

# CENTRE FOR GRADE 'A' EXAMINATION

(GRADE 'A' EXAM CONSULT)

For enquire

0541583748

0202242225



## BASIC 2

# SCHEME OF LEARNING

(WORK)

## FOR 2<sup>nd</sup> TERM-2025/26

**NOTE!** Teachers must pay much attention to the content standard and indicator

### IMPORTANT NOTICE !

Submission of enrolment: **30<sup>th</sup> Jan, 2026 to 10<sup>th</sup> Mar, 2026**

Collection of materials: **19<sup>th</sup> Mar to 21<sup>st</sup> Mar, 2026**

**Second Term Exams Schedule on: 25<sup>th</sup> Mar to 30<sup>th</sup> Mar, 2026**

Registration is **not valid** unless full payment of exams is made.

**Note: There can be changes to the examination date.**

## SECOND TERM SCHEME OF LEARNING, – BS2 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Oral Language	<b>Songs</b> B2.1.1.1 Demonstrate understanding of a variety of songs	B2.1.1.1.1. Interpret familiar songs	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Phonics</b> B2.2.2.1 Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words	
	Writing	<b>Penmanship</b> B2.4.2.1 Copy and rewrite sentences correctly	B2.4.2.1.1 Copy sentences clearly	
	Writing Conventions & Grammar Usage	<b>Using Capitalization</b> B2.5.1.1 Apply knowledge of capitalization in writing	B2.5.1.1.1 Use capital letter to write names of particular places and days of the week	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	
2	Oral Language	<b>Rhymes</b> B2.1.2.1 Show understanding of a variety of literary pieces.	B2.1.2.1.1 Interpret rhymes and tongue-twisters in own words	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Phonics</b> B2.2.2.1 Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words	
	Writing	<b>Writing Letters – Small and Capital</b> B2.4.3.1 Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly	B2.4.3.1.2 Use lower and upper case letters appropriately in words and simple sentences	
	Writing Conventions & Grammar Usage	<b>Using Capitalization</b> B2.5.1.1 Apply knowledge of capitalization in writing	B2.5.1.1.2 Capital letters to begin the first words of sentences	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	

3	Oral Language	<b>Story Telling</b> B2.1.4.1 Respond to stories	B2.1.4.1.2 Retell stories sequentially, following story structure (beginning, middle and ending)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Word Families,</b> B2.2.3.1 Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1 Use common rhyming/endings to decode simple words	
	Writing	<b>Writing Letters – Small and Capital</b> B2.4.3.1 Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly	B2.4.3.1.2 Use lower and upper case letters appropriately in words and simple sentences	
	Writing Conventions & Grammar Usage	<b>Using Punctuation</b> B2.5.2.1 Apply knowledge of punctuation in written communication	B2.5.2.1.1 Use full stops at the end of sentences and question marks at the end of questions	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	
4	Oral Language	<b>Dramatization and Role-Play</b> B2.1.5.1 Perform Stories	B2.1.5.1.1 Dramatize/role-play stories heard or read	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Word Families,</b> B2.2.3.1 Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.2 Use words containing digraphs to make meaningful sentences	
	Writing	<b>Labelling Items</b> B2.4.4.1 Draw and label simple pictures	B2.4.4.1.1 Draw and label objects found in their environment	
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B2.5.4.1 Apply knowledge of action words in communication	B2.5.4.1.1 Use the simple present tense to express habitual actions	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	

5	Oral Language	<b>Conversation</b> B2.1.6.1 Explore using certain culturally acceptable language for communication	B2.1.6.1.3 Talk about things and places in their homes	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Vocabulary</b> B2.2.6.1 Understand word meanings and usages	B2.2.6.1.2 Use context clues to infer meanings of words	
	Writing	<b>Writing Simple Words and Sentences</b> B2.4.5.1 Use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment	
	Writing Conventions & Grammar Usage	<b>Using Qualifying Words – Adjectives</b> B2.5.5.1 Apply knowledge of adjectives in communication	B2.5.5.1.1. Identify and use simple sentences to describe the weather and show quantity and position or order of people and things	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	
6	Oral Language	<b>Conversation</b> B2.1.6.1 Explore using certain culturally acceptable language for communication	B2.1.6.1.4 Use a wide variety of words to talk about manners	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Vocabulary</b> B2.2.6.1 Understand word meanings and usages	B2.2.6.1.2 Use context clues to infer meanings of words	
	Writing	<b>Writing Simple Words and Sentences</b> B2.4.5.1 Use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment	
	Writing Conventions & Grammar Usage	<b>Using Qualifying Words – Adjectives</b> B2.5.5.1 Apply knowledge of adjectives in communication	B2.5.5.1.1 Identify and use simple sentences to describe the weather and show quantity and position or order of people and things	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	

7	Oral Language	<b>Listening Comprehension</b> B2.1.7.1 Use appropriate skills and strategies to process meaning from texts	B2.1.7.1.2 Recognize and relate the sequence of events (beginning, middle and end) in drama	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Vocabulary</b> B2.2.6.1 Understand word meanings and usages	B2.2.6.1.3 Show awareness that homonyms have different meanings in different contexts	
	Writing	<b>Controlled Writing</b> B2.4.7.1 Write simple compositions	B2.4.7.1.2 Match parts of sentences to compose meaningful texts	
	Writing Conventions & Grammar Usage	<b>Using Simple Prepositions</b> B2.5.7.1 Understand and identify the use of prepositions	B2.5.7.1.1 Identify prepositions in sentences to indicate days, dates and place	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	
8	Oral Language	<b>Listening Comprehension</b> B2.1.7.1 Use appropriate skills and strategies to process meaning from texts	B2.1.7.1.3 Recognize and discuss events in a story (characters, settings, moral, etc.)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Comprehension</b> B2.2.7.2 Understand and analyze texts read	B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts	
	Writing	<b>Controlled Writing</b> B2.4.7.1 Write simple compositions	B2.4.7.1.2 Match parts of sentences to compose meaningful texts	
	Writing Conventions & Grammar Usage	<b>Using Simple Prepositions</b> B2.5.7.1 Understand and identify the use of prepositions	B2.5.7.1.2 Use prepositions to form simple sentences to indicate position and time	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	
	Oral Language	<b>Asking and Answering Questions</b> B2.1.8.1 Demonstrate understanding in asking and answering questions	B2.1.8.1.1 Use appropriate pronunciation and intonation in asking and answering Wh – questions	

9	Reading	<b>Comprehension</b> B2.2.7.2 Understand and analyze texts read	B2.2.7.2.2 Describe events in a story	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Writing	<b>Guided Composition</b> B2.4.8.1 Compose short paragraphs through answering questions	B2.4.8.1.1 Develop two coherent paragraphs on one idea or concepts using leading questions	
	Writing Conventions & Grammar Usage	<b>Using Simple and Compound Sentences</b> B2.5.9.1 Understand simple sentences in writing	B2.5.9.1.1 Identify the structure of simple sentences	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	
10	Oral Language	<b>Giving and Responding to Commands</b> B2.1.9.1 Demonstrate understanding in commands, instructions, directions and requests	B2.1.9.1.2 Make and respond to polite requests	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	<b>Comprehension</b> B2.2.7.2 Understand and analyze texts read	B2.2.7.2.3 Connect characters, ideas and information within a text	
	Writing	<b>Narrative Writing</b> B2.4.10.1 Narrate situations, express feelings and convey point of view about the real or fictional world	B2.4.10.1.1 Write about real or imagined experiences or events using the process approach	
	Writing Conventions & Grammar Usage	<b>Using Simple and Compound Sentences</b> B2.5.9.1 Understand simple sentences in writing	B2.5.9.1.2 Identify nouns and verbs in simple sentences	
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	
	Oral Language	<b>Giving and Responding to Commands</b> B2.1.9.1 Demonstrate understanding in commands, instructions, directions and requests	B2.1.9.1.2 Make and respond to polite requests	

10			
	Reading	<b>Comprehension</b> B2.2.7.2 Understand and analyze texts read	B2.2.7.2.3 Connect characters, ideas and information within a text
	Writing	<b>Narrative Writing</b> B2.4.10.1 Narrate situations, express feelings and convey point of view about the real or fictional world	B2.4.10.1.1 Write about real or imagined experiences or events using the process approach
	Writing Conventions & Grammar Usage	<b>Using Simple and Compound Sentences</b> B2.5.9.1 Understand simple sentences in writing	B2.5.9.1.2 Identify nouns and verbs in simple sentences
	Extensive Reading	<b>Building the love and culture of reading</b> B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print
12	<b>END OF TERM EXAMS</b>		
13	<b>EXAMS AND VACATION</b>		

## SECOND TERM SCHEME OF LEARNING, – BS2 MATHEMATICS

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Number	<b>Counting &amp; Representation</b> B2.1.1.1 Count and estimate quantities from 0 to 1000	B2.1.1.1.3 Use number names and non-standard units (marked 10s and 1s) for measuring (lengths and volumes) to count to find out “how long or how much?” up to 999	Counters patterns made from manila cards
2	Number	<b>Counting &amp; Representation</b> B2.1.1.1 Count and estimate quantities from 0 to 1000	B2.1.1.1.4 Demonstrate a conceptual understanding of place value of whole numbers between 0 and 100	
3	Number	<b>Counting &amp; Representation</b> B2.1.1.1 Count and estimate quantities from 0 to 1000	B2.1.1.1.4 Demonstrate a conceptual understanding of place value of whole numbers between 0 and 100	Counters patterns made from manila cards
4	Number	<b>Number Operations</b> B2.1.2.2 Demonstrate an understanding of the concept of “not equal to” to solve addition and subtraction problems with sums up to 100	B2.1.2.2.1 Use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up to 100	
5	Number	<b>Number Operations</b> B2.1.2.3 Develop and use strategies for mentally computing basic additions and subtraction facts to 19	B2.1.2.3.1 Use mental strategies for basic addition facts to 19 and related subtraction facts to 19	Counters patterns made from manila cards
6	Number	<b>Number Operations</b> B2.1.2.3 Develop and use strategies for mentally computing basic additions and subtraction facts to 19	B2.1.2.3.1 Use mental strategies for basic addition facts to 19 and related subtraction facts to 19	
7	Geometry And Measurement	<b>2D And 3D Shapes</b> B2.3.1.1 Describe and analyze 2D shapes and 3D objects	B2.3.1.1.1 Identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations	2D & 3D shapes and

8	Geometry And Measurement	<b>2D And 3D Shapes</b> B2.3.1.1 Describe and analyze 2D shapes and 3D objects	B2.3.1.1.2 Identify the common features or attributes of a collection of 2D shapes (squares, triangles, rectangles, circles, pentagons, hexagons) of different dimensions or orientations	objects boldly drawn on manila cards.
9	Geometry And Measurement	<b>Position /Transformation</b> B2.3.2.1 Demonstrate that the length of an object does not change with its placement or direction	B2.3.2.1.1 Prove that the placement or direction of a shape or object does not change its length	Counters patterns made from manila cards
10	Geometry And Measurement	<b>Measurement – Length, Mass and Capacity</b> B2.3.3.1 Use non-standard units for measuring lengths, heights, mass and distance around objects	B2.3.3.1.1 Demonstrate an understanding of how to measure lengths, capacities or mass - directly or indirectly - using non-standard units	
11	Geometry And Measurement	<b>Measurement – Length, Mass and Capacity</b> B2.3.3.1 Use non-standard units for measuring lengths, heights, mass and distance around objects	B2.3.3.1.1 Demonstrate an understanding of how to measure lengths, capacities or mass - directly or indirectly - using non-standard units	Counters patterns made from manila cards
12	<b>END OF TERM EXAMS</b>			
13	<b>EXAMS AND VACATION</b>			

## SECOND TERM SCHEME OF LEARNING, – BS2 SCIENCE

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Systems	<b>The Human Body System</b> B2.3.1.1 Recognize that different parts of the human body work interdependently to perform a specific function	B2.3.1.1.1 Know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands	Learners, pictures, videos, paper, pencils, crayons
2	Systems	<b>The Human Body System</b> B2.3.1.1 Recognize that different parts of the human body work interdependently to perform a specific function	B2.3.1.1.1 Know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands	
3	Systems	<b>The Human Body System</b> B2.3.1.1 Recognize that different parts of the human body work interdependently to perform a specific function	B2.3.1.1.1 Know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands	
4	Systems	<b>The Human Body System</b> B2.3.1.1 Recognize that different parts of the human body work interdependently to perform a specific function	B2.3.1.1.1 Know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands	Model shapes of sun, moon and stars
5	Systems	<b>The Solar System</b> B2.3.2.1 Show understanding of the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun in the solar system	B2.3.2.1.1 Identify the sun as the main source of light and warmth on earth	
6	Forces And Energy	<b>The Solar System</b> B2.3.2.1 Show understanding of the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun in the solar system	B2.3.2.1.1 Identify the sun as the main source of light and warmth on earth	Candle, torch, hot tea, ice cream, ice block, hot water, room temperature, water, cold water, phone
7	Forces And Energy	<b>Sources And Forms Of Energy</b> B2.4.1.1 Demonstrate understanding of the concept of energy, its various forms, sources and the ways in which it can be transformed and conserved	B2.4.1.1.1 Identify everyday applications of energy	

8	Forces And Energy	<b>Sources And Forms Of Energy</b> B2.4.1.2 Show understanding of the concept of heat in terms of its importance, effects, sources and transfer from one medium to another	B2.4.1.2.1 Understand that objects become hot or cold through the loss or gain of heat	
9	Forces And Energy	<b>Electricity And Electronics</b> B2.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms of energy	B2.4.2.1.1 Recognize the importance of safety when using electricity	local electrical appliances
10	Forces And Energy	<b>Forces And Movements</b> B2.4.3.1 Know that movement is caused by applied forces due to the release of stored energy	B2.4.3.1.1 Discover the effects of forces on objects	Balls, boxes, tables, chairs, plants, balloons, paper, pencils, crayons, bottle, bottle opener
11	Forces And Energy	<b>Forces And Movements</b> B2.4.3.1 Know that movement is caused by applied forces due to the release of stored energy	B2.4.3.1.1 Discover the effects of forces on objects	Balls, boxes, tables, chairs, plants, balloons, paper, pencils, crayons, bottle, bottle opener
12	<b>END OF TERM EXAMS</b>			
13	<b>EXAMS AND VACATION</b>			

## SECOND TERM SCHEME OF LEARNING, – BS2 RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Religious Practices	<b>Religious Worship</b> B2. 2.1.1 Explain the importance of religious worship	B2. 2.1.1.1 Explain the importance of worship	Wall charts, wall words, posters, video clip, etc.
2	Religious Practices	<b>Religious Worship</b> B2. 2.1.1 Explain the importance of religious worship	B2. 2.1.1.1 Explain the importance of worship	
3	Religious Practices	<b>Religious Worship</b> B2. 2.1.1 Explain the importance of religious worship	B2 2.1.1.2 Sing and recite simple texts from the three main religions in Ghana	Wall charts, wall words, posters, video clip, etc.
4	Religious Practices	<b>Religious Worship:</b> B2. 2.1.1 Explain the importance of religious worship	B2 2.1.1.2: Sing and recite simple texts from the three main religions in Ghana	
5	Religious Practices	<b>Religious Festivals:</b> B2.2.2.1 Explain the importance of religious festivals	B2.2.2.1.1: Demonstrate activities which take place during the celebration of festivals	Wall charts, wall words, posters, video clip, etc.
6	Religious Practices	<b>Religious Festivals:</b> B2.2.2.1 Explain the importance of religious festivals	B2.2.2.1.1: Demonstrate activities which take place during the celebration of festivals	
7	Religious Practices	<b>Religious Festivals:</b> B2.2.2.1 Explain the importance of religious festivals	B2.2.2.1.1: Demonstrate activities which take place during the celebration of festivals	Wall charts, wall words, posters, video clip, etc.
8	Religious Practices	<b>Religious Festivals:</b> B2.2.2.1 Explain the importance of religious festivals	B2.2.2.1.1: Demonstrate activities which take place during the celebration of festivals	
9	Religious Practices	<b>Religious Festivals:</b> B2.2.2.1 Explain the importance of religious festivals	B2.2.2.1.1: Demonstrate activities which take place during the celebration of festivals	
10	Religious Leaders	<b>Early life of the three major religion in Ghana</b> B2. 3.1.1 Narrate the early life stories of the leaders of the three main religions	B2. 3.1.1.1 Narrate the story of the early life of the religious leaders in the three religions in Ghana	Wall charts, wall words, posters, video clip, etc.
11	Religious Leaders	<b>Early life of the three major religion in Ghana</b> B2. 3.1.1 Narrate the early life stories of the leaders of the three main religions	B2. 3.1.1.1 Narrate the story of the early life of the religious leaders in the three religions in Ghana	
12	<b>END OF TERM EXAMS</b>			
13	<b>EXAMS AND VACATION</b>			

## SECOND TERM SCHEME OF LEARNING, – BS2 HISTORY

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	My Country Ghana	<b>Major Historical Locations</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations	A map of Ghana showing major historical locations/ Resource person
2	My Country Ghana	<b>Major Historical Locations</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations	
3	My Country Ghana	<b>Major Historical Locations</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations	
4	My Country Ghana	<b>Major Historical Locations</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations	A map of Ghana showing major historical locations/ Resource person
5	My Country Ghana	<b>Major Historical Locations</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations	
6	My Country Ghana	<b>Major Historical Locations</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations	
7	My Country Ghana	<b>Major Historical Locations</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations	A map of Ghana showing major historical locations/ Resource person
8	My Country Ghana	<b>Major Historical Locations</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations	
9	My Country Ghana	<b>Some Selected Individuals</b> B2.2.5.1 Exhibit understanding of Ghanaian women who have contributed significantly to Ghana’s development	B2.2.5.1.1 Identify Ghanaian women who have made significant contributions to national development	Pictures of some outstanding entrepreneurs in

10	My Country Ghana	<b>Some Selected Individuals</b> B2.2.5.1 Exhibit understanding of Ghanaian women who have contributed significantly to Ghana's development	B2.2.5.1.1 Identify Ghanaian women who have made significant contributions to national development	Ghana
11	My Country Ghana	<b>Some Selected Individuals</b> B2.2.5.1 Exhibit understanding of Ghanaian women who have contributed significantly to Ghana's development	B2.2.5.1.1 Identify Ghanaian women who have made significant contributions to national development	
12	<b>END OF TERM EXAMS</b>			
13	<b>EXAMS AND VACATION</b>			

GRADE 'A' EXAMS COMPLETE

## SECOND TERM SCHEME OF LEARNING, – BS2 CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Visual Arts	<b>Thinking and Exploring Ideas</b> B2. 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues	B2. 1.1.1.2 Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
2	Performing Arts	<b>Thinking and Exploring Ideas</b> B2. 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues	B2. 2.1.1.2 Explore own experiences to talk about performing artworks that reflect people in other communities in Ghana	
3	Visual Arts	<b>Planning, Making and Composing</b> B2.1.2.2 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	B2.1.2.2.2 Make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana B2.1.2.3.2 Create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana	
4	Performing Arts	<b>Planning, Making and Composing</b> B2.2.2.2 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	B2.2.2.2.2 Make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana B2.2.2.3.2 Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the natural and manmade environments in other Ghanaian communities	

5	Visual Arts	<b>Displaying and Sharing</b> B2.1.3.4 Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/ performance	B2.1.3.4.2 Plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities B2.1.3.5.2 Display own visual artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities	Photos, videos, art paper, colors and available in the community
6	Performing Arts	<b>Displaying and Sharing</b> B2.2.3.4 Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/ performance	B2.2.3.4.2 Plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities B2.2.3.5.2 Perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities	
7	Visual Arts	<b>Appreciating and Appraising</b> B2.1.4.6 Demonstrate understanding of how to analyze, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports	B2.1.4.6.2 Agree on guidelines for assessing and deriving meaning from own and others' displayed visual artworks B2.1.4.7.2 Report own views about the beauty and usefulness of the displayed visual artworks and make suggestions for modifying or improving upon them	
8	Performing Arts	<b>Appreciating and Appraising</b> B2.2.4.6 Demonstrate understanding of how to analyze, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media,	B2.2.4.6.2 Agree on guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities B2.2.4.7.2 Report own views and feelings about the displayed	

		techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports	performing artworks and suggest how the artworks can be modified or improved	
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas <i>(School based project)</i>	B2. 2.1.1.2 Explore own experiences to talk about performing artworks that reflect people in other communities in Ghana	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts & Performing Arts	Planning, Making and Composing <i>(School based project)</i>	B2.2.2.3.2 Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the natural and manmade environments in other Ghanaian communities	
11	Visual Arts & Performing Arts	Appreciating and Appraising <i>(School based project)</i>	B2.2.4.7.2 Report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved	
12	<b>END OF TERM EXAMS</b>			
13	<b>EXAMS AND VACATION</b>			

## SECOND TERM SCHEME OF LEARNING, – BS2 GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Oral Language	<b>Dramatization and Role Play</b> B2.1.5.1 Perform a sketch of a story heard or told.	B2.1.5.1.1 Dramatize a story a story and discuss key issues and lessons in the sketch	Word cards, sentence cards, letter cards, handwriting on a manila card
2	Oral Language	<b>Conversation</b> B2.1.6.1 Exhibit knowledge of greeting and responding appropriately according to the time of day and occasion.	B2.1.6.1.1-2 <ul style="list-style-type: none"> <li>• Discuss occasions to greet and talk about the importance of greetings</li> <li>• Discuss the greetings associated with different occasions</li> </ul>	
3	Oral Language	<b>Talking about Oneself, Family, People and Places</b> B2.1.7.1 Narrate personal experiences at events	B2.1.7.1.1-4 <ul style="list-style-type: none"> <li>• Narrate an experience at the market.</li> <li>• Narrate an experience at the hospital.</li> <li>• Narrate experiences at school.</li> </ul>	
4	Reading	<b>Vocabulary</b> B2.2.5.1 Show an understanding of recognizing and reading about things in their environment	B2.2.5.1.1-3 <ul style="list-style-type: none"> <li>• Recognize sounds that make up words</li> <li>• Make picture dictionaries</li> <li>• Match action words with corresponding pictures</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card
5	Reading	<b>Comprehension</b> B2.2.6.1 Exhibit knowledge of answering questions based on texts presented	B2.2.6.1.1-3 <ul style="list-style-type: none"> <li>• Interpret meaning of pictures</li> <li>• Make predictions of what will happen next</li> <li>• Recognize the titles and authors of books</li> </ul>	
6	Reading	<b>Comprehension</b> B2.2.6.1 Exhibit knowledge of answering questions based on texts presented	B2.2.6.1.4-5 <ul style="list-style-type: none"> <li>• Explain simple vocabulary</li> <li>• Answer simple questions</li> </ul>	
7	Writing	<b>Writing Simple Words</b> B2.3.3.1 Practice saying words which they have difficulty in pronouncing	B2.3.3.1.1-2 <ul style="list-style-type: none"> <li>• Write and practice saying letters they have difficulty with</li> <li>• Write and practice saying words they have difficulty with</li> </ul>	Word cards, sentence cards, letter cards,

8	Writing	<b>Labelling Items in the Environment/Classroom</b> B2.3.3.2 Show understanding of items in the environment/ classroom	B2.3.3.2.1 Label and mention items in the classroom and in the school	handwriting on a manila card
9	Writing Conventions	<b>Integrating Grammar in Written Language (Use of Qualifying Words)</b> B2.5.4.1 Demonstrate knowledge on recognition and use of qualifying words (adjectives)	B2.5.4.1.1-2 <ul style="list-style-type: none"> <li>Recognize comparative words/adjectives in sentences</li> <li>Use comparative words/adjectives to form short sentence</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card
10	Extensive Reading	<b>Building the Love and Culture of Reading</b> B2.6.1.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak	B2.6.1.1.1 Read short passages of simple sentences of about four to five words	Word cards, sentence cards, letter cards and a class library
11	Extensive Reading	<b>Read Aloud With Children</b> B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak	B2.6.1.1.1 Read short passages of simple sentences of about five to six words	Word cards, sentence cards, letter cards and a class library
12	<b>END OF TERM EXAMS</b>			
13	<b>EXAMS AND VACATION</b>			

## SECOND TERM SCHEME OF LEARNING, – BS2 FRENCH

WEEK	WEEK ENDING	SUB-STRANDS	RESOURCES
1		Sub-strand 6 – Compréhension -La maison de Monsieur Ablo	Textbooks, Flashcards, Teacher created materials
2		Sub-strand 6 – Compréhension -La maison de Monsieur Ablo	Textbooks, Flashcards, Teacher created materials
3		Sub-strand 7 – Les vêtements	Textbooks, Flashcards, Teacher created materials
4		Sub-strand 7 – Les vêtements	Textbooks, Flashcards, Teacher created materials
5		Sub-strand 7 – Les vêtements	Textbooks, Flashcards, Teacher created materials
6		Sub-strand 8 – Les animaux	Textbooks, Flashcards, Teacher created materials
7		Sub-strand 8 – Les animaux	Textbooks, Flashcards, Teacher created materials
8		Sub-strand 8 – Les animaux	Textbooks, Flashcards, Teacher created materials
9		Sub-strand 9 – Compréhension – Dans la ville d’Agbo	Textbooks, Flashcards, Teacher created materials
10		Sub-strand 9 – Compréhension – Dans la ville d’Agbo	Textbooks, Flashcards, Teacher created materials
11		Sub-strand 10 – Comment je me sens	Textbooks, Flashcards, Teacher created materials
<b>12</b>		<b>END OF TERM EXAMS</b>	
<b>13</b>		<b>EXAMS AND VACATION</b>	