**CENTER for QUALITY ASSESSMENT & EXAMINATION**

motto: ENSURING ACADEMIC EXCELLENCE

# APPROVED SCHEME OF LEARNING

## FOR 2026 / 2027 ACADEMIC YEAR

(Based on New GES / NaCCA Curriculum)

# BASIC 2

CQAE**: the only TRUSTED option *for*** Better Exams,
**Smarter Students, Good Results and a Stronger Schools!**

**SCAN ME to REGISTER**

HEADQUARTERS: **CF-0698-9553, OBIDAN RD, MANKESSIM.**
email**:** cqaexams@gmail.com
website: www.cqaexams.com

*Approved Scheme of Learning for the 2026/2027 Academic Year*

# IMPORTANT NOTICE

1. This scheme of Leaning is for the 2026/2027 Academic Year.

2. Submission of enrolment and final registration is done ONE MONTH to the End of Term Exams.

3. First Term Exams: 7th December to 11th December, 2026

4. Second Term Exams: 15TH March to 19TH March, 2027

5. Third Term Exams: 12th July to 16th July, 2027

6. FREE **DELIVERY** (IN CENTRAL REGION ONLY)

7. **LATE REGISTRATION** will attract a **Delivery Fee** of GH₵50.00

8. **FULL PAYMENT on DELIVERY**

FOR FURTHER ENQUIRIES, CALL OUR HOTLINES:

**0244 625562 / 0245 788378**

# BS 2 English Language TERM ONE

| STRAND | SUB STRAND | CONTENT STANDARD | INDICATORS |
|---|---|---|---|
| Strand 1 Oral Language | Sub Strand 1 Songs | B2.1.1.1: Demonstrate understanding of a variety of songs | B2.1.1.1.1. Interpret familiar songs |
| | Sub Strand 2 Rhymes | B2.1.2.1: Show understanding of a variety of literary pieces. | B2.1.2.1.1. Interpret rhymes and tongue-twisters in own words |
| | Sub Strand 4 Story Telling | B2.1.4.1: Respond to stories | B2.1.4.1.1. Identify characters in a story and relate them to real life situations<br>B2.1.4.1.2. Retell stories sequentially, following story structure (beginning, middle and ending)<br>B2.1.4.1.3. Tell stories from cultural background |
| | Sub Strand 5 Dramatization and Role Play | B2.1.5.1: Perform Stories | B2.1.5.1.1. Dramatise/role-play stories heard or read |
| Strand 2 Reading | Sub Strand 2 Phonics | B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write. | B2.2.2.1.1. Blend syllables to produce words<br>B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words (e. g. use beginning and ending consonants, consonant blends, consonant digraphs, vowel sounds, vowel digraphs and word patterns).<br>B2.2.2.1.3. Use elements of structural analysis to decode unknown words. |
| Strand 4 Writing | Sub Strand 2 Penmanship/ Handwriting | B2.4.2.1: Copy and rewrite sentences correctly. | B2.4.2.1.1. Copy sentences clearly. |
| | Sub Strand 3 Writing Letters (Small and Capital) | B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly. | B2.4.3.1.1. Copy words in lower and upper case using correct spacing.<br>B2.4.3.1.2. Use lower and upper case letters appropriately in words and simple sentences<br>B2.4.3.1.3. Space words appropriately in sentences |
| Strand 5 Using Writing Conventions | Sub Strand 1 Using Capitalization | B2.5.1.1: Apply knowledge of capitalisation in writing | B2.5.1.1.1. Use capital letter to write names of particular places and days of the week.<br>B2.5.1.1.2. Use capital letters to begin the first words of sentences |
| | Sub Strand 2 Using Punctuations | B2.5.2.1: Apply knowledge of punctuation in written communication | B2.5.2.1.1. Use full stops at the end of sentences and question marks at the end of questions |
| Strand 6 Extensive Reading | Sub Strand 1 Building the love and culture of Reading | B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area | B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print |

# BS 2 MATHEMATICS TERM ONE

| STRAND | SUB STRAND | CONTENT STANDARD | INDICATORS |
|---|---|---|---|
| Strand 1 Number | Sub Strand 1 Counting, Representation, Cardinality and Ordinality | B2.1.1.1: Count and estimate quantities from 0 to 1000 | B2.1.1.1.1 Use number names, counting sequences and how to count to find out “how many?”<br>B2.1.1.1.2 Identify numbers in different positions around a given number in a number chart. (1-1000).<br>B2.1.1.1.3 Use number names and non-standard units (marked 10s and 1s) for measuring (lengths and volumes) to count to find out “how long or how much?” up to 999.<br>B2.1.1.1.4 Demonstrate a conceptual understanding of place value of whole numbers between 0 and 100.<br>B2.1.1.1.5 Represent number quantities up to 1000 in equivalent ways focusing on place value and equality<br>B2.1.1.1.6 Use place value to compare and order whole numbers up to 100 using comparative language, numbers, and symbols (>, <, or =). |
| | Sub Strand 2 Number Operations | B2.1.2.1: Demonstrate conceptual understanding of operations of addition and subtraction with sums up to 100<br><br>B2.1.2.2: Demonstrate an understanding of the concept of “not equal to” to solve addition and subtraction problems with sums up to 100<br><br>B2.1.2.3: Develop and use strategies for mentally computing basic additions and subtraction facts to 19<br><br>B2.1.2.4: Develop and use conventional and personal strategies for computing additions up to 100 | B2.1.2.1.1 Use conceptual understanding of addition and subtraction to add, and subtract numbers to 100.<br><br>B2.1.2.2.1 Use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up 100<br>B2.1.2.3.1 Use mental strategies for basic addition facts to 19 and related subtraction facts to 19<br>B2.1.2.4.1 Use conventional strategy to add and subtract within 100.<br>B2.1.2.4.2 Use personal strategies to add and subtract within 100.<br>B2.1.2.4.3 Solve one-step and multi-step word problems involving addition and subtraction within 100 using a variety of strategies based on place value, including algorithms |
| | Sub Strand 3 Fractions | B2.1.3.1: Develop an understanding of halves and fourths using concrete and pictorial representations [Exclude notation here] | B2.1.3.1.1 Understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts<br>B2.1.3.1.2 Count in halves and quarters (fourths) using concrete and pictorial representations) of halves and fourths.<br>B2.1.3.1.3 Determine the number of halves and quarters in a whole. |

# BS 2 SCIENCE TERM ONE

| STRAND | SUB STRAND | CONTENT STANDARD | INDICATORS |
|---|---|---|---|
| Strand 1 Diversity of Matter | Sub Strand 1 Living and Non-Living Things | B2.1.1.1 Demonstrate understanding of the physical features and life processes of living things and use this understanding to classify them.<br>B2.1.1.2 Understand the differences between living, non-living things and things which have never been alive. | B2.1.1.1.1 Know the basic structure of plants (roots, stem, leaves, flowers).<br>B2.1.1.2.1 Describe the basic structure of animals (head, limbs and trunk).<br>B2.1.1.2.2 Group things collected from the environment into living and non-living things. |
| | Sub Strand 2 Materials | B2.1.2.1 Recognise materials as important resources for providing human needs.<br>B2.1.2.2 Know that substances can exist in different physical states (solid, liquid, gas): many substances can be changed from one state to another by heating or cooling.<br>B2.1.2.3 Understand mixtures, the types, their formation, uses and ways of separating them into their components. | B2.1.2.1.1 Know the common properties of materials such as soft, hard, rough, smooth, opaque, transparent, bendable.<br>B2.1.2.2.1 Describe the properties of solids, liquids, and gases.<br>B2.1.2.3.1 Describe a solid–solid mixture and explain how to separate the components. |
| Strand 2 Cycles | Sub Strand 1 Earth Science | B2. 2.1.1. Recognise that some events in our environment occur recurrently.<br>B2. 2.1.2. Recognise the relationship between the Earth and the Sun.<br>B2.2.1.4 Recognise water and air as important natural resources. | B2. 2.1.1.1 Recognise the importance of some cyclic natural phenomena such as dry and wet seasons.<br>B2.2.1.2.1 Identify sources of light to the earth.<br>B2.2.1.4.1 Find out the qualities of good drinking water<br>B2.2.1.4.2 Identify uses of air |
| Strand 3 Systems | Sub Strand 1 The Human Body Systems | B2.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function | B2.3.1.1.1 Know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands. |

# BS 2 Ghanian Language TERM ONE

| STRAND | SUB STRAND | CONTENT STANDARD | INDICATORS |
|---|---|---|---|
| Strand 1 Oral Language | Sub Strand 1 Songs | B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them. | B2.1.1.1.1. Sing work and play songs and discuss their importance.<br>B2.1.1.1.2 Relate types of play songs to everyday activities in their environment.<br>B2.1.1.1.3. Relate types of work songs to everyday activities in their environment. |
| | Sub Strand 2 Rhymes | B2.1.2.1 Demonstrate knowledge of some selected rhymes with their correct rhythms by listening attentively. | B2.1.2.1.1. Explore rhymes with correct rhythm.<br>B2.1.2.1.2. Explore rhymes with problematic sounds. |
| | Sub Strand 4 Listening and Story Telling | B2.1.4.1 Exhibit knowledge of listening to and retelling simple stories. | B2.1.4.1.1 Retell part of a story.<br>B2.1.4.1.2 Recognise the morals/values in a story.<br>B2.1.4.1.3. Dramatise part of the story. |
| Strand 2 Reading | Sub Strand 1 Pre-Reading Activities | B2.2.3.1 Demonstrate knowledge of hearing, recognising and differentiating sounds in spoken words. | B2.2.3.1.1 Recognise and create words with the same sounds - initial and final position. |
| | Sub Strand 4 Phonics (Blend and Connect Sounds) | B2.2.4.1 Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.<br>B2.2.4.2 Recognise and read words with identical sounds | B2.2.4.1.1 Blend syllables to produce simple words.<br>B2.2.4.1.2 Use alphabetic knowledge to decode words.<br>B2.2.4.1.3 Read simple short sentences.<br>B2.2.4.2.1 Listen and say words with identical sounds from simple sentences.<br>B2.2.4.2.2 Read simple poems and recognise rhyming words.<br>B2.2.4.2.3 Recognise diagraphs from letters of the alphabet.<br>B2.2.4.2.4 Read three-syllable words. |
| Strand 3 Writing | Sub Strand 1 Penmanship/ Handwriting | B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty. | B2.3.1.1.1 Write letters clearly and boldly.<br>B2.3.1.1.2 Write words clearly and boldly.<br>B2.3.1.1.3 Copy simple sentences clearly and boldly.<br>B2.3.1.1.4 Practise saying letters or words that present difficulty to them. |
| Strand 5 Writing Convention / Usage | Sub Strand 1 Capitalization | B2.5.1.1 Exhibit knowledge of using capital letters. | B2.5.1.1.1 Write proper nouns with capital letters.<br>B2.5.1.1.2 Use capital letters to start sentences.<br>B2.5.1.1.3 Use capital letters after full stops. |
| | Sub Strand 2 Punctuations | B2.5.2.1 Show an understanding of the use of full stops. | B2.5.2.1.1 Know what the full stop and the comma are. |
| Strand 6 Extensive Reading | Sub Strand 1 Building the Love and Culture of Reading | B2.6.1.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak. | B2.6.1.1.1 Read short passages of simple sentences of about four to five words. |

# BS 2 CREATIVE ARTS TERM ONE

| STRAND | SUB STRAND | CONTENT STANDARD | INDICATORS |
|---|---|---|---|
| Strand 1 Visual Arts | Sub Strand 1 Thinking and Exploring ideals | B2 1.1.1<br>Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues | B2 1.1.1.1: Explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities.<br>B2 1.1.1.2: Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana.<br>B2 1.1.1.3: Reflect on own experiences to talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana.<br>B2 1.1.1.4: Reflect on own experiences to talk about visual artworks produced or found in other parts of Ghana that reflect topical issues in those communities. |
| Strand 2 Performing Arts | Sub Strand 1 Thinking and Exploring ideals | B2 2.1.1: Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues | B2 2.1.1.1: Explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana.<br>B2 2.1.1.2: Explore own experiences to talk about performing artworks that reflect people in other communities in Ghana<br>B2 2.1.1.3: Explore own experiences to talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana.<br>B2 2.1.1.4: Explore own experiences to talk about performing artworks that reflect topical issues in other communities in Ghana |
| Strand 1 Visual Arts | Sub Strand 2 Planning, Making and Composing | B2 1.2.2: Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities. | B2 1.2.2.1: Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana.<br>B2 1.2.2.2: Make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana<br>B2 1.2.2.3: Experiment with available visual arts tools, materials and methods to create own visual artworks that reflect the natural and manmade environments of other Ghanaian communities.<br>B2 1.2.2.4: Plan to create from own imagination, visual artworks that reflect topical issues in other communities in Ghana. |
| Strand 2 Performing Arts | Sub Strand 2 Planning, Making and Composing | B2 2.2.2: Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities | B2 2.2.2.1: Generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities.<br>B2 2.2.2.2: Make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana.<br>B2 2.2.2.3: Experiment with available performing arts instruments, resources and techniques to create own artworks that reflect the natural and manmade environments in other communities in Ghana<br>B2 2.2.2.4: Experiment with available performing arts instruments, resources and techniques to create artworks that reflect topical issues in other communities in Ghana |
| Strand 1 Visual Arts | Sub Strand 2 Planning, Making and Composing | B2 1.2.3: Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues | B2 1.2.3.1: Create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and culture or way of life of people in other communities in Ghana<br>B2 1.2.3.2: Create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana<br>B2 1.2.3.3: Create own visual artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities |

# BS 2 HISTORY TERM ONE

| STRAND | SUB STRAND | CONTENT STANDARD | INDICATORS |
|---|---|---|---|
| Strand 2<br>My Country Ghana | Sub Strand 1<br>The people of Ghana | B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana<br>B2.2.1.2. Show understanding of the characteristics of some of the ethnic groups in Ghana | B2.2.1.1.1 Identify the ethnic groups in each region in Ghana.<br>B2.2.1.1.1 State the characteristics of the ethnic groups in Ghana |
| | Sub Strand 4<br>Major Historical Locations | B2.2.4.1. Exhibit knowledge of the history of the major historical locations in Ghana. | B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace. |

# BS 2 RELIGIOUS AND MORAL EDUCATION TERM ONE

| STRAND | SUB STRAND | CONTENT STANDARD | INDICATORS |
|---|---|---|---|
| Strand 1<br>God, His Creation and Attributes | Sub Strand 1<br>God the Creator | B2. 1.1.1. Demonstrate an appreciation of God's creation. | B2.1.1.1.1: Mention attributes of God that reveal His nature as Sustainer of life. |
| | Sub Strand 2<br>The Environment | B2.1.2.1. Appreciate the environment as God's creation. | B2.1.2.1.1: Explain the importance of the environment.<br>B2. 1.2.1.2: Demonstrate human activities that destroy God's creation or the environment. |
| | Sub Strand 3.<br>Purpose of God's Creation. | B2.1.3.1. Appreciate things created by God | B2.1.3.1.1: Explain the purpose of God's creation. |
| Strand 2<br>Religious Practices | Sub Strand 1<br>Religious Worship in the three regions | B2.2.1.1. Explain the importance of religious worship. | B2. 2.1.1.1: Explain the importance of worship.<br>B2 2.1.1.2: Sing and recite simple texts from the three main religions in Ghana. |