 FRANCAIS INTEGRE	MULTI Compréhension orale/écrite	MULTI	Intégrer écoute et lecture à travers plusieurs thèmes B5.	Four-skills stations.	Audio/texts; assessment.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.1-B5.8 FRANCAIS INTEGRE	MULTI Production orale	MULTI	Soutenir de courts dialogues/présentations sur thèmes familiers.	Mini oral project.	Prompt cards; rubric.
7	B5.1-B5.8 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.1-B5.8 FRANCAIS INTEGRE	MULTI Production écrite	MULTI	Écrire messages/paragraphes courts et cohérents.	Mini portfolio.	Writing sheets; project.
9	B5.1-B5.8 FRANCAIS INTEGRE	MULTI Whole Basic 5 consolidation	MULTI	Révision cumulative des quatre compétences et thèmes B5.	Pratique de type examen.	Standard items/audio; diagnostic assessment.
10	B5.1-B5.8 APPLICATION / CONSOLIDATION	MULTI Curriculum application	APPLICATION - MULTI	Apply and consolidate the preceding French Language indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the FRENCH LANGUAGE knowledge, skills, values and practical work taught during Term 3.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in FRENCH LANGUAGE.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

PHYSICAL EDUCATION

TERM 1 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.1 MOTOR SKILLS AND MOVEMENT PATTERNS	B5.1.1 Locomotor Movements	B5.1.1.*	Perform combinations of running, hopping, skipping, jumping and dodging with control.	Movement circuits and games.	Cones/space; performance rubric.
2	B5.1 MOTOR SKILLS AND MOVEMENT PATTERNS	B5.1.2 Manipulative Skills	B5.1.2.*	Throw, catch, strike, kick and dribble with increasing accuracy.	Skill stations.	Balls/bats; assessment.
3	B5.1 APPLICATION / CONSOLIDATION	B5.1.2 Curriculum application	APPLICATION - B5.1.2.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
4	B5.1 MOTOR SKILLS AND MOVEMENT PATTERNS	B5.1.3 Rhythmic Skills	B5.1.3.*	Perform rhythmic patterns/movement sequences to music.	Rhythmic routine.	Music/space; performance.
5	B5.2 MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	B5.2.1 Space Awareness	B5.2.1.*	Use pathways, levels, directions and space safely.	Movement-space challenge.	Cones; rubric.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
6	B5.2 APPLICATION / CONSOLIDATION	B5.2.1 Curriculum application	APPLICATION - B5.2.1.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
7	B5.2 MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	B5.2.2 Dynamics	B5.2.2.*	Vary speed, force and flow in movement.	Dynamic movement stations.	Open space; task.
8	B5.2 MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	B5.2.3 Relationships	B5.2.3.*	Move cooperatively with partners/groups/equipment.	Partner/group challenges.	Equipment; observation.
9	B5.2 APPLICATION / CONSOLIDATION	B5.2.3 Curriculum application	APPLICATION - B5.2.3.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
10	B5.2 MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	B5.2.4 Body Management	B5.2.4.*	Demonstrate balance, body control and safe landing.	Balance/gymnastic circuit.	Mats; practical.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
11	B5 INTEGRATED REVISION	MULTI Term 1 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the PHYSICAL EDUCATION knowledge, skills, values and practical work taught during Term 1.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 1 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum in PHYSICAL EDUCATION.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 2 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.2 MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	B5.2.5 Strategies	B5.2.5.*	Apply simple tactics in games.	Small-sided tactical games.	Balls/cones; rubric.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
2	B5.2 APPLICATION / CONSOLIDATION	B5.2.5 Curriculum application	APPLICATION - B5.2.5.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
3	B5.3 PHYSICAL FITNESS	B5.3.1 Aerobic Capacity	B5.3.1.*	Develop aerobic fitness through safe sustained activity.	Aerobic circuit/walk-run.	Stopwatch/cones; fitness log.
4	B5.3 PHYSICAL FITNESS	B5.3.2 Strength	B5.3.2.*	Develop age-appropriate muscular strength.	Bodyweight circuit.	Mats; technique checklist.
5	B5.3 APPLICATION / CONSOLIDATION	B5.3.2 Curriculum application	APPLICATION - B5.3.2.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
6	B5.3 PHYSICAL FITNESS	B5.3.3 Endurance	B5.3.3.*	Develop muscular endurance safely.	Repetition/circuit activities.	Mats; record.
7	B5.3 PHYSICAL FITNESS	B5.3.4 Flexibility	B5.3.4.*	Perform safe flexibility activities and explain benefits.	Stretching sequence.	Mats; rubric.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
8	B5.3 APPLICATION / CONSOLIDATION	B5.3.4 Curriculum application	APPLICATION - B5.3.4.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
9	B5.3 PHYSICAL FITNESS	B5.3.5 Body Composition	B5.3.5.*	Explain healthy body composition and lifestyle without harmful comparison.	Healthy-lifestyle discussion.	Health charts; reflection.
10	B5.4 PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	B5.4.1 Fitness Programmes	B5.4.1.*	Plan a simple personal fitness routine.	Create/practise weekly plan.	Fitness sheet; project.
11	B5 INTEGRATED REVISION	MULTI Term 2 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the PHYSICAL EDUCATION knowledge, skills, values and practical work taught during Term 2.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
12	B5 END-OF-TERM ASSESSMENT	MULTI Term 2 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum in PHYSICAL EDUCATION.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

TERM 3 - 12 WEEKS

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
1	B5.4 APPLICATION / CONSOLIDATION	B5.4.1 Curriculum application	APPLICATION - B5.4.1.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
2	B5.4 PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	B5.4.2 Healthy Diet	B5.4.2.*	Relate healthy eating/hydration to physical activity.	Meal/activity planning.	Food chart; task.
3	B5.4 PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	B5.4.3 Safety and Injury	B5.4.3.*	Apply safety rules and basic injury-prevention responses.	Safety/first-response scenarios.	First-aid kit; assessment.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
4	B5.4 APPLICATION / CONSOLIDATION	B5.4.3 Curriculum application	APPLICATION - B5.4.3.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
5	B5.4 PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	B5.4.4 Substances	B5.4.4.*	Explain how harmful substances affect health/performance.	Decision-making scenarios.	Approved materials; task.
6	B5.5 VALUE AND PSYCHO-SOCIAL CONCEPTS	B5.5.1 Self-Responsibility	B5.5.1.*	Demonstrate responsibility and personal goal setting in activity.	Goal/reflection task.	Log sheet; rubric.
7	B5.5 APPLICATION / CONSOLIDATION	B5.5.1 Curriculum application	APPLICATION - B5.5.1.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
8	B5.5 VALUE AND PSYCHO-SOCIAL CONCEPTS	B5.5.2 Social Interaction / Group Dynamics	B5.5.2.*	Demonstrate cooperation, fair play, leadership and teamwork.	Learner-led mini games.	Score sheets; assessment.

Wk	Official Strand	Official Sub-strand	Indicator / Curriculum Reference	Content / Learning Focus	Suggested Teaching & Learning Activities	Resources / Assessment
9	B5.5 VALUE AND PSYCHO-SOCIAL CONCEPTS	B5.5.3 Critical Thinking	B5.5.3.*	Make safe tactical/health decisions during activity.	Game/health problem-solving stations.	Equipment/ scenario cards; diagnostic assessment.
10	B5.5 APPLICATION / CONSOLIDATION	B5.5.3 Curriculum application	APPLICATION - B5.5.3.*	Apply and consolidate the preceding Physical Education indicators through an authentic task, problem, performance or project.	Learners work individually/in groups to solve a new scenario, explain methods, correct misconceptions and present evidence of learning.	Relevant teaching-learning materials; rubric, quiz, practical record or portfolio evidence.
11	B5 INTEGRATED REVISION	MULTI Term 3 curriculum coverage	MULTI - all indicators taught in the term	Consolidate the PHYSICAL EDUCATION knowledge, skills, values and practical work taught during Term 3.	Diagnostic review; error analysis; targeted reteaching; complete outstanding project/practical work; cumulative exercises.	Learner work, curriculum-aligned questions, practical materials; remediation record.
12	B5 END-OF-TERM ASSESSMENT	MULTI whole Basic 5 curriculum	MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 curriculum in PHYSICAL EDUCATION.	Common/end-of-term assessment followed by correction, feedback, learner reflection and progress recording.	Assessment paper/practical task, marking guide and learner progress record.

BASIC 5 - OUR WORLD AND OUR PEOPLE (OWOP)

TERM 1 - 12 WEEKS

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
1	STRAND 1: ALL ABOUT US Sub-Strand 1: Nature of God	B5.1.1.1. Demonstrate understanding of the uniqueness of human beings among God's Creation B5.1.1.1.1. Explain that human beings are unique compared to other creatures	Creation; nature of God as Creator; characteristics that make humans unique - rational thinking, creativity, communication, judgement, learning and moral choice.	Retell creation stories; compare humans and animals from pictures; group poster on unique human qualities; class debate on reasoning and moral choice.	Religious/cultural creation stories, pictures, chart paper. CP, CC, CG, PL	Poster rubric + short explanation of three qualities that make humans unique. NaCCA Basic 5 OWOP p. 23
2	STRAND 1: ALL ABOUT US Sub-Strand 2: Myself	B5.1.2.1. Demonstrate understanding of positive attitudes towards the changes that occur during adolescence B5.1.2.1.1. Describe changes that occur during adolescence	Meaning of adolescence; physical, emotional and psychological changes in boys and girls; positive attitudes towards normal development.	Brainstorm adolescence; same-sex group discussion; classify physical/emotional changes; respectful question box and reflection.	Approved health charts, body-development diagrams, reflection sheets. PL, CC, CG	Learners classify changes and explain two healthy attitudes towards adolescence. NaCCA Basic 5 OWOP p. 24

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
3	STRAND 1: ALL ABOUT US Sub-Strand 3: My Family and the Community	B5.1.3.1. Demonstrate understanding of how to be committed to one's family B5.1.3.1.1. Explain the need to be a committed member of the family	Behaviours that show commitment: responsibility, obedience, respect, initiative, helping relatives, participation in family activities; benefits to family unity and trust.	Family-duty brainstorm; commitment scenario cards; role-play a family challenge and responsible response.	Scenario cards, family-role chart. PL, CC, CG	Scenario-based response on commitment to family. NaCCA Basic 5 OWOP p. 25
4	STRAND 1: ALL ABOUT US Sub-Strand 3: My Family and the Community	B5.1.3.2. Show understanding of staying safe on the road B5.1.3.2.1. Identify things to do to stay safe on roads	Road-safety practices; traffic lights, road signs, pavements and pedestrian crossings.	Observe/video traffic controls; identify colours/signs; demonstrate safe road crossing; draw/label traffic lights.	Traffic-light model, road-sign pictures, video. CC, CG, PL	Practical road-crossing demonstration + road-safety quiz. NaCCA Basic 5 OWOP p. 26
5	STRAND 1: ALL ABOUT US Sub-Strand 3: My Family and the Community	B5.1.3.3. Demonstrate understanding of gender related issues in the environment B5.1.3.3.1. Explain how gender equity can be promoted	Gender stereotypes and discriminatory practices; effects on individuals/community/nation; women empowerment and fair participation.	Identify stereotypes in community roles; discuss discriminatory customs; interview adults; propose actions for gender equity.	Community examples, interview guide, chart paper. CG, CC, CP	Group presentation: stereotype, effect and fair alternative. NaCCA Basic 5 OWOP p. 27

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
6	STRAND 1: ALL ABOUT US Sub-Strand 4: Home and School	B5.1.4.1. Demonstrate understanding of skills for using peer groups for the benefit of the community B5.1.4.1.1. Describe skills for dealing with peer pressure	Benefits of positive peer groups; dangers of negative peer pressure including alcohol, drugs and risky sexual behaviour; refusal and decision-making skills.	Good/bad peer-group sorting; refusal-skills role-play; create a positive-peer pledge.	Scenario cards, pledge sheet. PL, CC	Peer-pressure role-play rubric and personal action statement. NaCCA Basic 5 OWOP p. 28
7	STRAND 2: ALL AROUND US Sub-Strand 1: The Environment and the Weather	B5.2.1.1. Demonstrate understanding of human activities that contribute to abundant greenhouse gases in the atmosphere B5.2.1.1.1. Record human activities that cause over concentration of greenhouse gases and climate change	Climate change; community activities that release greenhouse gases such as deforestation, bush burning, refuse burning, charcoal production, vehicle/industrial smoke; preserving clean air.	Local activity audit; cause-effect chart; tree-protection and clean-air campaign ideas.	Community observations, pictures/video, chart paper. CP, CC, CG	Climate-change cause/effect table + one practical prevention action. NaCCA Basic 5 OWOP p. 29

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
8	STRAND 2: ALL AROUND US Sub-Strand 1: The Environment and the Weather	B5.2.1.2. Demonstrate understanding of how to care for the environment B5.2.1.2 .1. Explain ways to care for the environment [spacing retained from source]	Human activities that damage the environment - galamsey, deforestation and pollution; effects including heat, floods, storms, less rainfall and famine; environmental care.	Picture/video analysis; Think-Pair-Share; school clean-up/tree-planting/erosion-control project; cleanliness poster.	School environment, waste tools, seedlings, posters. CC, CG, PL, CI	Project evidence + individual explanation of three ways to care for the environment. NaCCA Basic 5 OWOP p. 30
9	STRAND 2: ALL AROUND US Sub-Strand 1: The Environment and the Weather	B5.2.1.3. Demonstrate knowledge of the shape of the earth B5.2.1.3.1. Describe the shape of the earth	Shape of the earth; visual evidence; globe and earth's axis.	Study globe; watch illustrations of an approaching ship; sketch earth/globe and axis.	Globe, pictures/video, drawing materials. CC, CP, CG	Labelled sketch of earth and short explanation of its shape. NaCCA Basic 5 OWOP p. 31
10	STRANDS 1-2 All About Us + All Around Us	INTEGRATED APPLICATION / PROJECT NO NEW INDICATOR - applies indicators already taught	Integrated healthy-self, road-safety, gender, peer-pressure and environmental responsibility project.	Groups design a 'Safe, Fair and Clean Community' campaign combining at least three indicators from Term 1.	Poster/digital tools, local observations, scenario cards. CP, CC, CI, PL, DL, CG	Campaign product, presentation and individual reflection. Derived from project/role-play exemplars in Basic 5 pp. 23-31

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
11	B5 - INTEGRATED REVISION Term 1 curriculum coverage	REVISION / REMEDIATION MULTI - all indicators taught in the term	Consolidate knowledge, values, skills and practical work covered during Term 1.	Diagnostic quiz; analyse errors; reteach weak areas; complete unfinished projects; mixed scenario and source-based practice.	Learner work, charts, pictures, maps, local materials. CP, CC, CI, PL, DL, CG	Diagnostic record and remediation checklist. Scheme week - no new curriculum indicator
12	B5 - END-OF-TERM ASSESSMENT Term 1 curriculum	CUMULATIVE ASSESSMENT MULTI - cumulative assessment	Demonstrate mastery of the Term 1 curriculum.	Written, oral, practical/project and performance assessment as appropriate; correction, feedback and learner reflection.	Assessment paper, project/practical materials, marking guide. CP, CC, CI, PL, DL, CG	End-of-term assessment, correction and feedback. Scheme week - cumulative assessment

BASIC 5 - OUR WORLD AND OUR PEOPLE (OWOP)

TERM 2 - 12 WEEKS

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
1	STRAND 2: ALL AROUND US Sub-Strand 2: Plants and Animals	B5.2.2.1. Demonstrate knowledge of animal housing and how to care for pets B5.2.2.1.1. Design and make a simple animal house and keep a pet	Housing for domestic animals/pets; simple pens, coops and cages; responsible care and hard work.	Observe farm/pictures; identify housing; sketch animal and shelter; make a simple model animal house.	Pictures/video, cardboard/wood/ recycled materials. CI, CP, CC, PL	Model/sketch animal house + explanation of care responsibilities. NaCCA Basic 5 OWOP p. 31
2	STRAND 2: ALL AROUND US Sub-Strand 3: Map Making and Land Marks	B5.2.3.1. Demonstrate knowledge of major landmarks in the community B5.2.3.1.1. Locate major land marks on a sketch map of the community	Community landmarks such as school, post office, police station, church and mosque; directions and sketch maps.	Community walk/virtual observation; direction-giving; sketch and label a community map.	Local map, ruler, pencils, community observations. CC, PL, CI, CG	Practical sketch map showing major landmarks and directions. NaCCA Basic 5 OWOP p. 32
3	STRAND 2: ALL AROUND US Sub-Strand 4: Population and Settlement	B5.2.4.1. Demonstrate knowledge of the features of rural settlements B5.2.4.1.1. Explain the features of rural settlements	Rural and urban settlement features; population, buildings, distance between houses, markets and main economic activities.	Compare rural/urban pictures; activity sorting; draw both settlement types and label key features.	Settlement pictures/video, drawing materials. CI, CP, CC	Comparison table + labelled rural/urban drawing. NaCCA Basic 5 OWOP p. 32

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
4	STRAND 3: OUR BELIEFS AND VALUES Sub-Strand 1: Worship	B5. 3.1.1. Appreciate the importance of prayer, worship and other acts of worship B5. 3.1.1. 1. Identify the moral significance of Sacred Passages and Oral Traditions in the three main religions	Modes/reasons for worship; selected sacred passages/oral traditions; moral values such as honesty, sacrifice, dedication, commitment and forgiveness.	Recall modes of worship; listen/sing religious songs; recite approved passages/oral traditions; connect morals to daily-life situations.	Bible/Qur'an/oral traditions, songs/audio. CC, PL, CI, CG	Explain two moral lessons from a sacred passage/oral tradition and apply them to a scenario. NaCCA Basic 5 OWOP p. 33
5	STRAND 3: OUR BELIEFS AND VALUES Sub-Strand 2: Festivals	B5.3.2.1. Demonstrate knowledge of Celebrations in Ghana B5.3.2.1.1. Describe various celebrations in Ghana	Celebrations such as birthdays, Independence Day, naming ceremonies and festivals; values of love, sacrifice, unity, generosity, reconciliation and bravery.	Celebration picture sort; role-play selected celebration; write short essay on significance.	Pictures/video, cultural artefacts where available. CC, PL, CI, CG	Describe one celebration and three values it promotes. NaCCA Basic 5 OWOP p. 34

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
6	STRAND 3: OUR BELIEFS AND VALUES Sub-Strand 3: Basic Human Rights	B5.3.3.1. Demonstrate understanding of how to respect human rights as a citizen B5.3.3.1.1. Describe fundamental human rights in the family	Rights to family life, guardianship, education and health; respect for rights and responsibilities.	Rights-card sort; songs/rhymes; poster on right to education; family-rights scenarios.	Rights cards, poster/digital tools. CC, PL, CI, CG	Family-rights case study and poster. NaCCA Basic 5 OWOP p. 34
7	STRAND 3: OUR BELIEFS AND VALUES Sub-Strand 4: Being a Leader	B5.3.4.1. Show Understanding of the Ministry of the major religious leaders B5.3.4.1.1. Describe the key events in the Ministry of the leaders of the three religions	Key events in the ministries of Jesus Christ, Prophet Muhammad (S.A.W.) and a Traditional Religious Leader; values such as obedience, patience, leadership and sacrifice.	Timeline/story cards; group role-play; identify leadership/moral lessons and personal application.	Religious texts, oral sources, timeline cards. PL, CC, CI, DL, CG	Leadership-values comparison and role-play rubric. NaCCA Basic 5 OWOP p. 35
8	STRAND 4: OUR NATION GHANA Sub-Strand 1: Being a Citizen	B5.4.1.1. Show understanding of attitudes needed for effective citizenship B5.4.1.1.1. Describe the attitudes needed for effective citizenship	Compromise, tolerance, collaboration, dialogue and teamwork; peaceful coexistence, unity, love and respect.	Citizenship attitude sort; harmony/conflict role-play; class cooperation challenge.	Scenario cards, teamwork task materials. CC, CP, CG	Scenario response selecting attitudes needed for peaceful coexistence. NaCCA Basic 5 OWOP p. 36

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
9	STRAND 4: OUR NATION GHANA Sub-Strand 1: Being a Citizen	B5.4.1.2. Demonstrate an understanding of how responsible citizens can contribute to national development B5.4.1.2.1. Discuss the importance of being a responsible citizen in the nation	Responsible behaviours: obeying rules, respecting others, performing duties, taking initiative and helping needy people; contribution to development.	Responsible/ irresponsible behaviour sorting; role-play civic responsibility; learner action list for national development.	Scenario cards, civic images. PL, CC, CG	Short structured response: how a Basic 5 learner can contribute to national development. NaCCA Basic 5 OWOP p. 36
10	STRANDS 2-4 All Around Us + Beliefs and Values + Our Nation Ghana	INTEGRATED APPLICATION / PROJECT NO NEW INDICATOR - applies indicators already taught	Integrated community mapping, human rights, leadership and responsible citizenship application.	Groups map a local need, identify rights/values involved and propose a responsible citizenship action.	Local/community map, scenario cards, poster/digital tools. CP, CC, CI, PL, DL, CG	Group civic-action proposal and individual reflection. Derived from Basic 5 pp. 31-36 exemplars
11	B5 - INTEGRATED REVISION Term 2 curriculum coverage	REVISION / REMEDIATION MULTI - all indicators taught in the term	Consolidate knowledge, values, skills and practical work covered during Term 2.	Diagnostic quiz; analyse errors; reteach weak areas; complete unfinished projects; mixed scenario and source-based practice.	Learner work, charts, pictures, maps, local materials. CP, CC, CI, PL, DL, CG	Diagnostic record and remediation checklist. Scheme week - no new curriculum indicator

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
12	B5 - END-OF-TERM ASSESSMENT Term 2 curriculum	CUMULATIVE ASSESSMENT MULTI - cumulative assessment	Demonstrate mastery of the Term 2 curriculum.	Written, oral, practical/project and performance assessment as appropriate; correction, feedback and learner reflection.	Assessment paper, project/practical materials, marking guide. CP, CC, CI, PL, DL, CG	End-of-term assessment, correction and feedback. Scheme week - cumulative assessment

BASIC 5 - OUR WORLD AND OUR PEOPLE (OWOP)

TERM 3 - 12 WEEKS

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
1	STRAND 4: OUR NATION GHANA Sub-Strand 1: Being a Citizen	B5.4.1.3. Demonstrate understanding of unity in diversity B5.4.1.3. 1. Demonstrate how diversity can promote national development	Ethnic/cultural diversity; tourism, artefacts, inter-ethnic marriage and national gatherings as examples of development through diversity.	Culture gallery; role-play national gathering; explain economic/social benefits of diversity.	Cultural pictures/artefacts, videos. CC, PL, CI, CG	Explain three ways diversity can support national development. NaCCA Basic 5 OWOP p. 37
2	STRAND 4: OUR NATION GHANA Sub-Strand 2: Authority and Power	B5.4.2.1. Demonstrate knowledge of the need to obey and submit to authority B5.4.2.1.1. Recognise parents as source of discipline and character formation	Home rules; reasons for obedience; responsible behaviour; parents/family as sources of discipline and character formation.	List home rules; role-play parent-child responsibility; write brief reflection on becoming a responsible adult.	Scenario cards, family-rule examples. PL, CC, CG	Home-responsibility scenario and reflection. NaCCA Basic 5 OWOP p. 38

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
3	STRAND 4: OUR NATION GHANA Sub-Strand 2: Authority and Power	B5.4.2.2. Demonstrate understanding of the need for good governance B5.4.2.2 .1. Explain and appreciate the importance of democratic governance [spacing retained from source]	School governance; leaders and bodies; improving governance; democratic elections; importance of good governance to national development.	Identify school governance roles; suggest improvements; conduct class mock election; discuss fairness/accountability.	Ballot materials, school governance chart. PL, CC, CG	Mock-election rubric + explanation of why democratic governance matters. NaCCA Basic 5 OWOP p. 39
4	STRAND 4: OUR NATION GHANA Sub-Strand 3: Responsible Use of Resources	B5.4.3.1. Demonstrate understanding of responsible use of water B5.4.3.1.1. Identify ways of keeping water bodies safe	Protect water bodies from rubbish, washing, defecation and other pollution; public education through slogans, posters, songs and rhymes.	Water-body case study; slogan/poster/song creation; local clean-water action plan.	Water-body pictures, poster materials. PL, CC, CG	Water-protection poster/slogan + scenario response. NaCCA Basic 5 OWOP p. 39
5	STRAND 4: OUR NATION GHANA Sub-Strand 4: Farming in Ghana	B5.4.4.1. Demonstrate understanding of basic farming practices (transplanting) B5.4.4.1.1. Participate in transplanting seedlings	Prepare beds/containers; fertile soil; spacing; tools; lifting and transplanting seedlings; watering and recording growth.	Practical transplanting in school/home garden; weekly growth record of leaves and height.	Seedlings, soil, hand trowel, dibber, containers/garden bed, ruler. CP, CC, PL	Practical checklist + weekly growth record/report. NaCCA Basic 5 OWOP p. 40

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
6	STRAND 5: MY GLOBAL COMMUNITY Sub-Strand 1: Our Neighbouring Countries	B5.5.1.1. Demonstrate knowledge of the economic exchanges between Ghana and her neighbours B5.5.1.1.1. Describe the economic exchanges between Ghana and her neighbours	Trade/work and movement of goods such as tomatoes, onions and clothes; importance of exchange for food, clothing and livelihoods.	Map neighbouring countries; goods-exchange matching; simple trade-flow arrows; short essay on benefits.	West Africa map, goods pictures, Internet/video. CI, CC, DL, CP	Trade-flow map + explanation of two benefits of economic exchange. NaCCA Basic 5 OWOP p. 40
7	STRAND 5: MY GLOBAL COMMUNITY Sub-Strand 1: Our Neighbouring Countries	B5.5.1.2. Demonstrate knowledge of the Rotation and Revolution of the Earth B5.5.1.2.1. Describe the rotation and revolution of the Earth	Rotation of earth on its axis; revolution around the sun; simple demonstration of solar/lunar eclipse relationships.	Learner-model sun-earth-moon movements; globe/ball demonstration; group explanation and diagram.	Globe/balls, torch/light source, diagram materials. CC, PL, CP	Demonstration rubric + labelled diagram distinguishing rotation and revolution. NaCCA Basic 5 OWOP p. 41

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
8	STRAND 4 Our Nation Ghana	INTEGRATED APPLICATION / PROJECT NO NEW INDICATOR - applies indicators already taught	Citizenship and governance application: diversity, authority, democratic governance, water protection and farming responsibility.	Groups select one school/community issue and design a responsible-citizen solution showing leadership and cooperation.	Scenario pack, posters/digital tools, local observations. CP, CC, CI, PL, DL, CG	Problem-solution project and presentation. Derived from Basic 5 pp. 37-40 exemplars
9	STRANDS 1-5 Whole Basic 5 OWOP	INTEGRATED APPLICATION / PROJECT NO NEW INDICATOR - applies indicators already taught	Integrated fieldwork/portfolio combining self, environment, beliefs/values, citizenship and global community.	Create a Basic 5 OWOP portfolio with one evidence item from each strand and a reflection on responsible citizenship.	Learner work, maps, photos/drawings, project folder. CP, CC, CI, PL, DL, CG	Portfolio rubric covering all five strands. Whole Basic 5 curriculum consolidation
10	STRANDS 1-5 Whole Basic 5 OWOP	INTEGRATED APPLICATION / PROJECT NO NEW INDICATOR - applies indicators already taught	Examination and practical readiness through scenarios, maps, diagrams, values questions and project evidence.	Mixed learning stations: road safety, environment, map/settlement, rights/governance, farming, trade and earth movement.	Maps, diagrams, scenario cards, practical materials. CP, CC, CI, PL, DL, CG	Cumulative practice task and learner self-assessment. Whole Basic 5 curriculum consolidation

Wk	Strand / Sub-Strand	Content Standard / Indicator	Weekly Learning Focus	Suggested Teaching & Learning Activities	Resources / Core Competencies	Assessment / Source
11	B5 - INTEGRATED REVISION Term 3 curriculum coverage	REVISION / REMEDIATION MULTI - all indicators taught in the term	Consolidate knowledge, values, skills and practical work covered during Term 3.	Diagnostic quiz; analyse errors; reteach weak areas; complete unfinished projects; mixed scenario and source-based practice.	Learner work, charts, pictures, maps, local materials. CP, CC, CI, PL, DL, CG	Diagnostic record and remediation checklist. Scheme week - no new curriculum indicator
12	B5 - END-OF-TERM ASSESSMENT whole Basic 5 OWOP curriculum	CUMULATIVE ASSESSMENT MULTI - cumulative assessment	Demonstrate mastery of the whole Basic 5 OWOP curriculum.	Written, oral, practical/project and performance assessment as appropriate; correction, feedback and learner reflection.	Assessment paper, project/practical materials, marking guide. CP, CC, CI, PL, DL, CG	End-of-term assessment, correction and feedback. Scheme week - cumulative assessment

COMBINED BASIC 5 YEARLY COVERAGE CHECKLIST

- All 11 Basic 5 subject sections have been timetabled across three 12-week terms.
- Weeks 1-10 are used for teaching/application, Week 11 for revision/remediation, and Week 12 for assessment and feedback.
- Teachers have checked the full NaCCA exemplar wording beneath each cited content standard/indicator before preparing weekly lesson plans.
- Practical, project, oral, written and performance evidence has been recorded where required by the relevant subject curriculum.
- Application/consolidation weeks reuse official curriculum content rather than introducing invented NaCCA codes.
- End-of-term assessment results are used to identify strengths, weaknesses and remediation needs.