



# ASSESSMENT

Educational Testing & Assessment Firm

**THIRD TERM - SCHEME OF LEARNING**

**2025/2026 ACADEMIC YEAR**

**PRIMARY DEPARTMENT**

**BASIC 6**

Contacts

**233 (0) 30 296 0633 | 233 (0) 24 774 0619**

[www.gbassessment.com](http://www.gbassessment.com)

## **NOTE:**

- **END OF SECOND TERM EXAMINATION DATE WILL BE COMMUNICATED**
- **DEADLINE FOR REGISTRATION WILL BE COMMUNICATED**
- **AT LEAST 60% OF THE TOTAL FOR THE EXAMS MUST BE PAID AT THE TIME OF REGISTRATION.**
- **FIXED DELIVERY FEE OF 20.00 PER SCHOOL.**

**TERMLY SCHEME OF LEARNING (TSOL)**

**TERM: ..... THREE.....**

**SUBJECT: ..... NUMERACY .....**

**CLASS: ..... B6.....**

<b>WEEK</b>	<b>STRAND</b>	<b>SUB-STRAND</b>	<b>CONTENT STANDARD</b>	<b>INDICATORS</b>
<b>1</b>	<b>DATA</b>	<b>DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION AND ANALYSIS</b>	<b>B6.4.1.1:</b> Create, label, and interpret line graphs to draw conclusions.	<b>B6.4.1.1.1:</b> Draw a line graph by determining the common attributes (title, axes and intervals) and draw the graph for a given table of values
<b>2</b>				<b>B6.4.1.1.2:</b> Determine whether a given set of data can be represented by a line graph (continuous data) or a series of points (discrete data), and explain why
<b>3</b>				<b>B6.4.1.1.3:</b> Apply understanding of how to create a line graph by using a given table of values (or set of data) to draw a line graph and answer questions based on them to interpret and draw conclusions
<b>4</b>			<b>B6.4.1.2:</b> Select, justify, and use appropriate methods of collecting data, including questionnaires, interviews, observation, experiments, databases, electronic media, etc.	<b>B6.4.1.2.1:</b> Select a method for collecting data to answer a given question and justify the choice
<b>5</b>				<b>B6.5.2.2:</b> Design and administer a questionnaire for collecting data to answer a given question and record the results
<b>6</b>				<b>B6.4.1.2.3:</b> Design and administer a questionnaire for collecting data to answer given question(s), record the data, analyse and graph the results to solve problems
<b>7</b>		<b>CHANCE OR PROBABILITY</b>	<b>B6.4.2.2:</b> Demonstrate an understanding of probability by identifying all possible outcomes of a probability experiment, determining the theoretical and experimental probability of outcomes in a probability experiment	<b>B6.4.2.2.1:</b> List the possible outcomes of a probability experiment, such as tossing a coin, rolling a die with a given number of sides, spinning a spinner with a given number of sectors and determine the theoretical probability of an outcome occurring for a given probability experiment

8				<b>B6.4.2.2.2:</b> Predict the probability of a given outcome occurring for a given probability experiment by using theoretical probability
9				<b>B6.4.2.2.3:</b> Explain that the experimental probability approaches the theoretical probability of a particular outcome as the number of trials in an experiment increases.
10				<b>B6.4.2.2.3:</b> Explain that the experimental probability approaches the theoretical probability of a particular outcome as the number of trials in an experiment increases.
11	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>
12	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
13	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>

TERM: ..... THREE.....

SUBJECT: ..... R. M. E .....

CLASS: ..... B6.....

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	<b>THE FAMILY AND COMMUNITY</b>	<b>COMMITMENT TO GOD</b>	<b>B6. 4.1.1:</b> Discuss the need to be committed to the community.	<b>B6 4.1.1.1:</b> Demonstrate ways they can commit themselves to the community.
2				<b>B6 4.1.1.1:</b> Demonstrate ways they can commit themselves to the community.
3				<b>B6 4.1.1.2:</b> Explain the need to be committed members of the community.
4				<b>B6 4.1.1.2:</b> Explain the need to be committed members of the community.
5	<b>THE FAMILY, AUTHORITY AND OBEDIENCE</b>	<b>AUTHORITY AND OBEDIENCE</b>	<b>B6. 5.1.1:</b> Discuss the need to obey and submit to authority.	<b>B6 5.1.1.1:</b> Identify the role of children in promoting harmony with other family members.
6				<b>B6 5.1.1.1:</b> Identify the role of children in promoting harmony with other family members.
7				<b>B6 5.1.1.2:</b> Explain the need for cordial relationships among family members.
8				<b>B6 5.1.1.2:</b> Explain the need for cordial relationships among family members.
9		<b>ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION</b>	<b>B6.5.2.1:</b> Describe attitudes and behaviours of a responsible family member.	<b>B65.2.1.1:</b> Identify attitudes and behaviours of a responsible family member.
10				<b>B65.2.1.1:</b> Identify attitudes and behaviours of a responsible family member.
11	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>
12	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
13	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		<b>FORCES AND MOVEMENT</b>	<b>B6.4.3.1:</b> Know that movement is caused by applied forces due to the release of stored energy.	<b>B6.4.3.1.1:</b> Recognise the relationship between energy and forces.
2				<b>B6.4.3.1.1:</b> Recognise the relationship between energy and forces.
3			<b>B4.4.3.2:</b> Recognise some simple machines used for making work easier, analyse their advantages and know their uses.	<b>B6.4.3.2.1:</b> Identify levers, pulleys, and inclined planes as classes of simple machines and cite some common examples.
4	<b>HUMANS AND THE ENVIRONMENT</b>	<b>PERSONAL HYGIENE AND SANITATION</b>	<b>B6.5.1.1:</b> Recognise the importance of personal hygiene.	<b>B6.5.1.1.1:</b> Identify the causes and effects of foul body odour on humans and how it can be prevented.
5				<b>B6.5.1.1.2:</b> Describe ways of minimising waste.
6		<b>DISEASES</b>	<b>B6.5.2.1:</b> Demonstrate knowledge of common diseases of humans, causes, symptoms, effects and prevention.	<b>B6.5.2.1.1:</b> Explain the causes, symptoms and prevention of eczema.
7				<b>B6.5.2.1.2:</b> Know how to prevent meningitis.
8		<b>SCIENCE AND INDUSTRY</b>	<b>B6.5.3.1:</b> Recognise the impact of science and technology on society.	<b>1.3.1.1:</b> Identify the scientific concepts and principles underlying the operation of some industries.
9				<b>1.3.1.1:</b> Identify the scientific concepts and principles underlying the operation of some industries.
10		<b>CLIMATE CHANGE</b>	<b>B6.5.4.1:</b> Know that climate change is one of the most important environmental issues facing the world today.	<b>B6.5.4.1.1:</b> Know the effects of climate change on humans.
11	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>
12	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
13	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		<b>FAVOURITE PLACES AND SEARCH ENGINE</b>	<b>B6.6.4.1:</b> Demonstrate searching for information on the Web.	<b>B6.6.4.1.1:</b> Show how to create a favourite link <b>B6.6.4.1.2:</b> Demonstrate deleting favourite links. <b>B6.6.4.1.3:</b> Create a favourite folder. <b>B6.6.4.1.4:</b> Use the Links toolbar and Favourite Places.
2		<b>USING ONLINE FORMS</b>	<b>B6.6.5.1:</b> Demonstrate the Usage of Forms	<b>B6.6.5.1.1:</b> Demonstrate the types and uses of form elements. <b>B6.6.5.1.2:</b> Demonstrate the filing of forms offline <b>B6.6.5.1.3:</b> Demonstrate uploading of files.
3		<b>ELECTRONIC EMAIL</b>	<b>B6.6.7.1:</b> Demonstrate the use of Electronic Mail	<b>B6.6.5.1.4:</b> Illustrate retrieving text, pictures, sounds and programmer <b>B6.6.5.1.5:</b> Discuss thoroughly the security on the form submission. <b>B6.6.7.1.1:</b> Show how to create and access e-mail messages
4				<b>B6.6.7.1.2:</b> Illustrate how to reply to and forward received messages. <b>B6.6.7.1.3:</b> Demonstrate how to delete messages. <b>B6.6.7.1.4:</b> Illustrate filing of e-mail messages.
5				<b>B6.6.7.1.5:</b> Create address list <b>B6.6.7.1.6:</b> Demonstrate attaching files to e-mail messages. <b>B6.6.7.1.7:</b> Demonstrate some e-mail tips
6		<b>INTERNET OF THINGS (IOT)</b>	<b>B6.6.8.1:</b> Demonstrate the use of Internet of Things (IOT)	<b>B6.6.8.1.1:</b> Describe other hardware used in IoT Internet of Things. <b>B6.6.8.1.2:</b> Give more examples of the Internet of things with a consumer part and an industrial/business segment. <b>B6.6.8.1.3:</b> Mention at least five more terms and acronyms of IoT.

7		<b>DIGITAL LITERACY</b>	<b>B6.6.9.1:</b> Demonstrate proficiency in Digital Literacy	<b>B6.6.9.1.1:</b> Demonstrate how to handle private and personal information. <b>B6.6.9.1.2:</b> Devise various techniques on how to protect oneself from online identity theft.
8				<b>B6.6.9.1.3:</b> Debate a spam and solicited messages. <b>B6.6.9.1.4:</b> Differentiate between virtual friends and real friends.
9		<b>INTERNET ETIQUETTE</b>	<b>B6.6.10.1:</b> Demonstrate the application of Internet Etiquette	<b>B6.6.10.1.1:</b> Explain Internet etiquette and how to deal with it. <b>B6.6.10.1.2:</b> Investigate on the responsible use of computers.
10	<b>HEALTH AND SAFETY IN USING ICT TOOLS</b>	<b>HEALTH AND SAFETY IN USING ICT TOOLS</b>	<b>B6.7.1.1:</b> Demonstrate how to apply Health and Safety measures in using ICT Tools	<b>B6.7.1.1.1:</b> Identify five (5) major health hazards associated with the use of ICT tools. Discuss Eye strain, Eye irritation and Eye fatigue. <b>B6.7.1.1.2:</b> Demonstrate solutions for the health-related problems in ICT.
11	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>
12	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	INDEPENDENT GHANA	THE REPUBLICS	B6.6.1.1: Demonstrate understanding of the Fourth Republic (1992 to date).	B6.6.1.1.1: Describe the events leading to the emergence of the Fourth Republic.
2				B6.6.1.1.1: Describe the events leading to the emergence of the Fourth Republic.
3				B6.6.1.1.1: Describe the events leading to the emergence of the Fourth Republic.
4				B6.6.1.1.2: Identify the political parties that have governed the country under the Fourth Republic
5				B6.6.1.1.2: Identify the political parties that have governed the country under the Fourth Republic
6				B6.6.1.1.2: Identify the political parties that have governed the country under the Fourth Republic
7		MILITARY RULE	B6.6.2.1.1: Understand that the military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences	B6.6.2.1.1: Identify the leaders of the coups d'état and the names of their regimes.
8				B6.6.2.1.1: Identify the leaders of the coups d'état and the names of their regimes.
9				B6.6.2.2.2: Assess the consequences of military takeovers on Ghana's development.
10				B6.6.2.2.2: Assess the consequences of military takeovers on Ghana's development.
11	REVISION	REVISION	REVISION	REVISION
12	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	OUR NATION GHANA	BEING A CITIZEN	<b>B6.4.1.1:</b> Demonstrate understanding of behaviours and attitudes for peaceful living	<b>B6.4.1.1.2:</b> Describe skills for resolving conflict in the
2				<b>B6.4.1.1.2:</b> Describe skills for resolving conflict in the
3			<b>B6.4.1.2:</b> Demonstrate understanding of the importance of social accountability	<b>B6.4.1.2.1:</b> Explain the importance of public accountability
4		AUTHORITY AND POWER	<b>B6.4.2.1:</b> Demonstrate understanding of the need to obey and submit to authority	<b>B6.4.2.1.1:</b> Identify the role of children in promoting harmony with other family members
5			<b>B6.4.2.2:</b> Demonstrate understanding of the need for good governance	<b>B6.4.2.2.1:</b> Explain and appreciate the importance of democratic governance
6		RESPONSIBLE USE OF RESOURCES	<b>B6.4.3.1:</b> Demonstrate understanding of individual responsibilities in protecting water bodies	<b>B6.4.3.1.1:</b> Identify individual responsibilities in protecting water bodies
7		FARMING IN GHANA	<b>B6.4.6.1:</b> Demonstrate knowledge of job opportunities in the agricultural value chain	<b>B6.4.4.1.1:</b> Describe the agricultural value chain and the job opportunities
8	MY GLOBAL COMMUNITY	OUR NEIGHBOURING COUNTRIES	<b>B6.5.1.1:</b> Demonstrate understanding of how Ghana cooperates with other nations	<b>B6.5.1.1.1:</b> Explain how Ghana cooperates with other nations
9			<b>B6.5.1.2:</b> Demonstrate understanding of climate change	<b>B6.5.1.2.1:</b> Investigate the effects of climate change on the environment
10				<b>B6.5.1.2.1:</b> Investigate the effects of climate change on the environment
11	REVISION	REVISION	REVISION	REVISION
12	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	VISUAL ARTS	APPRECIATING AND APPRAISING	<b>B6.1.4.6:</b> Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	<b>B6.1.4.6.1:</b> Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the medium and style of the international visual artists studied.
2				<b>B6.1.4.6.2:</b> Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world. <b>B6.1.4.6.3:</b> Develop guidelines for appreciating and appraising own and others' visual artworks that communicate, educate and sensitise the public on topical issues in the world.
3	PERFORMING ARTS	APPRECIATING AND APPRAISING	<b>B6.2.4.6:</b> Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	<b>B6.2.4.6.1:</b> Develop guidelines for analysing and appreciating own and others' performing artworks that reflect the technique and style of international performing artists studied.
4				<b>B6 2.4.6.2:</b> Develop guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world. <b>B6.2.4.6.3:</b> Develop guidelines for appreciating and appraising own and others' performing artworks that communicate, educate or sensitise the public on topical issues in the world.
5			<b>B6.1.4.7:</b> Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging	<b>B6.1.4.7.1:</b> Analyse and appreciate own or others' artworks and present reports as feedback on artworks that reflect the medium and style of international performing artists

			artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications.	studied.
6				<b>B6.1.4.7.2:</b> Analyse and appreciate own or others' performing artworks and present reports as feedback on artworks that reflect the physical and social environments of some communities in the world.
7				<b>B6.1.4.7.3:</b> Analyse and appreciate own or others' performing artworks and present reports as feedback on artworks that communicate, educate or sensitise public on topical issues in the world.
8			<b>B6.2.4.7:</b> Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications.	<b>B6.2.4.7.1:</b> Analyse and appreciate own or others' performing artworks and present reports as feedback on artworks that reflect the techniques and styles of the international performing artists studied.
9				<b>B6.2.4.7.2:</b> Analyse and appreciate/ appraise own or others' music, dance and drama compositions and performances and present reports/ feedback on works that reflect the physical and social environments of some communities in the world.
10				<b>B6.2.4.7.3:</b> Analyse and appreciate own or others' performing artworks and present reports as feedback on artworks that communicate, educate or sensitise the public on topical issues in the world.
11	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>
12	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		<b>SITUER LES MOIS ET LES SAISONS DANS LE TEMPS</b>		<p><b>B6.4.4.1.1:</b> Écouter/ Regarder et comprendre un(e) audio/vidéo chanson sur les mois et saisons de l'année.</p> <p><b>B6.4.4.2.1:</b> Poser et répondre à des questions sur les mois des saisons.</p> <p><b>B6.4.4.2.2:</b> Dire en quels mois se passent certains évènements.</p>
2				<p><b>B6.4.4.3.1:</b> Lire et comprendre un texte simple sur les saisons et les mois où des fêtes importantes sont célébrées au Ghana.</p> <p><b>B6.4.4.4.1:</b> Écrire une carte postale à un(e) correspondant(e) pour lui indiquer des dates d'évènements importants dans votre pays.</p>
3		<b>ENTREREN CONTACT PAR TÉLÉPHONE</b>		<p><b>B6.4.5.1.1:</b> Écouter/Regarder et comprendre un clip sur deux personnes qui communiquent par téléphone.</p> <p><b>B6.4.5.2.1:</b> Simuler une conversation téléphonique entre deux interlocuteurs.</p> <p><b>B6.4.5.2.2:</b> Présenter quelqu'un au téléphone.</p>
4		<b>INVITER QUELQU'UN ET ACCEPTER UNE INVITATION</b>		<p><b>B6.4.5.3.1:</b> Lire et comprendre de petites conversations téléphoniques entre deux personnes.</p> <p><b>B6.4.5.4.1:</b> Échanger des textos ou des petits messages écrits par téléphone.</p> <p><b>B6.4.6.1.1:</b> Écouter/Regarder un document audiovisuel sur l'invitation.</p>
5				<p><b>B6.4.6.2.1:</b> Inviter quelqu'un au téléphone à manger ou à une fête.</p> <p><b>B6.4.6.2.2:</b> Dire pourquoi on accepte ou on refuse une invitation.</p> <p><b>B6.4.6.3.1:</b> Lire et comprendre une lettre/une carte d'invitation.</p> <p><b>B6.4.6.4.1:</b> Écrire une carte postale, un poster ou une carte d'invitation pour inviter des personnes.</p>

6		<b>IDENTIFIER LES PROFESSIONS ET LES MÉTIERS</b>		<p><b>B6.4.7.1.1:</b> Écouter/Regarder et comprendre un document audiovisuel sur les professions et les métiers.</p> <p><b>B6.4.7.2.1:</b> Poser et répondre à des questions sur ce que font les membres d'une famille.</p> <p><b>B6.4.7.2.2:</b> Dire la profession ou le métier que l'on veut exercer dans l'avenir.</p>
7		<b>DEMANDER ET EXPLIQUER LA POSITION DES PERSONNES OU DES OBJETS LES UNS PAR RAPPORT AUX AUTRES</b>		<p><b>B6.4.7.3.1:</b> Identifier et associer les noms de professions et métiers à leurs dessins.</p> <p><b>B6.4.7.4.1:</b> Ecrire les professions ou métiers des membres de sa famille.</p> <p><b>B6.4.8.1.1:</b> Écouter/ Regarder et comprendre un document audiovisuel et prendre note des positions des personnes et des objets.</p>
8				<p><b>B6.4.8.2.1:</b> Poser et répondre à des questions sur la position d'une personne ou d'un objet.</p> <p><b>B6.4.8.2.2:</b> Indiquer à quelqu'un la position d'un objet par rapport à une personne.</p> <p><b>B6.4.8.3.1:</b> Situer sur une carte de la ville, la position des lieux publics.</p>
9				<p><b>B6.4.8.4.1:</b> Indiquer par écrit la position d'une personne ou d'un objet par rapport à l'autre.</p> <p><b>B6.4.9.1.1:</b> Écouter/ Regarder et comprendre un document audio/audio-visuel où l'on parle des ordres et des conseils ou des consignes simples.</p>
10				<p><b>B6.4.9.2.1:</b> Donner et réagir à des ordres.</p> <p><b>B6.4.9.3.1:</b> Lisez et comprendre des ordres.</p> <p><b>B6.4.9.4.1:</b> Écrire pour donner des ordres.</p>
11	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	ORAL LANGUAGE	PRESENTATION	<b>B6.1.10.2:</b> Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation.	<b>B6.1.10.2.2:</b> Read aloud clearly, at a good pace and with expression.
	READING	COMPREHENSION	<b>B6.2.8.1:</b> Construct meaning from text read.	<b>B6.2.8.1.1:</b> Read silently and reasonably for meaning from a level-appropriate text.
	GRAMMAR USAGE AT WORD AND PHRASE LEVELS	CONJUNCTIONS	<b>B6.3.8.1:</b> Apply the knowledge of conjunctions in speech and in writing.	<b>B6.3.8.1.1:</b> Identify and use simple conjunctions - so that, when, while, if, etc., to: – show purpose – express time – condition, etc.
	WRITING	ARGUMENTATIVE/ PERSUASIVE WRITING	<b>B6.4.13.2:</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>B6.4.13.2.1:</b> Introduce claims and support with clear reasons in order of importance and evidence using credible sources and demonstrate understanding of the topic or text.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	USING CONJUNCTIONS	<b>B6.5.8.1:</b> Apply the knowledge of conjunctions in speech and in writing.	<b>B6.5.8.1.1:</b> Identify and use conjunctions – so that, when, while, if, etc., to: Show purpose, Express time, Express condition.
EXTENSIVE READING	BUILDING THE LOVE AND CULTURE OF READING	<b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	
2	ORAL LANGUAGE	PRESENTATION	<b>B6.1.10.2:</b> Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation.	<b>B6.1.10.2.2:</b> Read aloud clearly, at a good pace and with expression.
	READING	COMPREHENSION	<b>B6.2.8.1:</b> Construct meaning from text read.	<b>B6.2.8.1.1:</b> Read silently and reasonably for meaning from a level-appropriate text.
	GRAMMAR USAGE AT WORD AND PHRASE LEVELS	CONJUNCTIONS	<b>B6.3.8.1:</b> Apply the knowledge of conjunctions in speech and in writing.	<b>B6.3.8.1.1:</b> Identify and use simple conjunctions - so that, when, while, if, etc., to: – show purpose – express time – condition, etc.

	<p><b>WRITING</b></p> <p><b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b></p> <p><b>EXTENSIVE READING</b></p>	<p><b>ARGUMENTATIVE/ PERSUASIVE WRITING</b></p> <p><b>USING CONJUNCTIONS</b></p> <p><b>BUILDING THE LOVE AND CULTURE OF READING</b></p>	<p><b>B6.4.13.2:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>B6.5.8.1:</b> Apply the knowledge of conjunctions in speech and in writing.</p> <p><b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.</p>	<p><b>B6.4.13.2.1:</b> Introduce claims and support with clear reasons in order of importance and evidence using credible sources and demonstrate understanding of the topic or text.</p> <p><b>B6.5.8.1.1:</b> Identify and use conjunctions – so that, when, while, if, etc., to: Show purpose, Express time, Express condition.</p> <p><b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>
3	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b></p> <p><b>WRITING</b></p> <p><b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b></p> <p><b>EXTENSIVE READING</b></p>	<p><b>PRESENTATION</b></p> <p><b>SILENT READING</b></p> <p><b>MODALS</b></p> <p><b>ARGUMENTATIVE/ PERSUASIVE WRITING</b></p> <p><b>USING CONJUNCTIONS</b></p> <p><b>BUILDING THE LOVE AND CULTURE OF READING</b></p>	<p><b>B6.1.10.3:</b> Plan and present information and ideas for a variety of purposes.</p> <p><b>B6.2.8.1:</b> Construct meaning from text read.</p> <p><b>B6.3.9.1:</b> Apply the knowledge of modals in speech and in writing.</p> <p><b>B6.4.13.2:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>B6.5.8.1:</b> Apply the knowledge of conjunctions in speech and in writing.</p> <p><b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.</p>	<p><b>B6.1.10.3.1:</b> Research and deliver speeches on given informational topics.</p> <p><b>B6.2.8.1.2:</b> Find meaning of words as used in context.</p> <p><b>B6.3.9.1.1:</b> Use modals to express a variety of meanings.</p> <p><b>B6.4.13.2.2:</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>B6.5.8.1.1:</b> Identify and use conjunctions – so that, when, while, if, etc., to: Show purpose, Express time, Express condition.</p> <p><b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>
4	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p>	<p><b>PRESENTATION</b></p> <p><b>SILENT READING</b></p>	<p><b>B6.1.10.3:</b> Plan and present information and ideas for a variety of purposes.</p> <p><b>B6.2.8.1:</b> Construct meaning from text read CONT'D.</p>	<p><b>B6.1.10.3.2:</b> Draw on prior knowledge to identify subject matter and organisational structure of speech.</p> <p><b>B6.2.8.1.3:</b> Ask and answer questions based on a passage read.</p>

	<p><b>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b></p> <p><b>WRITING</b></p> <p><b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b></p> <p><b>EXTENSIVE READING</b></p>	<p><b>MODALS</b></p> <p><b>ARGUMENTATIVE/ PERSUASIVE WRITING</b></p> <p><b>USING SIMPLE, COMPOUND AND COMPOUND SENTENCES</b></p> <p><b>BUILDING THE LOVE AND CULTURE OF READING</b></p>	<p><b>B6.3.9.1:</b> Apply the knowledge of modals in speech and in writing.</p> <p><b>B6.4.13.2:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>B6.5.9.1:</b> Apply knowledge of grammatical rules to form words, phrases and sentences.</p> <p><b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.</p>	<p><b>B6.3.9.1.1:</b> Use modals to express a variety of meanings.</p> <p><b>B6.4.13.2.2:</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>B6.5.9.1.1:</b> Identify subjects and verbs in complex sentences.</p> <p><b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>
5	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b></p> <p><b>WRITING</b></p> <p><b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b></p> <p><b>EXTENSIVE READING</b></p>	<p><b>PRESENTATION</b></p> <p><b>FLUENCY</b></p> <p><b>PREPOSITION</b></p> <p><b>ARGUMENTATIVE/ PERSUASIVE WRITING</b></p> <p><b>USING SIMPLE, COMPOUND AND COMPOUND SENTENCES</b></p> <p><b>BUILDING THE LOVE AND CULTURE OF READING</b></p>	<p><b>B6.1.10.3:</b> Plan and present information and ideas for a variety of purposes.</p> <p><b>B6.2.9.1:</b> Read fluently to enhance comprehension.</p> <p><b>B6.3.10.1:</b> Apply the knowledge of prepositions in oral and written communication.</p> <p><b>B6.4.13.2:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>B6.5.9.1:</b> Apply knowledge of grammatical rules to form words, phrases, and sentences.</p> <p><b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.</p>	<p><b>B6.1.10.3.3:</b> Gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture.</p> <p><b>B6.2.9.1.1:</b> Read grade-level text with meaning.</p> <p><b>B6.3.10.1.1:</b> Use prepositions to convey a variety of meanings: –Time –Purpose –Possession –Comparison, e.g. taller than –Support or opposition, e.g. for you, against you.</p> <p><b>B6.4.13.2.3:</b> Establish and maintain a formal style.</p> <p><b>B6.5.9.1.1:</b> Identify subjects and verbs in complex sentences.</p> <p><b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>

6	<b>ORAL LANGUAGE</b>	<b>PRESENTATION</b>	<b>B6.1.10.3:</b> Plan and present information and ideas for a variety of purposes.	<b>B6.1.10.3.4:</b> Support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context.
	<b>READING</b>	<b>FLUENCY</b>	<b>B6.2.9.1:</b> Read fluently to enhance comprehension.	<b>B6.2.9.1.2:</b> Read aloud with expressions that reflect the author's purpose and meaning.
	<b>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b>	<b>PREPOSITION</b>	<b>B6.3.10.1:</b> Apply the knowledge of prepositions in oral and written communication.	<b>B6.3.10.1.1:</b> Use prepositions to convey a variety of meanings: –Time –Purpose –Possession –Comparison, e.g. taller than –Support or opposition, e.g. for you, against you.
	<b>WRITING</b>	<b>ARGUMENTATIVE/ PERSUASIVE WRITING</b>	<b>B6.4.13.2:</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>B6.4.13.2.3:</b> Establish and maintain a formal style.
	<b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b>	<b>USING SIMPLE, COMPOUND AND COMPOUND SENTENCES</b>	<b>B6.5.9.1:</b> Apply knowledge of grammatical rules to form words, phrases and sentences.	<b>B6.5.9.1.1:</b> Identify subjects and verbs in complex sentences.
	<b>EXTENSIVE READING</b>	<b>BUILDING THE LOVE AND CULTURE OF READING</b>	<b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.
7	<b>ORAL LANGUAGE</b>	<b>PRESENTATION</b>	<b>B6.1.10.3:</b> Plan and present information and ideas for a variety of purposes.	<b>B6.1.10.3.5:</b> Identify and use the appropriate register for formal and informal contexts.
	<b>READING</b>	<b>FLUENCY</b>	<b>B6.2.9.1:</b> Read fluently to enhance comprehension.	<b>B6.2.9.1.2:</b> Read aloud with expressions that reflect the author's purpose and meaning.
	<b>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b>	<b>ADJECTIVE PHRASES</b>	<b>B6.3.11.1:</b> Show understanding of adjective phrases in oral and written communication.	<b>B6.3.11.1.1:</b> Form and use adjective phrases correctly, e.g. this is a very beautiful flower.
	<b>WRITING</b>	<b>ARGUMENTATIVE/ PERSUASIVE WRITING</b>	<b>B6.4.13.2:</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>B6.4.13.2.4:</b> Provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic.

	<p><b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b></p> <p><b>EXTENSIVE READING</b></p>	<p><b>USING SIMPLE, COMPOUND AND COMPOUND SENTENCES</b></p> <p><b>BUILDING THE LOVE AND CULTURE OF READING</b></p>	<p><b>B6.5.9.1:</b> Apply knowledge of grammatical rules to form words, phrases and sentences.</p> <p><b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.</p>	<p><b>B6.5.9.1.2:</b> Construct complex sentences correctly.</p> <p><b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>
8	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b></p> <p><b>WRITING</b></p> <p><b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b></p> <p><b>EXTENSIVE READING</b></p>	<p><b>PRESENTATION</b></p> <p><b>SUMMARISING</b></p> <p><b>ADJECTIVE PHRASES</b></p> <p><b>EXPOSITORY/ INFORMATIVE WRITING</b></p> <p><b>USING SIMPLE, COMPOUND AND COMPOUND SENTENCES</b></p> <p><b>BUILDING THE LOVE AND CULTURE OF READING</b></p>	<p><b>B6.1.10.3:</b> Plan and present information and ideas for a variety of purposes.</p> <p><b>B6.2.10.1:</b> Read and summarise passages read.</p> <p><b>B6.3.11.1:</b> Show understanding of adjective phrases in oral and written communication.</p> <p><b>B6.5.9.1:</b> Apply knowledge of grammatical rules to form words, phrases and sentences.</p> <p><b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.</p>	<p><b>B6.1.10.3.6:</b> Elaborate on points using experiences and feelings.</p> <p><b>B6.2.10.1.1:</b> Summarise level-appropriate passages/ text orally.</p> <p><b>B6.3.11.1.1:</b> Form and use adjective phrases correctly, e.g. this is a very beautiful flower.</p> <p><b>B6.4.14.1.1:</b> Write short paragraphs to describe incidents. E.g. accidents, fire outbreaks.</p> <p><b>B6.5.9.1.2:</b> Construct complex sentences correctly.</p> <p><b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>
9	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b></p>	<p><b>PRESENTATION</b></p> <p><b>SUMMARISING</b></p> <p><b>ADVERB PHRASES</b></p>	<p><b>B6.1.10.3:</b> Plan and present information and ideas for a variety of purposes.</p> <p><b>B6.2.10.1:</b> Read and summarise passages read.</p> <p><b>B6.3.12.1:</b> Show understanding of adverb phrases in oral and written communication.</p>	<p><b>B6.1.10.3.7:</b> Speak with confidence before different audiences using appropriate verbal and non-verbal cues to convey meaning.</p> <p><b>B6.2.10.1.2:</b> Write a short summary of a level-appropriate passage/ text read.</p> <p><b>B6.3.12.1.1:</b> Form and use adverb phrases correctly. E.g. He comes to the house every day.</p>

	<p><b>WRITING</b></p> <p><b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b></p> <p><b>EXTENSIVE READING</b></p>	<p><b>EXPOSITORY/ INFORMATIVE WRITING</b></p> <p><b>SPELLING</b></p> <p><b>BUILDING THE LOVE AND CULTURE OF READING</b></p>	<p><b>B6.4.14.2:</b> Write the event of the day.</p> <p><b>B6.5.10.1:</b> Spell words accurately.</p> <p><b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.</p>	<p><b>B6.4.14.2.1:</b> Write articles on varied topics.</p> <p><b>B6.5.10.1.1:</b> Check pieces of literary work for spelling.</p> <p><b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>
<b>10</b>	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b></p> <p><b>WRITING</b></p> <p><b>USING WRITING CONVENTIONS/ GRAMMAR USAGE</b></p> <p><b>EXTENSIVE READING</b></p>	<p><b>PRESENTATION</b></p> <p><b>SUMMARISING</b></p> <p><b>DIRECT AND REPORTED SPEECH</b></p> <p><b>LETTER WRITING</b></p> <p><b>SPELLING</b></p> <p><b>BUILDING THE LOVE AND CULTURE OF READING</b></p>	<p><b>B6.1.10.3:</b> Plan and present information and ideas for a variety of purposes.</p> <p><b>B6.2.10.1:</b> Read and summarise passages read.</p> <p><b>B6.3.13.1:</b> Show understanding of direct and reported speeches in oral and written communication.</p> <p><b>B6.4.15.1:</b> Write informal letters on given topics.</p> <p><b>B6.5.10.1:</b> Spell words accurately.</p> <p><b>B6.6.1.1:</b> Read widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas.</p>	<p><b>B6.1.10.3.7:</b> Speak with confidence before different audiences using appropriate verbal and non-verbal cues to convey meaning.</p> <p><b>B6.2.10.1.2:</b> Write a short summary of a level-appropriate passage/ text read.</p> <p><b>B6.3.13.1.1:</b> Form and use reported speech appropriately.</p> <p><b>B6.4.15.1.1:</b> Write to friends to express their views on given topics using appropriate letter formats.</p> <p><b>B6.5.10.1.1:</b> Check pieces of literary work for spelling.</p> <p><b>B6.6.1.1.1:</b> Read and critique a variety of age- and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>
<b>11</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>
<b>12</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
<b>13</b>	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	ORAL LANGUAGE	ASKING AND ANSWERING QUESTIONS	<b>B6.1.9.1:</b> Exhibit knowledge of answering questions using the correct pronunciation and intonation.	<b>B6.1.9.1.2:</b> Answer questions using the correct pronunciations and intonation.
	READING	FLUENCY	<b>B6.2.9.1:</b> Show an understanding of how selecting main ideas from a text.	<b>B6.2.9.1.3:</b> Rewrite the main ideas in a passage in a logical order.
	WRITING	PENMANSHIP/HANDWRITING	<b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.	<b>B6.3.1.1.1:</b> Pay attention to ascending and descending letters that are not easy to write.
	COMPOSITION WRITING	INFORMATIVE/ACADEMIC WRITING	<b>B6.4.6.1:</b> Exhibit knowledge in writing informative/academic compositions.	<b>B6.4.6.1.1:</b> Discuss the process of writing speeches, letters to the press and reports.
	WRITING CONVENTIONS/USAGE	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)	<b>B6.5.6.1:</b> Exhibit knowledge of using conjunctions in forming compound sentences.	<b>B6.5.6.1.2:</b> Use conjunctions in forming compound sentences correctly.
	EXTENSIVE READING/CHILDREN LITERATURE/LIBRARY	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM	<b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.	<b>B6.6.3.1.4:</b> Find the meaning of unfamiliar words from the dictionary and context.
2	ORAL LANGUAGE	ASKING AND ANSWERING QUESTIONS	<b>B6.1.9.1:</b> Exhibit knowledge of answering questions using the correct pronunciation and intonation.	<b>B6.1.9.1.2:</b> Answer questions using the correct pronunciations and intonation.
	READING	FLUENCY	<b>B6.2.9.1:</b> Show an understanding of how selecting main ideas from a text.	<b>B6.2.9.1.3:</b> Rewrite the main ideas in a passage in a logical order.
	WRITING	PENMANSHIP/HANDWRITING	<b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.	<b>B6.3.1.1.1:</b> Pay attention to ascending and descending letters that are not easy to write.
	COMPOSITION WRITING	INFORMATIVE/ACADEMIC WRITING	<b>B6.4.6.1:</b> Exhibit knowledge in writing informative/academic compositions.	<b>B6.4.6.1.2:</b> Write speeches, letters to the press and reports using controlled composition.

	<p><b>WRITING CONVENTIONS/ USAGE</b></p> <p><b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b></p>	<p><b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)</b></p> <p><b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b></p>	<p><b>B6.5.6.1:</b> Exhibit knowledge of using conjunctions in forming compound sentences.</p> <p><b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.</p>	<p><b>B6.5.6.1.2:</b> Use conjunctions in forming compound sentences correctly.</p> <p><b>B6.6.3.1.4:</b> Find the meaning of unfamiliar words from the dictionary and context.</p>
3	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>WRITING</b></p> <p><b>COMPOSITION WRITING</b></p> <p><b>WRITING CONVENTIONS/ USAGE</b></p> <p><b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b></p>	<p><b>GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS</b></p> <p><b>FLUENCY</b></p> <p><b>PENMANSHIP/ HANDWRITING</b></p> <p><b>INFORMATIVE/ ACADEMIC WRITING</b></p> <p><b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</b></p> <p><b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b></p>	<p><b>B6.1.10.1:</b> Exhibit knowledge and understanding in the use of landmarks in giving directions.</p> <p><b>B6.2.9.1:</b> Show an understanding of how selecting main ideas from a text.</p> <p><b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.</p> <p><b>B6.4.6.1:</b> Exhibit knowledge in writing informative/ academic compositions.</p> <p><b>B6.5.7.1:</b> Recognise and spell words correctly.</p> <p><b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.</p>	<p><b>B6.1.10.1.1:</b> Recognise landmarks in your area.</p> <p><b>B6.2.9.1.3:</b> Rewrite the main ideas in a passage in a logical order.</p> <p><b>B6.3.1.1.1:</b> Pay attention to ascending and descending letters that are not easy to write.</p> <p><b>B6.4.6.1.3:</b> Write good speeches, letters to the press and reports.</p> <p><b>B6.5.7.1.1:</b> Write nine and ten-letter words correctly.</p> <p><b>B6.6.3.1.4:</b> Find the meaning of unfamiliar words from the dictionary and context.</p>
4	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p>	<p><b>GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS</b></p> <p><b>SUMMARISING</b></p>	<p><b>B6.1.10.1:</b> Exhibit knowledge and understanding in the use of landmarks in giving directions.</p> <p><b>B6.2.9.1:</b> Show an understanding of how main ideas from a text are extracted.</p>	<p><b>B6.1.10.1.1:</b> Recognise landmarks in your area.</p> <p><b>B6.2.9.1.1:</b> List the most important ideas from a paragraph.</p>

	<p><b>WRITING</b></p> <p><b>COMPOSITION WRITING</b></p> <p><b>WRITING CONVENTIONS/ USAGE</b></p> <p><b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b></p>	<p><b>PENMANSHIP/ HANDWRITING</b></p> <p><b>INFORMATIVE/ ACADEMIC WRITING</b></p> <p><b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</b></p> <p><b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b></p>	<p><b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.</p> <p><b>B6.4.6.1:</b> Exhibit knowledge in writing informative/ academic compositions.</p> <p><b>B6.5.7.1:</b> Recognise and spell words correctly.</p> <p><b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.</p>	<p><b>B6.3.1.1.1:</b> Pay attention to ascending and descending letters that are not easy to write.</p> <p><b>B6.4.6.1.4:</b> Write good reports on various activities.</p> <p><b>B6.5.7.1.1:</b> Write nine and ten-letter words correctly.</p> <p><b>B6.6.3.1.4:</b> Find the meaning of unfamiliar words from the dictionary and context.</p>
5	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>WRITING</b></p> <p><b>COMPOSITION WRITING</b></p> <p><b>WRITING CONVENTIONS/ USAGE</b></p> <p><b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b></p>	<p><b>GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS</b></p> <p><b>SUMMARISING</b></p> <p><b>PENMANSHIP/ HANDWRITING</b></p> <p><b>LITERARY WRITING</b></p> <p><b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</b></p> <p><b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b></p>	<p><b>B6.1.10.1:</b> Exhibit knowledge and understanding in the use of landmarks in giving directions.</p> <p><b>B6.2.9.1:</b> Show an understanding of how main ideas from a text are extracted.</p> <p><b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.</p> <p><b>B6.4.7.1:</b> Demonstrate knowledge of simple literary works by writing them.</p> <p><b>B6.5.7.1:</b> Recognise and spell words correctly.</p> <p><b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.</p>	<p><b>B6.1.10.1.2:</b> Use the landmarks to give directions to a house.</p> <p><b>B6.2.9.1.1:</b> List the most important ideas from a paragraph.</p> <p><b>B6.3.1.1.1:</b> Pay attention to ascending and descending letters that are not easy to write.</p> <p><b>B6.4.7.1.1:</b> Compose a simple poem.</p> <p><b>B6.5.7.1.2:</b> Fill in missing words from a short passage.</p> <p><b>B6.6.3.1.5:</b> Answer factual and inferential questions from the passage read.</p>
6	<p><b>ORAL LANGUAGE</b></p>	<p><b>GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS</b></p>	<p><b>B6.1.10.1:</b> Exhibit knowledge and understanding in the use of landmarks in giving directions.</p>	<p><b>B6.1.10.1.2:</b> Use the landmarks to give directions to a house.</p>

	<p><b>READING</b></p> <p><b>WRITING</b></p> <p><b>COMPOSITION WRITING</b></p> <p><b>WRITING CONVENTIONS/ USAGE</b></p> <p><b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b></p>	<p><b>SUMMARISING</b></p> <p><b>PENMANSHIP/ HANDWRITING</b></p> <p><b>LITERARY WRITING</b></p> <p><b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</b></p> <p><b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b></p>	<p><b>B6.2.9.1:</b> Show an understanding of how main ideas from a text are extracted.</p> <p><b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.</p> <p><b>B6.4.7.1:</b> Demonstrate knowledge of simple literary works by writing them.</p> <p><b>B6.5.7.1:</b> Recognise and spell words correctly.</p> <p><b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.</p>	<p><b>B6.2.9.1.1:</b> List the most important ideas from a paragraph.</p> <p><b>B6.3.1.1.2:</b> Write sentences using joint scripts.</p> <p><b>B6.4.7.1.2:</b> Create a prose on a given situation.</p> <p><b>B6.5.7.1.2:</b> Fill in missing words from a short passage.</p> <p><b>B6.6.3.1.5:</b> Answer factual and inferential questions from the passage read.</p>
7	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>WRITING</b></p> <p><b>COMPOSITION WRITING</b></p> <p><b>WRITING CONVENTIONS/ USAGE</b></p> <p><b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b></p>	<p><b>GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS</b></p> <p><b>SUMMARISING</b></p> <p><b>PENMANSHIP/ HANDWRITING</b></p> <p><b>LITERARY WRITING</b></p> <p><b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</b></p> <p><b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b></p>	<p><b>B6.1.10.1:</b> Exhibit knowledge and understanding in the use of landmarks in giving directions.</p> <p><b>B6.2.9.1:</b> Show an understanding of how main ideas from a text are extracted.</p> <p><b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.</p> <p><b>B6.4.7.1:</b> Demonstrate knowledge of simple literary works by writing them.</p> <p><b>B6.5.7.1:</b> Recognise and spell words correctly.</p> <p><b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.</p>	<p><b>B6.1.10.1.3:</b> Use the landmarks to give directions to your school.</p> <p><b>B6.2.9.1.2:</b> Recognise topic sentences in each paragraph.</p> <p><b>B6.3.1.1.2:</b> Write sentences using joint scripts.</p> <p><b>B6.4.7.1.3:</b> Write a good play using daily activities and experiences.</p> <p><b>B6.5.7.1.3:</b> Write dictated passages.</p> <p><b>B6.6.3.1.5:</b> Answer factual and inferential questions from the passage read.</p>

8	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>WRITING</b></p> <p><b>COMPOSITION WRITING</b></p> <p><b>WRITING CONVENTIONS/ USAGE</b></p> <p><b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b></p>	<p><b>PRESENTATION</b></p> <p><b>SUMMARISING</b></p> <p><b>PENMANSHIP/ HANDWRITING</b></p> <p><b>LETTER WRITING</b></p> <p><b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</b></p> <p><b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b></p>	<p><b>B6.1.11.1:</b> Demonstrate knowledge on the need for safety measures in the environment.</p> <p><b>B6.2.9.1:</b> Show an understanding of how main ideas from a text are extracted.</p> <p><b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.</p> <p><b>B6.4.8.1:</b> Exhibit knowledge of writing formal letters</p> <p><b>B6.5.7.1:</b> Recognise and spell words correctly.</p> <p><b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.</p>	<p><b>B6.1.11.1.1:</b> Recognise and discuss accidents that occur at home, school, roads, etc.</p> <p><b>B6.2.9.1.2:</b> Recognise topic sentences in each paragraph.</p> <p><b>B6.3.1.1.2:</b> Write sentences using joint scripts.</p> <p><b>B6.4.8.1.1:</b> Comprehend the process in writing formal letters.</p> <p><b>B6.5.7.1.3:</b> Write dictated passages.</p> <p><b>B6.6.3.1.6:</b> Write a summary of the passage or text read.</p>
9	<p><b>ORAL LANGUAGE</b></p> <p><b>READING</b></p> <p><b>WRITING</b></p> <p><b>COMPOSITION WRITING</b></p> <p><b>WRITING CONVENTIONS/ USAGE</b></p>	<p><b>PRESENTATION</b></p> <p><b>SUMMARISING</b></p> <p><b>PENMANSHIP/ HANDWRITING</b></p> <p><b>LETTER WRITING</b></p> <p><b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (CONJUNCTIONS)</b></p>	<p><b>B6.1.11.1:</b> Demonstrate knowledge on the need for safety measures in the environment.</p> <p><b>B6.2.9.1:</b> Show an understanding of how main ideas from a text are extracted.</p> <p><b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.</p> <p><b>B6.4.8.1:</b> Exhibit knowledge of writing formal letters</p> <p><b>B6.5.8.1:</b> Apply the knowledge of conjunctions in writing.</p>	<p><b>B6.1.11.1.2:</b> Discuss causes of accidents in the environment.</p> <p><b>B6.2.9.1.3:</b> Rewrite the main ideas in a passage in a logical order.</p> <p><b>B6.3.1.1.2:</b> Write sentences using joint scripts.</p> <p><b>B6.4.8.1.2:</b> Write formal letters using controlled composition.</p> <p><b>B6.5.8.1.1:</b> Identify and use the conjunctions - <i>so that, when, while, if</i>, unless to express purpose, time, condition, etc.</p>

	<b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b>	<b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b>	<b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.	<b>B6.6.3.1.6:</b> Write a summary of the passage or text read.
<b>10</b>	<b>ORAL LANGUAGE</b>	<b>PRESENTATION</b>	<b>B6.1.11.1:</b> Demonstrate knowledge on the need for safety measures in the environment.	<b>B6.1.11.1.3:</b> Discuss some safety measures to prevent accidents that occur at home, school and on roads.
	<b>READING</b>	<b>SUMMARISING</b>	<b>B6.2.9.1:</b> Show an understanding of how main ideas from a text are extracted.	<b>B6.2.9.1.3:</b> Rewrite the main ideas in a passage in a logical order
	<b>WRITING</b>	<b>PENMANSHIP/ HANDWRITING</b>	<b>B6.3.1.1:</b> Write sentences clearly and correctly, using correct capitalisation where needed.	<b>B6.3.1.1.2:</b> Write sentences using joint scripts.
	<b>COMPOSITION WRITING</b>	<b>LETTER WRITING</b>	<b>B6.4.8.1:</b> Exhibit knowledge of writing formal letters.	<b>B6.4.8.1.3:</b> Write good formal letters.
	<b>WRITING CONVENTIONS/ USAGE</b>	<b>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (CONJUNCTIONS)</b>	<b>B6.5.8.1:</b> Apply the knowledge of conjunctions in writing.	<b>B6.5.8.1.1:</b> Identify and use the conjunctions - <i>so that, when, while, if</i> , unless to express purpose, time, condition, etc.
	<b>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</b>	<b>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES AND RESPONDING TO THEM</b>	<b>B6.6.3.1:</b> Demonstrate knowledge on reading materials other than the class reader with understanding.	<b>B6.6.3.1.6:</b> Write a summary of the passage or text read.
<b>11</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>
<b>12</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
<b>13</b>	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>	<b>VACATION</b>