



ASSESSMENT

Educational Testing & Assessment Firm

THIRD TERM - SCHEME OF LEARNING

2025/2026 ACADEMIC YEAR

PRIMARY DEPARTMENT

BASIC 4

Contacts

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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: B4.....

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	GEOMETRY AND MEASUREMENT	2D AND 3D SHAPES	B4.3.1.1: Identify the lines of symmetry of regular and irregular 2D shapes	B4.3.1.1.1: Complete drawings of shapes to make them symmetrical B4.3.1.1.2: Identify the lines of symmetry of regular and irregular 2D shapes (triangles and quadrilaterals)
2		POSITION/ TRANSFORMATION	B4.3.2.1: Describe the position of objects in space using the cardinal points	B4.3.2.1.1: Tell the position and motion of objects in space using the cardinal points north, south, east, and west B4.3.3.1.1: Estimate perimeter using referents for centimetre or metre
		MEASUREMENT- (PERIMETER AND AREA)	B4.3.3.1: Demonstrate understanding of the perimeter of regular and irregular shapes	B4.3.3.1.2: Measure and record perimeter for regular and irregular shapes in cm and m.
3				B4.3.3.1.3: Develop and apply a formula for determining the perimeter of a square and a rectangle B4.3.3.1.4: Construct different rectangles for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter.
4			B4.3.3.2: Demonstrate an understanding of area of regular and irregular 2-D shapes	B4.3.3.2.1: Recognise that area is measured in square units. B4.3.3.2.2: Select and justify referents for the units cm^2 or m^2
5				B4.3.3.2.3: Estimate area by using referents for cm^2 or m^2 B4.3.3.2.4: Develop and apply a formula for determining an area of a rectangle and a square
6		MEASUREMENT - TIME	B4.3.3.3: Demonstrate understanding of time taken by events in minutes and hours	B4.3.3.2.5: Construct different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area. B4.3.3.3.1: Tell the time in hours and minutes in analogue and digital watches, including 24-hour clocks

7				<p>B4.3.3.3.2: Use clock to measure time to complete simple events in minutes and seconds</p> <p>B4.3.3.3.3: State dates of events and record calendar dates in a variety of formats</p>
8	DATA	<p>POSITION/ TRANSFORMATION</p> <p>DATA COLLECTION, ORGANIZATION, PRESENTATION, INTERPRETATION, AND ANALYSIS</p>	<p>B4.3.3.1: Describe the position of objects in space using the cardinal points</p> <p>B4.4.1.1: Demonstrate an understanding of many-to-one correspondence in displaying, reading, or interpreting graphs</p>	<p>B4.3.3.1.1: Tell the position and motion of objects in space using the cardinal points north, south, east, and west</p> <p>B4.4.1.1.1: Use an understanding of one-to-one correspondence to read and interpret graphs</p> <p>B4.4.1.1.2: Use an understanding of many-to-one correspondence to display or construct graphs</p>
9				<p>B4.4.1.1.3: Compare graphs in which the same data has been displayed and explain how they are the same and different</p> <p>B4.4.1.1.4: Find examples of graphs in which many-to-one correspondence is used in print and electronic media, such as newspapers, magazines, and the Internet, and describe the correspondence used</p>
10				<p>B4.4.1.2.1: Identify common features of graphs that use many-to-one correspondence and use that understanding to draw bar graphs or pictographs, complete with title, labelled axes, key or legend, to represent data collected (up to 4 categories of data).</p> <p>B4.4.1.2.2: Use understanding of many-to-one correspondence to solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of many-to-one bar graphs (up to 4 categories of data).</p>
11	REVISION	REVISION	REVISION	REVISION
12	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
13	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	THE FAMILY AND COMMUNITY	ROLES AND RELATIONSHIPS	B4.4.1.1: Exhibit the need to be committed to God	B4.4.1.1.1: Explain the need to be committed to God.
2				B4.4.1.1.1: Explain the need to be committed to God.
3			B4.4.1.1: Explain the need for good deeds	B4.4.1.1.2: Identify deeds that attract rewards.
4				B4.4.1.1.2: Identify deeds that attract rewards.
5				B4 4.1.1.3: Give reasons for rewarding good deeds.
6				B4 4.1.1.3: Give reasons for rewarding good deeds.
7	THE FAMILY, AUTHORITY, AND OBEDIENCE	AUTHORITY AND OBEDIENCE	B4.5.1.1: Explain the need to obey and submit to authority	B4.5.1.1.1: Explain authority at home, school, and in the community.
8				B4.5.1.1.1: Explain authority at home, school, and in the community.
9		ROLES, RELATIONSHIPS IN THE FAMILY, AND CHARACTER FORMATION	B4.5.2.1: Explain the importance of being a loyal member of the family	B4.5.2.1.1: Discuss the importance of being a committed member of the family.
10				B4.5.2.1.1: Discuss the importance of being a committed member of the family.
11	REVISION	REVISION	REVISION	REVISION
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B4.5.1.1: Recognise the importance of personal hygiene.	B4. 5.1.1.1: Know how to care for oneself and the environment.
2				B4.5.1.1.1: Know how to care for oneself and the environment.
3				B4. 5.1.1.2: Describe ways of sustaining the environment through waste management.
4				B4. 5.1.1.2: Describe ways of sustaining the environment through waste management.
5		DISEASES	B4.5.2.1: Know common diseases of humans, causes, symptoms, effects, and prevention.	B4.5.2.1.1: Identify causes, symptoms, and prevention of measles.
6				B4.5.2.1.1: Identify causes, symptoms, and prevention of measles.
7				B4.5.2.1.2: Demonstrate an understanding of the causes, symptoms, and prevention of foodborne diseases.
8				B4.5.2.1.2: Demonstrate an understanding of the causes, symptoms, and prevention of foodborne diseases.
9		CLIMATE CHANGE	B4.5.4.1: Know that climate change is one of the most important environmental issues facing the world today.	B4.5.4.1.1: Explain that burning is one of the causes of climate change.
10				B4.5.4.1.1: Explain that burning is one of the causes of climate change.
11	REVISION	REVISION	REVISION	REVISION
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	PRESENTATION	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	B4.2.1.1: Demonstrate the use of MS- PowerPoint	B4.2.1.1.1: Demonstrate the use of the clipboard, slides, fonts, paragraph, and editing in the ribbons under the home ribbons section.
2				B4.2.1.1.1: Demonstrate the use of the clipboard, slides, fonts, paragraph, and editing in the ribbons under the home ribbons section.
3				B4.2.1.1.2: Show a 3-slide presentation using clipboard, slides, fonts, paragraph, and editing of the ribbons studied.
4				B4.2.1.1.2: Show a 3-slide presentation using clipboard, slides, fonts, paragraph, and editing of the ribbons studied.
5				B4.2.1.1.2: Show a 3-slide presentation using clipboard, slides, fonts, paragraph, and editing of the ribbons studied.
6	WORD PROCESSING	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	B4.3.1.1: Demonstrate understanding of the use of a word processing application	B4.3.1.1.1: Demonstrate how to use the clipboard, styles, fonts, paragraph, and editing.
7				B4.3.1.1.1: Demonstrate how to use the clipboard, styles, fonts, paragraph, and editing.
8				B4.3.1.1.2: Illustrate the use of the clip board, styles, fonts, paragraphs, and editing.
9				B4.3.1.1.2: Illustrate the use of the clip board, styles, fonts, paragraphs, and editing.
10				B4.3.1.1.2: Illustrate the use of the clip board, styles, fonts, paragraphs, and editing.
11	REVISION	REVISION	REVISION	REVISION
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		AUTHORITY AND POWER	B4.4.2.1: Demonstrate respect for people with authority and power.	B4.4.2.1.1: Show respect and obedience to those in authority.
2				B4.4.2.1.1: Show respect and obedience to those in authority.
3		RESPONSIBLE USE OF RESOURCES	B4.4.3.1: Demonstrate understanding of the responsible use of water.	B4.4.3.1.1: Identify ways to use water responsibly.
4				B4.4.3.1.1: Identify ways to use water responsibly.
5		FARMING IN GHANA	B4.4.4.1: Know about gardening basics such as preparing healthy soil and nursing activities for crop production (seed bed preparation).	B4.4.4.1.1: Prepare nursery beds, nurse seeds, transplant seedlings, and maintain small gardens.
6				B4.4.4.1.1: Prepare nursery beds, nurse seeds, transplant seedlings, and maintain small gardens.
7	MY GLOBAL COMMUNITY	OUR NEIGHBOURING COUNTRIES	B4.5.1.1: Demonstrate knowledge of the cultural exchanges between Ghana and her neighbours.	B4.5.1.1.1: Describe cultural exchanges between Ghana and her neighbours.
8				B4.5.1.1.1: Describe cultural exchanges between Ghana and her neighbours
9			B4.5.1.2: Demonstrate knowledge of rocks.	B4.5.1.2.1: Explain the uses of rocks.
10				B4.5.1.2.1: Explain the uses of rocks.
11	REVISION	REVISION	REVISION	REVISION
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	ESTABLISHING BRITISH RULE IN GHANA	B4.4.1.1: Demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise Ghana.	B4.4.1.1.1: Examine the Bond of 1844
2				B4.4.1.1.1: Examine the Bond of 1844.
3				B4.4.1.1.1: Examine the Bond of 1844.
4				B4.4.1.1.1: Examine the Bond of 1844.
5		ESTABLISHING BRITISH RULE IN GHANA	B4.4.1.2: Show understanding of how the various parts of the country were brought together.	B4.4.1.2.1: Describe how the different areas – The Colony, Asante, The Northern Territories and The British Mandated Togoland– became one territory known as the Gold Coast.
6				B4.4.1.2.1: Describe how the different areas – The Colony, Asante, The Northern Territories and The British Mandated Togoland– became one territory known as the Gold Coast.
7				B4.4.1.2.1: Describe how the different areas – The Colony, Asante, The Northern Territories and The British Mandated Togoland– became one territory known as the Gold Coast.
8	INDEPENDENT GHANA	THE REPUBLICS	B4.6.1.1: Understand that there have been four Republics in Ghana.	B4.6.1.1.1: Explain that Ghana, up to June 1960, though independent, had the Queen of the United Kingdom (UK) as Head of State of Ghana and made limitations on Ghana's independence.
9				B4.6.1.1.1: Explain that Ghana, up to June 1960, though independent, had the Queen of the United Kingdom (UK) as Head of State of Ghana and made limitations on Ghana's independence.

10				B4.6.1.1.1: Explain that Ghana, up to June 1960, though independent, had the Queen of the United Kingdom (UK) as Head of State of Ghana and made limitations on Ghana's independence.
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1	VISUAL ARTS	APPRECIATING AND APPRAISING	B4.1.4.7: 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.	B4.1.4.7.1: Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.
2				B4.1.4.7.1: Analyse and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana.
3				B4.1.4.7.2: Analyse and appreciate own or others' visual artworks based on the developed guidelines and present own reports as feedback on artworks that reflect the natural and manmade environments of some communities in Ghana.
4				B4.1.4.7.3: Analyse and appreciate own or others' visual artworks using the developed guidelines and present own report as feedback on artworks that reflect topical issues in Ghana.
5				B4.1.4.7.3: Analyse and appreciate own or others' visual artworks using the developed guidelines and present own report as feedback on artworks that reflect topical issues in Ghana.

6	PERFORMING ARTS	APPRECIATING AND APPRAISING	B4.2.4.7: 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.	B4.2.4.7.1: Analyse and appraise own or others' compositions and performances and present reports/ feedback on works that reflect the history and culture of the people of Ghana.
7				B4.2.4.7.1: Analyse and appraise own or others' compositions and performances and present reports/ feedback on works that reflect the history and culture of the people of Ghana.
8				B4.2.4.7.2: Analyse and appreciate/ appraise own or others' compositions and performances and present reports/ feedback on works that reflect the natural and manmade environments of some communities in Ghana.
9				B4.2.4.7.2: Analyse and appreciate own or others' compositions and performances and present reports as feedback on artworks that reflect topical issues in Ghana.
10				B4.2.4.7.2: Analyse and appreciate own or others' compositions and performances and present reports as feedback on artworks that reflect topical issues in Ghana.
11	REVISION	REVISION	REVISION	REVISION
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS
1		PARLER DES JOURS DE LA SEMAINE		<p>B4.4.3.3.1: Lire et comprendre un texte simple sur les activités d'une personne - À partir des emplois du temps des classes différentes, les élèves lisent et disent les matières de chaque jour.</p> <p>B4.4.3.4.1: Écrire ce que l'on fait chaque jour de la semaine ♣ À partir d'un emploi du temps, les élèves écrivent quel jour ils font certaines matières.</p> <p>B4.4.3.4.2: Écrire une carte postale à un(e) ami(e) pour lui raconter comment on passe sa journée.</p> <p>B4.4.3.4.3: Remplir un emploi du temps vierge avec des rubriques comme jour, matière, heure.</p>
2		SITUER LES MOIS ET LES SAISONS DANS LE TEMPS		<p>B4.4.1.1: Écouter/ Regarder et comprendre un document audio/ audio-visuel sur les mois de l'année</p> <p>B4.4.4.2.1: Poser et répondre à des questions sur les mois de l'année.</p> <p>B4.4.4.2.2: Dire dans quel mois un événement/ une activité a lieu</p> <p>B4.4.4.2.3: Réciter des poèmes ou chanter des chansons sur les mois de l'année</p>
3				<p>B4.4.4.2.4: Situer un événement/une action dans un mois de l'année. Exemple : le Noël est en décembre, le Nouvel an commence en janvier, l'indépendance du Ghana est en mars, etc.</p> <p>B4.4.4.3.1: Lire et donner les dates de naissance, de fêtes nationales/traditionnelles, d'événements importants</p> <p>B4.4.4.4.1: Écrire sa date de naissance et celle des membres de sa famille Ex. La date de naissance de mon père est le 5 mai 1966.</p>
4				<p>B4.4.5.1.1: Écouter et comprendre une conversation ou regarder et comprendre un clip sur deux personnes qui communiquent par téléphone</p>

		ENTRER EN CONTACT PAR TÉLÉPHONE		<p>B4.4.5.2.1: Simuler la conversation téléphonique entre deux interlocuteurs.</p> <p>B4.4.5.2.2: Se présenter au téléphone.</p> <p>B4.4.5.3.1: Lire et comprendre un dialogue court d'une conversation téléphonique.</p> <p>B4.4.5.4.1: Échanger des petits messages écrits par téléphone.</p>
5		INVITER QUELQU'UN ET ACCEPTER UNE INVITATION		<p>B4.4.6.1.1: Écouter/Regarder et comprendre un document audiovisuel sur l'invitation.</p> <p>B4.4.6.2.2: Accepter/ refuser une invitation - Avec plaisir. - Oui, je suis libre. -Non, je suis désolé(e). -Non, je ne peux pas. -etc.</p> <p>B4.4.6.2.3: Dire pourquoi on accepte ou on refuse une invitation et répondre à des questions simples.</p> <p>B4.4.6.3.1: Lire et comprendre une lettre ou une carte d'invitation.</p>
6		IDENTIFIER LES PROFESSIONS ET LES MÉTIERS		<p>B4.4.6.4.1: Écrire une lettre ou carte d'invitation.</p> <p>B4.4.7.1.1: Écouter/Regarder et comprendre un document audiovisuel sur les professions et les métiers.</p> <p>B4.4.7.2.1: Poser et répondre à des questions sur les métiers ou les professions des membres d'une famille ou d'autres personnes.</p> <p>B4.4.7.2.2: Dire la profession ou le métier que l'on veut exercer dans l'avenir.</p>
7		IDENTIFIER LES PROFESSIONS ET LES MÉTIERS		<p>B4.4.7.3.1: Identifier et associer les noms des professions et métiers à leurs dessins.</p> <p>B4.4.7.4.1: Écrire ce que font des personnes qui exercent différentes professions et métiers.</p>
		DEMANDER ET EXPLIQUER LA POSITION DE PERSONNES OU D'OBJETS LES UNS PAR RAPPORT		<p>B4.4.8.1.1: Écouter/ Regarder et comprendre un document audiovisuel et prendre note des positions des personnes et des objets.</p> <p>B4.4.8.2.1: Poser et répondre à des questions sur la position d'une personne ou d'un objet.</p>

8				<p>B4.4.8.2.2: Indiquer à quelqu'un la position d'un objet.</p> <p>B4.4.8.3.1: Situer sur une carte de la ville, la position des lieux publics.</p> <p>B4.4.8.4.1: Indiquer par écrit la position d'une personne ou d'un objet par rapport à l'autre.</p>
9		DONNER ET REAGIR A UN ORDRE		<p>B4.4.9.1.1: Écouter/ Regarder et comprendre un document audio/ audio-visuel où l'on parle des ordres simples.</p> <p>B4.4.9.2.1: Donner et réagir à des ordres.</p>
10				<p>B4.4.9.3.1: Lisez et comprendre des ordres.</p> <p>B4.4.9.4.1: Écrire pour donner des ordres.</p>
11	REVISION	REVISION	REVISION	REVISION
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WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	<p>ORAL LANGUAGE</p> <p>READING</p> <p>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>PRESENTATION</p> <p>SILENT READING</p> <p>ADVERBS</p> <p>ARGUMENTATIVE/ PERSUASIVE WRITING</p> <p>CONJUNCTIONS</p> <p>BUILDING THE LOVE AND CULTURE OF READING</p>	<p>B4.1.10.2: Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation.</p> <p>B4.2.8.1: Construct meaning from texts read.</p> <p>B4.3.6.1: Apply the knowledge of different types of adverbs in communication.</p> <p>B4.4.13.2: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>B4.5.8.1: Apply the knowledge of conjunctions in speech and in writing.</p> <p>B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.</p>	<p>B4.1.10.2.1: Speak clearly and fluently, using the appropriate voice qualities (pace, tone, etc.).</p> <p>B4.2.8.1.1: Read silently and reasonably for meaning from level-appropriate texts.</p> <p>B4.3.6.1.1: Use adverbs of time and place appropriately.</p> <p>B4.4.13.2.3: Establish and maintain a formal style.</p> <p>B4.5.8.1.1: Identify and use conjunctions – and, but, or, nor – to link: - similar ideas - contrasting ideas - express alternatives.</p> <p>B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.</p>
2	<p>ORAL LANGUAGE</p> <p>READING</p> <p>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p>	<p>PRESENTATION</p> <p>SILENT READING</p> <p>ADVERBS</p> <p>ARGUMENTATIVE/ PERSUASIVE WRITING</p> <p>CONJUNCTIONS</p>	<p>B4.1.10.2: Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation.</p> <p>B4.2.8.1: Construct meaning from texts read.</p> <p>B4.3.6.1: Apply the knowledge of different types of adverbs in communication.</p> <p>B4.4.13.2: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>B4.5.8.1: Apply the knowledge of conjunctions in speech and in writing.</p>	<p>B4.1.10.2.2: Read aloud clearly, at a good pace and with expression.</p> <p>B4.2.8.1.2: Find meaning of words as used in context.</p> <p>B4.3.6.1.1: Use adverbs of time and place appropriately.</p> <p>B4.4.13.2.4: Provide a concluding statement that follows from argument presented.</p> <p>B4.5.8.1.1: Identify and use conjunctions – and, but, or, nor – to link: - similar ideas - contrasting ideas - express alternatives.</p>

	EXTENSIVE READING	BUILDING THE LOVE AND CULTURE OF READING	B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.
3	ORAL LANGUAGE	PRESENTATION	B4.1.10.3: Plan and present information and ideas for a variety of purposes.	B4.1.10.3.1: Identify the purpose and audience of a speech and set goals in the context of assigned topics (e.g., about familiar persons).
	READING	SILENT READING	B4.2.8.1: Construct meaning from texts read.	B4.2.8.1.2: Find the meaning of words as used in context.
	GRAMMAR USAGE AT WORD AND PHRASE LEVELS	ADVERBS	B4.3.6.1: Apply the knowledge of different types of adverbs in communication.	B4.3.6.1.2: Use adverbs of time to modify verbs.
	WRITING	ARGUMENTATIVE/ PERSUASIVE WRITING	B4.4.13.2: Write arguments to support claims with clear reasons and relevant evidence.	B4.4.13.2.4: Provide a concluding statement that follows from argument presented.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	CONJUNCTIONS	B4.5.8.1: Apply the knowledge of conjunctions in speech and in writing.	B4.5.8.1.1: Identify and use conjunctions – and, but, or, nor – to link: - similar ideas - contrasting ideas - express alternatives.
	EXTENSIVE READING	BUILDING THE LOVE AND CULTURE OF READING	B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.
4	ORAL LANGUAGE	PRESENTATION	B4.1.10.3: Plan and present information and ideas for a variety of purposes.	B4.1.10.3.2: Draw on prior knowledge to identify the subject matter of a speech.
	READING	SILENT READING	B4.2.8.1: Construct meaning from texts read.	B4.2.8.1.3: Answer questions based on the passage read.
	GRAMMAR USAGE AT WORD AND PHRASE LEVELS	IDIOMATIC EXPRESSIONS	B4.3.7.1: Understand and use idiomatic expressions appropriately in speech and in writing.	B4.3.7.1.1: Use idiomatic expressions appropriately in communication.
	WRITING	EXPOSITORY/ INFORMATIVE WRITING	B4.4.14.1: Write informative essays.	B4.4.14.1.1: Write words giving information about family.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	USING SIMPLE, COMPOUND, AND COMPLEX SENTENCES	B4.5.9.1: Apply knowledge of grammatical rules to form words, phrases, and sentences.	B4.5.9.1.1: Identify subjects and verbs in simple sentences.

	EXTENSIVE READING	BUILDING THE LOVE AND CULTURE OF READING	B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.
5	ORAL LANGUAGE	PRESENTATION	B4.1.10.3: Plan and present information and ideas for a variety of purposes.	B4.1.10.3.3: Gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture.
	READING	SILENT READING	B4.2.8.1: Construct meaning from texts read.	B4.2.8.1.3: Answer questions based on the passage read.
	GRAMMAR USAGE AT WORD AND PHRASE LEVELS	IDIOMATIC EXPRESSIONS	B4.3.7.1: Understand and use idiomatic expressions appropriately in speech and in writing.	B4.3.7.1.1: Use idiomatic expressions appropriately in communication.
	WRITING	EXPOSITORY/ INFORMATIVE WRITING	B4.4.14.1: Write informative essays.	B4.4.14.1.1: Write words giving information about the family.
	USING WRITING CONVENTIONS/ GRAMMAR USAGE	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES	B4.5.9.1: Apply knowledge of grammatical rules to form words, phrases, and sentences.	B4.5.9.1.1: Identify subjects and verbs in simple sentences.
	EXTENSIVE READING	BUILDING THE LOVE AND CULTURE OF READING	B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.
6	ORAL LANGUAGE	PRESENTATION	B4.1.10.3: Plan and present information and ideas for a variety of purposes.	B4.1.10.3.4: Support ideas and points with visual resources to convey meaning appropriate to the purpose and context.
	READING	FLUENCY	B4.2.9.1: Read fluently to enhance comprehension.	B4.2.9.1.1: Read grade-level texts at a good pace, with accuracy and expression.
	GRAMMAR USAGE AT WORD AND PHRASE LEVELS	CONJUNCTIONS	B4.3.8.1: Apply the knowledge of conjunctions in speech and in writing.	B4.3.8.1.1: Identify and use simple conjunctions - and, but, or, nor - to link: - similar ideas - contrasting ideas, show choices/ express alternatives.
	WRITING	EXPOSITORY/ INFORMATIVE WRITING	B4.4.14.2: Write an event of the day.	B4.4.14.2.1: Write picture events about personal experiences and make radio/ TV presentations.

	<p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>USING SIMPLE, COMPOUND, AND COMPLEX SENTENCES</p> <p>BUILDING THE LOVE AND CULTURE OF READING</p>	<p>B4.5.9.1: Apply knowledge of grammatical rules to form words, phrases, and sentences.</p> <p>B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.</p>	<p>B4.5.9.1.2: Construct simple sentences correctly.</p> <p>B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.</p>
7	<p>ORAL LANGUAGE</p> <p>READING</p> <p>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>PRESENTATION</p> <p>FLUENCY</p> <p>MODALS</p> <p>EXPOSITORY/ INFORMATIVE WRITING</p> <p>USING SIMPLE, COMPOUND AND COMPLEX SENTENCES</p> <p>BUILDING THE LOVE AND CULTURE OF READING</p>	<p>B4.1.10.3: Plan and present information and ideas for a variety of purposes.</p> <p>B4.2.9.1: Read fluently to enhance comprehension.</p> <p>B4.3.9.1: Apply the knowledge of modals in speech and in writing.</p> <p>B4.4.14.2: Write an event of the day.</p> <p>B4.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences.</p> <p>B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.</p>	<p>B4.1.10.3.5: Use effective introductions and conclusions.</p> <p>B4.2.9.1.1: Read grade-level texts at a good pace, with accuracy and expression.</p> <p>B4.3.9.1.1: Use modals to express a variety of meanings: – can: conveys ability – may: asks for permission, expresses politeness, possibility – must: obligation or compulsion, necessities – shall / will: prediction, intention, determination etc. – could: tentativeness, politeness – would: politeness – might: possibility – should: obligation – used to: for past activities or events – have to, ought to and need to: for obligation.</p> <p>B4.4.14.2.1: Write picture events about personal experiences and make radio/ TV presentations.</p> <p>B4.5.9.1.2: Construct simple sentences correctly.</p> <p>B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.</p>
8	<p>ORAL LANGUAGE</p>	<p>PRESENTATION</p>	<p>B4.1.10.3: Plan and present information and ideas for a variety of purposes.</p>	<p>B4.1.10.3.6: Elaborate on ideas using explanations.</p>

	<p>READING</p> <p>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</p> <p>WRITING</p> <p>USING WRITING CONVENTIONS/ GRAMMAR USAGE</p> <p>EXTENSIVE READING</p>	<p>FLUENCY</p> <p>MODALS</p> <p>LETTER WRITING</p> <p>SPELLING</p> <p>BUILDING THE LOVE AND CULTURE OF READING</p>	<p>B4.2.8.1: Construct meaning from texts read.</p> <p>B4.3.9.1: Apply the knowledge of modals in speech and in writing.</p> <p>B4.4.15.1: Write informal letters on the given topics.</p> <p>B4.5.10.1: Spell words accurately.</p> <p>B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.</p>	<p>B4.2.9.1.2: Use recognition strategies to confirm understanding of level-appropriate texts.</p> <p>B4.3.9.1.1: Use modals to express a variety of meanings: – can: conveys ability – may: asks for permission, expresses politeness, possibility – must: obligation or compulsion, necessities – shall / will: prediction, intention, determination etc. – could: tentativeness, politeness – would: politeness – might: possibility – should: obligation – used to: for past activities or events – have to, ought to and need to: for obligation.</p> <p>B4.4.15.1.1: Write to friends about personal experiences using appropriate letter formats.</p> <p>B4.5.10.1.1: Use invented spelling to increase fluency and free writing.</p> <p>B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.</p>
9	<p>ORAL LANGUAGE</p> <p>READING</p> <p>GRAMMAR USAGE AT WORD AND PHRASE LEVELS</p> <p>WRITING</p>	<p>PRESENTATION</p> <p>SUMMARISING</p> <p>PREPOSITIONS</p> <p>LETTER WRITING</p>	<p>B4.1.10.3: Plan and present information and ideas for a variety of purposes CONT'D.</p> <p>B4.2.10.1: Read and summarise passages read.</p> <p>B4.3.10.1: Apply the knowledge of prepositions in oral and written communication.</p> <p>B4.4.15.1: Write informal letters on the given topics.</p>	<p>B4.1.10.3.7: Speak with confidence before peers and maintain eye contact.</p> <p>B4.2.10.1.1: Summarise level-appropriate passages/ texts orally.</p> <p>B4.3.10.1.1: Use prepositions to convey a variety of meanings: – Direction e.g., along – Period of Time – Purpose – Possession – Comparison e.g. taller than.</p> <p>B4.4.15.1.1: Write to friends about personal experiences using appropriate letter formats.</p>

	USING WRITING CONVENTIONS/ GRAMMAR USAGE EXTENSIVE READING	SPELLING BUILDING THE LOVE AND CULTURE OF READING	B4.5.10.1: Spell words accurately. B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.5.10.1.1: Use invented spelling to increase fluency and free writing. B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.
10	ORAL LANGUAGE READING GRAMMAR USAGE AT WORD AND PHRASE LEVELS WRITING USING WRITING CONVENTIONS/ GRAMMAR USAGE EXTENSIVE READING	PRESENTATION SUMMARISING PREPOSITIONS LETTER WRITING SPELLING BUILDING THE LOVE AND CULTURE OF READING	B4.1.10.3: Plan and present information and ideas for a variety of purposes CONT'D. B4.2.10.1: Read and summarise passages read. B4.3.10.1: Apply the knowledge of prepositions in oral and written communication. B4.4.15.1: Write informal letters on given topics. B4.5.10.1: Spell words accurately. B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.1.10.3.7: Speak with confidence before peers and maintain eye contact. B4.2.10.1.2: Write a short summary of a level-appropriate passage/ text read. B4.3.10.1.1: Use prepositions to convey a variety of meanings: – Direction, e.g., along – Period of Time – Purpose – Possession – Comparison, e.g., taller than. B4.4.15.1.1: Write to friends about personal experiences using appropriate letter formats. B4.5.10.1.1: Use invented spelling to increase fluency and free writing. B4.6.1.1.1: Read a variety of age- and level-appropriate books and present a two-paragraph summary of each book read.
11	REVISION	REVISION	REVISION	REVISION
12	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
13	VACATION	VACATION	VACATION	VACATION

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS
1	ORAL LANGUAGE	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS	B4.1.10.1: Exhibit knowledge of understanding and use of landmarks in giving directions.	B4.1.10.1.1: Recognise landmarks in your area and use them to give directions.
	READING	SILENT READING	B4.2.7.1: Demonstrate in knowledge on reading for comprehension.	B4.2.7.1.2: Explain the meanings of figurative expressions in a text.
	WRITING	PENMANSHIP/ HANDWRITING	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.3: Recognise that a question mark is used at the end of a question.
	COMPOSITION WRITING	INFORMATIVE/ ACADEMIC WRITING	B4.4.6.1: Show an understanding of writing events of the day and editing it.	B4.4.6.1.3: Edit your writing.
	WRITING CONVENTIONS/ USAGE	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)	B4.5.6.1: Exhibit knowledge of forming compound sentences in writing.	B4.5.6.1.1: Form compound sentences from simple sentences.
	EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.	B4.6.3.1.3: Explore the meaning of unfamiliar words from context or a dictionary.
2	ORAL LANGUAGE	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS	B4.1.10.1: Exhibit knowledge of understanding and use of landmarks in giving directions.	B4.1.10.1.1: Recognise landmarks in your area and use them to give directions.
	READING	SILENT READING	B4.2.7.1: Demonstrate in knowledge on reading for comprehension	B4.2.7.1.2: Explain the meanings of figurative expressions in a text.
	WRITING	PENMANSHIP/ HANDWRITING	B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.3: Recognise that a question mark is used at the end of a question.
	COMPOSITION WRITING	INFORMATIVE/ ACADEMIC WRITING	B4.4.6.1: Show an understanding of writing events of the day and editing it.	B4.4.6.1.3: Edit your writing.

	<p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</p>	<p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)</p> <p>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES</p>	<p>B4.5.6.1: Exhibit knowledge of forming compound sentences in writing.</p> <p>B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.</p>	<p>B4.5.6.1.1: Form compound sentences from simple sentences.</p> <p>B4.6.3.1.3: Explore the meaning of unfamiliar words from context or a dictionary.</p>
3	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING/ CHILDREN'S LITERATURE/ LIBRARY</p>	<p>GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS</p> <p>SILENT READING</p> <p>PENMANSHIP/ HANDWRITING</p> <p>LITERARY WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)</p> <p>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES</p>	<p>B4.1.10.1: Exhibit knowledge of understanding and use of landmarks in giving directions.</p> <p>B4.2.7.1: Demonstrate in knowledge on reading for comprehension.</p> <p>B4.3.1.1: Exhibit knowledge of the use of full stops, commas, and question marks appropriately in sentences, and write simple sentences boldly and clearly.</p> <p>B4.4.7.1: Demonstrate knowledge of writing poems, prose, and plays.</p> <p>B4.5.6.1: Exhibit knowledge of forming compound sentences in writing.</p> <p>B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.</p>	<p>B4.1.10.1.1: Recognise landmarks in your area and use them to give directions.</p> <p>B4.2.7.1.3: Answer questions on a passage.</p> <p>B4.3.1.1.3: Recognise that a question mark is used at the end of a question.</p> <p>B4.4.7.1.1: Comprehend the process in writing poems, prose, and plays.</p> <p>B4.5.6.1.2: Exhibit knowledge of different types of conjunctions in writing.</p> <p>B4.6.3.1.3: Explore the meaning of unfamiliar words from context or a dictionary.</p>
4	<p>ORAL LANGUAGE</p> <p>READING</p>	<p>PRESENTATION</p> <p>SILENT READING</p>	<p>B4.1.11.1: Demonstrate knowledge and understanding of the names and sequence of days of the week and months of the year.</p> <p>B4.2.7.1: Demonstrate in knowledge on reading for comprehension.</p>	<p>B4.1.11.1.1: Say the time by hour, half hour, and minutes.</p> <p>B4.2.7.1.3: Answer questions on a passage.</p>

	<p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</p>	<p>PENMANSHIP/ HANDWRITING</p> <p>LITERARY WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)</p> <p>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES</p>	<p>B4.3.1.1: Exhibit knowledge of the use of full stops, commas, and question marks appropriately in sentences, and write simple sentences boldly and clearly.</p> <p>B4.4.7.1: Demonstrate knowledge of writing poems, prose, and plays.</p> <p>B4.5.6.1: Exhibit knowledge of forming compound sentences in writing.</p> <p>B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.</p>	<p>B4.3.1.1.3: Recognise that a question mark is used at the end of a question.</p> <p>B4.4.7.1.1: Comprehend the process in writing poems, prose, and plays.</p> <p>B4.5.6.1.2: Exhibit knowledge of different types of conjunctions in writing.</p> <p>B4.6.3.1.3: Explore the meaning of unfamiliar words from context or dictionary.</p>
5	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING/ CHILDREN'S LITERATURE/ LIBRARY</p>	<p>PRESENTATION</p> <p>FLUENCY</p> <p>PENMANSHIP/ HANDWRITING</p> <p>LITERARY WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)</p> <p>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES</p>	<p>B4.1.11.1: Demonstrate knowledge and understanding of the names and sequence of days of the week and months of the year.</p> <p>B4.2.8.1: Exhibit knowledge by reading with minimal mistakes.</p> <p>B4.3.1.1: Exhibit knowledge of the use of full stops, commas, and question marks appropriately in sentences, and write simple sentences boldly and clearly.</p> <p>B4.4.7.1: Demonstrate knowledge of writing poems, prose, and plays.</p> <p>B4.5.6.1: Exhibit knowledge of forming compound sentences in writing.</p> <p>B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.</p>	<p>B4.1.11.1.1: Say the time by hour, half hour, and minutes.</p> <p>B4.2.8.1.1: Read short passages observing punctuations.</p> <p>B4.3.1.1.3: Recognise that a question mark is used at the end of a question.</p> <p>B4.4.7.1.2: Compose short poems using controlled composition.</p> <p>B4.5.6.1.3: Form compound sentences with conjunctions.</p> <p>B4.6.3.1.3: Explore the meaning of unfamiliar words from context or dictionary.</p>

6	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</p>	<p>PRESENTATION</p> <p>FLUENCY</p> <p>PENMANSHIP/ HANDWRITING</p> <p>LITERARY WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</p> <p>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES</p>	<p>B4.1.11.1: Demonstrate knowledge and understanding of the names and sequence of days of the week and months of the year.</p> <p>B4.2.8.1: Exhibit knowledge by reading with minimal mistakes.</p> <p>B4.3.1.1: Exhibit knowledge of the use of full stops, commas, and question marks appropriately in sentences, and write simple sentences boldly and clearly.</p> <p>B4.4.7.1: Demonstrate knowledge of writing poems, prose, and plays.</p> <p>B4.5.7.1: Exhibit knowledge of recognising and spelling words correctly.</p> <p>B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.</p>	<p>B4.1.11.1.1: Say the time by hour, half hour and minutes.</p> <p>B4.2.8.1.1: Read short passages observing punctuations.</p> <p>B4.3.1.1.4: Write simple sentences.</p> <p>B4.4.7.1.2: Compose short poems using controlled composition.</p> <p>B4.5.7.1.1: Write seven and eight-letter words correctly.</p> <p>B4.6.3.1.4: Summarise the passage read in a few words.</p>
7	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p>	<p>PRESENTATION</p> <p>FLUENCY</p> <p>PENMANSHIP/ HANDWRITING</p> <p>LITERARY WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</p>	<p>B4.1.11.1: Demonstrate knowledge and understanding of the names and sequence of days of the week and months of the year.</p> <p>B4.2.8.1: Exhibit knowledge by reading with minimal mistakes.</p> <p>B4.3.1.1: Exhibit knowledge of the use of full stops, commas and question marks appropriately in sentences, and write simple sentences boldly and clearly.</p> <p>B4.4.7.1: Demonstrate knowledge of writing poems, prose, and plays.</p> <p>B4.5.7.1: Exhibit knowledge of recognising and spelling words correctly.</p>	<p>B4.1.11.1.2: Say the names of the week in sequence.</p> <p>B4.2.8.1.2: Read about 125 to 150 words per minute.</p> <p>B4.3.1.1.4: Write simple sentences.</p> <p>B4.4.7.1.3: Create short plays and stories using controlled composition.</p> <p>B4.5.7.1.2: Fill in missing letters from words.</p>

	EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.	B.4.6.3.1.4: Summarise the passage read in a few words.
8	ORAL LANGUAGE	PRESENTATION	B4.1.11.1: Demonstrate knowledge and understanding of the names and sequence of days of the week and months of the year.	B4.1.11.1.2: Say the names of the week in sequence.
	READING	FLUENCY	B4.2.8.1: Exhibit knowledge by reading with minimal mistakes.	B4.2.8.1.2: Read about 125 to 150 words per minute.
	WRITING COMPOSITION	PENMANSHIP/ HANDWRITING	B4.3.1.1: Exhibit knowledge of the use of full stops, commas, and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.4: Write simple sentences.
	WRITING	LETTER WRITING	B4.4.8.1: Exhibit knowledge of writing good informal letters.	B4.4.8.1.1: Discuss the process in writing good informal letters.
	WRITING CONVENTIONS/ USAGE	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)	B4.5.7.1: Exhibit knowledge of recognising and spelling words correctly.	B4.5.7.1.3: Fill in missing words from a short passage.
	EXTENSIVE READING/ CHILDREN'S LITERATURE/ LIBRARY	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.	B.4.6.3.1.4: Summarise the passage read in a few words.
9	ORAL LANGUAGE	PRESENTATION	B4.1.11.1: Demonstrate knowledge and understanding of the names and sequence of days of the week and months of the year.	B4.1.11.1.3: Say the names of the months in sequence.
	READING	SUMMARISING	B4.2.9.1: Show an understanding of how main ideas are extracted from a text.	B4.2.9.1.1: Select topic sentences in paragraphs.
	WRITING	PENMANSHIP/ HANDWRITING CONT'D	B4.3.1.1: Exhibit knowledge of the use of full stops, commas, and question marks appropriately in sentences, and write simple sentences boldly and clearly.	B4.3.1.1.4: Write simple sentences.
	COMPOSITION WRITING	LETTER WRITING	B4.4.8.1: Exhibit knowledge of writing good informal letters.	B4.4.8.1.2: Write informal letters using controlled composition.

	<p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING/ CHILDREN'S LITERATURE/ LIBRARY</p>	<p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING)</p> <p>READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES</p>	<p>B4.5.7.1: Exhibit knowledge of recognising and spelling words correctly.</p> <p>B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.</p>	<p>B4.5.7.1.3: Write dictated short passages.</p> <p>B4.6.3.1.4: Summarise the passage read in a few words.</p>
10	<p>ORAL LANGUAGE</p> <p>READING</p> <p>WRITING</p> <p>COMPOSITION WRITING</p> <p>WRITING CONVENTIONS/ USAGE</p> <p>EXTENSIVE READING/ CHILDREN LITERATURE/ LIBRARY</p>	<p>PRESENTATION</p> <p>SUMMARISING</p> <p>PENMANSHIP/ HANDWRITING</p> <p>LETTER WRITING</p> <p>INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (CONJUNCTIONS)</p> <p>READING TEXTS, POEMS, NARRATIVES, AND SHORT STORIES</p>	<p>B4.1.11.1: Demonstrate knowledge and understanding of the names and sequence of days of the week and months of the year.</p> <p>B4.2.9.1: Show an understanding of how main ideas are extracted from a text</p> <p>B4.3.1.1: Exhibit knowledge of the use of full stops, commas, and question marks appropriately in sentences, and write simple sentences boldly and clearly.</p> <p>B4.4.8.1: Exhibit knowledge of writing good informal letters.</p> <p>B4.5.8.1: Apply the knowledge of conjunctions in writing.</p> <p>B4.6.3.1: Demonstrate knowledge on reading materials other than the reader provided in class.</p>	<p>B4.1.11.1.3: Say the names of the months in sequence.</p> <p>B4.2.9.1.2: Give titles to passages.</p> <p>B4.3.1.1.4: Write simple sentences.</p> <p>B4.4.8.1.3: Write good informal letters.</p> <p>B4.5.8.1.1: Identify and use simple conjunctions - and, but, or, nor</p> <p>B4.6.3.1.4: Summarise the passage read in a few words.</p>
11	REVISION	REVISION	REVISION	REVISION
12	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
13	VACATION	VACATION	VACATION	VACATION