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 4

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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**

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BS 4 English Language TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Strand 1 Oral Language	Sub-Strand 1 Songs	B4.1.1.1: Demonstrate understanding of variety of songs	B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions. B4.1.1.1. 2. Identify and discuss values in songs
	Sub-Strand 3 Poems	B4.1.3.1: Appreciate poems and other pieces of literary materials	B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in own their words. B4.1. 3.1.2. Identify and discuss values in poems. B4.1. 3.1.3. Compose four-line poems
	Sub-Strand 4 Story Telling	B4.1.4.1: Respond to stories	B4.1.4.1.1. Retell stories sequentially, including key details. B4. 1.4.1.2. Tell own stories
	Sub-Strand 5 Dramatization and Role Play	B4.1.5.1: Perform stories. B4.1.5.2: Talk about key issues in stories/sketches	B4.1.5.1.1. Role-play a story/play. B4.1.5.2.1. Identify moral values in sketches and relate them to real life situations.
Strand 2 Reading	Sub-Strand 2 Phonics	B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write B4.2.2.2: Use reading readiness and word identification skills	B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (e.g. initial/final consonants – m, j, f, s, etc., initial short vowels"– a, e, i, o, u", final "y" as vowel, silent letters etc.) B4. 2.2.1.2. Read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts B4. 2.2.1.3. Use words with consonant digraphs to make meaningful sentences B4.2.2.2.1. Recognize and read words using a variety of cues (e.g. prefixes – word beginning)
	Sub-Strand 3 Word Families Rhyming endings and common digraphs	B4.2.3.1: Identify rhyming/endings words and common digraphs	B4.2.3.1.1. Use common rhyming/ending words to decode words. e. g. at, pat, mat, fat, etc. B4.2.3.1.2. Read words with digraphs to make meaningful sentences
Strand 3 Grammar Usage at word and phrase levels	Sub Strand 1 Nouns	B4.3.1.1: Apply knowledge of different types of nouns in communication.	B4.3.1.1.1. Identify and use nouns to identify people, animals, events and objects. B4.3.1.1.2. Identify and use: proper nouns – refer to cities and countries and), Common nouns. B4.3.1.1.3. Identify and use collective nouns to refer to a group of objects and people. B4.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas.
	Sub Strand 2 Determiners	B4.3.2.1: Apply knowledge of different types of determiners in communication	B4. 3.2.1.1. Identify and use the definite and indefinite articles "a" and "an" to refer to a person, animal, event, time or objects in general. B4.3.2.1.2. Identify and use quantifiers to show quantities: − Numerals (cardinals: one, two), − Some, few/little, etc., − No, all/every B4.3.2.1.3. Identify and use possessive pronouns to show possession: − My, your, his, etc. B4.3.2.1.4. Identify and use demonstratives: − this/that, these/those B4.3.2.1.5. Identify and use interrogative determiners "which, whose"– to find out about specific persons or objects.
	Sub Strand 3 Pronouns	B4.3.3.1: Apply knowledge of different types of pronouns in communication.	B4.3.3.1.1. Identify and use different types of pronouns: – "Personal" – to identify people, activities and objects – "Interrogative" – "who, what" to find out a person's identity, specific information about a person, time, objects or events.

Strand 4 Writing	Sub-Strand 2 Penmanship/ Handwriting	B4.4.2.1: Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size. B4.4.2.1.2. Use simple sentences clearly and correctly.
	Sub Strand 6 Paragraph Development	B4.4.6.1: Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts	B4. 4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audiences, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features B4. 4.6.1.2. Identify the main idea and minor ideas/supporting details in a paragraph
	Sub-Strand 9 Writing as a Process	B4. 4.9.1: Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing B4.4.9.2: Develop and express ideas coherently and cohesively in writing. B4.4.9.3: Apply strategies for improving drafts for publishing	B4. 4.9.1.1 Select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing. B4.4.9.2.1. Develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity. B4.4.9.3.1. Review and revise the one-paragraph draft taking out irrelevant details. B4.4.9.3.2. Proofread draft, checking capitalisation, usage, punctuation and spelling. B4.4.9.3.3. Display writing piece for other peers to read.
Strand 5 Using Writing Conventions	Sub-Strand 2 Using Punctuations	B4.5.2.1: Show understanding of how punctuations are used appropriately in writing	B4.5.2.1.1. Use the comma: − before and after "Yes" and "No" in sentences − after addressing a person, e.g. Kofi, can you help me?
	Sub Strand 3 Nouns	B4.5.3.1: Apply knowledge of different types of nouns in communication	B4.5.3.1.1. Identify and use nouns in sentences to identify people, animals, events and objects. B4.5.3.1.2. Identify and use: − Proper nouns – refer to cities and countries, − Common nouns B4.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people. B4.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas.
	Sub-Strand 4 Using Action Words	B4.5.4.1: Demonstrate understanding of verbs in everyday language.	B4.5.4.1.1. Use the singular and plural subjects and the verb forms that go with them. B4.5.4.1.2. Demonstrate the use of the simple past form in speech and in writing to express past conditions. B4.5.4.1.3. Use the present perfect form of verbs to relate past events to the present.
Strand 6: Extensive Reading	Sub-Strand 1 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

BS 4 MATHEMATICS TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Strand 1 Number	Sub Strand 1 Counting, Representation, Cardinality and Ordinality	B4.1.1.1: Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000. B4.1.1.2.: Demonstrate understanding of Roman numerals up XXX (30) B4.1.1.3: Demonstrate an understanding of factors, multiples and squared numbers B4.1.1.4: Interpret negative and positive numbers in context	B4.1.1.1.1 Model number quantities, place value for multi-digit using graph sheets or multi-base materials up to 100,000. B4.1.1.1.2 Read and write numbers in figures and in words up 100,000 B4.1.1.1.3 Identify numbers in different positions around a given number in a number chart B4.1.1.1.4 Compare and order whole numbers up to 10,000 and represent comparisons using the symbols "<", "=", ">" B4. 1.1.1.5 Round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens B4.1.1.1.6. Skip count forwards and backwards in 50s and 100s up to and from 10000 B4.1.1.2.1 Develop an understanding of Roman Numeral system up XXX (i.e. 30). B4.1.1.2.2 Count and convert Hindu Arabic numerals to Roman numerals up to 30 and vice versa B4.1.1.3.1 Determine set of factors of a given numbers up to 50 B4.1.1.3.2 Determine the highest common factor (HCF) of any two whole numbers between 1 and 50. B4. 1.1.3.3. Determine the lowest common multiple (LCM) of at least any two given numbers up to 100. B4.1.1.3.4 Recognise the relationship between factors and multiples. B4.1.1.3.5 Generate and analyse patterns in square numbers B4.1.1.3.6 Represent square numbers using factors. B4.1.1.4.1 Describe real life situations using positive and negative values. B4.1.1.4.2 Count forwards and backwards with positive and negative whole numbers through zero
Strand 1	Sub Strand 2 Number Operations	B4.1.2.1: Recall basic multiplication fact up to $\mathbf{12 \times 12}$ B4.1.2.2: Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts B4.1.2.3 Demonstrate an understanding of multiplication (2 or 3- digit by 1-digit) B4.1.2.4: Recall basic division fact up to 100 B4.1.2.5: Demonstrate an understanding of division (2- or 3-digit by one digit number). B4.1.2.6: Translate and solve word problems involving the four basic operations on whole numbers	B4.1.2.1.1 Determine basic multiplication facts up to $\mathbf{12 \times 12}$ B4.1.2.2.1 Apply mental mathematics strategies and number properties, such as skip counting from a known fact using doubling or halving using patterns in the 9s facts using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts B4.1.2.2.2 Apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property B4. 1.2.3.1 Multiply multi-digit numbers efficiently B4. 1.2.4.1 Determine basic division fact up to 81. B4.1.2.5.1 Divide 2-digit numbers by 1-digit number efficiently. B4.1.2.6.1 Solve multi-step word problems involving the four basic operations.

Number (Cont.)	Sub Strand 3 Fractions	B4.1.3.1: Develop an understanding of equivalent and improper Fractions B4.1.3.1: Demonstrate an understanding of strategies for comparing, adding and subtracting fractions (same denominator, or one being a multiple of the others) B4.1.3.2: Demonstrate an understanding of strategies for comparing, adding and subtracting fractions (same denominator, or one being a multiple of the others) B4.1.4.1: Develop an understanding of decimals (tenths and hundredths) using concrete and pictorial representations and write decimal fractions as base ten numbers with place value. B4.1.5.1: Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically)	B4.1.3.1.1 Generate unit fractions and locate a unit fraction, e.g. one-eighth, on a number line by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts and that each part has size $\mathbf{1/8}$ B4.1.3.1.2 Recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD). B4.1.3.1.3 Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors) B4.1.3.1.4 Recognise fractions that are greater than one (i.e. improper fractions), draw and label such fractions with their symbols B4.1.3.2.1 Compare and order fractions with like denominators by using pictorial representations and finding equivalent fractions using the Lowest Common Denominator (LCD). B4.1.3.2.3 Provide examples of where fractions are used B4.1.4.1.1 Describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically B4.1.4.1.2 Round decimals to the nearest tenth B4.1.4.1.3 Use models to explain the result of addition and subtraction of decimals (up to hundredths) B4.1.5.1.1 Model or recognise percent (as a fraction related to hundredths) using concrete models, pictorial representations and number line. B4.1.5.1.2 Compare and order a mixture of common, decimal and percent fractions (up to hundredths)

BS 4 SCIENCE TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Strand 1 Diversity of Matter	Sub Strand 1 Living and Non-Living Things	B4.1.1.1 Understand the physical features and life processes of living things and use this understanding to classify them. B4.1.1.2 Understand the differences between living things and things which have never been alive.	B4.1.1.1.1 Classify animals into insects, birds, mammals and reptiles. B4.1.1.1.2 Know life processes of animals (movement, nutrition and reproduction). B4.1.1.2.2 Describe the physical appearance of different types of plants (trees, shrubs, climbing, creeping). B4.1.1.2.3 Describe the physical features of mammals, reptiles, insects and amphibians
	Sub Strand 2 Materials	B4.1.2.2 Understand mixtures, their types, formation, uses and ways of separating them into their components.	B4.1.2.2.1 Identify a liquid-liquid mixture and describe how to separate its components
Strand 2 Cycles	Sub Strand 1 Earth Science	B4.2.1.1 Recognise that some events in our environment occur recurrently. B4.2.1.2 Recognise the relationship between the earth and the sun. B4.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle. B4.2.1.5 Recognise water and air as important natural resources.	B4.2.1.1.1 Demonstrate understanding of cyclic movements in the environment B4.2.1.2.1 Identify the objects in the sky during day and night. B4.2.1.3.1 Demonstrate the process of evapotranspiration B4.2.1.5.1 Demonstrate ways of making water safe for use
	Sub Strand 2 Life Cycles of Organisms	B4.2.2.1 Demonstrate understanding of the life cycle of plants.	B4.2. 2.1.1. Observe, identify and give functions of the parts of a plant. B4.2.2.1.2. Examine some common seeds and how they germinate.

BS 4 HISTORY TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Strand 1 History as a Subject	Sub Strand 1 Why and how we study History	B4.1.1.1. Show understanding of the importance of studying history. B4.1.1.2. Understand the sources for writing history	B4.1.1.1.1 Explain the importance of studying the history of Ghana. B4.1.1.2.1 Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.
Strand 2 My country Ghana	Sub Strand 1 The People of Ghana	B4.2.1.1. Show understanding some of the factors that led to the rise, expansion and decline of one major kingdom.	B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion. B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied.
	Sub Strand 4 Major Historical Locations	B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana.	B4.1.4.1.1 Describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town light house, Gbewa Palace, Larabanga Mosque etc.

BS 4 CREATIVE ARTS TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Strand 1 Visual Arts	Sub Strand 1 Thinking and Exploring ideals	B4 1.1.1: Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues	B4 1.1.1.1: Study and talk about visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana. B4. 1.1.1.2.: Study and talk about visual artworks created by selected Ghanaian visual artists to generate ideas for designing and making own visual artworks. B4. 1.1.1.3: Generate ideas by studying visual artworks created by selected Ghanaian visual artists that reflect the natural and manmade environments of some communities in Ghana. B4. 1.1.1.4: Make decisions for designing and creating own visual artworks that will reflect the natural and manmade environments of some communities in Ghana B4. 1.1.1.5.: Develop ideas by studying the artworks of some Ghanaian visual artists that reflect topical issues in Ghana B4. 1.1.1.6.: Explore through brainstorming to generate ideas for creating own visual artworks that reflect topical issues in Ghana
Strand 2 Performing Arts	Sub Strand 1 Thinking and Exploring ideals	B4 2.1.1: Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture, the environment and topical local/national/global issues	B4 2.1.1.1.: Study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana B4. 2.1.1.2.: Generate ideas from the performing artworks of some Ghanaian performing artists studied for planning own compositions and performances that will reflect the history and culture of the people of Ghana B4. 2.1.1.3.: Study the performing artworks created of some Ghanaian performing artists that reflect the natural and manmade environments of some communities in Ghana B4 2.1.1.4.: Generate own ideas for composing and performing own artworks that will reflect the natural and manmade environments of some communities in Ghana. B4. 2.1.1.5.: Study the performing artworks of some Ghanaian performing artists that reflect topical issues in Ghana B4. 2.1.1.6.: Explore through brainstorming to develop ideas for creating own performing artworks that will reflect topical issues in Ghana
Strand 1 Visual Arts	Sub Strand 2 Planning, Making and Composing	B4 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, culture, environment and topical local/national/global issues of other communities.	B4 1.2.2.1.: Experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana B4 1.2.2.2.: Experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities. B4 1.2.2.3.: Experiment with available visual arts media and methods to create artworks based on own views, knowledge and understanding of topical issues in Ghana

Strand 2 Performing Arts	Sub Strand 2 Planning, Making and Composing	B4 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, culture, environment and topical local/national/global issues of other communities.	B4 2.2.2.1.: Experiment with available performing arts media and techniques to create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana B4 2.2.2.2.: Experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities B4 2.2.2.3.: Experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of topical issues in Ghana
Strand 1 Visual Arts	Sub Strand 2 Planning, Making and Composing	B4 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 current topical issues of concern in Africa	B4 1.2.3.1: Create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana B4 1.2.3.2: Create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities B4 1.2.3.3: Create own artworks using available visual arts media and methods to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana

BS 4 RELIGIOUS & MORAL EDUCATION TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Strand 1 God, His Creation and Attributes	Sub Strand 1 God the Creator	B4.1.1.1. Explore the nature of God as the Creator B4 1.1.2. Appreciate the uniqueness of humankind and other creatures	B4.1.1.1.1: Explain the nature of God as the Creator. B4.1.1.2.1: Identify the uniqueness of humankind from other creatures.
	Sub Strand 2 The Environment	B4. 1.2.1. Explain the effects of human activities on the environment.	B4. 1.2.1.1 Discuss the effects of human activities on the environment.
Strand 2: Religious Practices and their Moral Implication	Sub Strand 1 Religious Worship, Prayer and Practices	B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship	B4.2.1.1.1: Name the various forms of worship. B4 2.1.1.2: State the purpose of worship in the three main religions.

BS 4 COMPUTING TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Strand 1 Introduction to Computing	Sub Strand 1 Generations of Computers and Parts of a computer and other gadgets	B4.1.1.1: Identify parts of a computer and technology tools	B4.1.1.1.1. Identify parts of a computer and technology tools (the mouse, keyboard, monitor, system unit and its components (memory, hard disk drive, CD-ROM etc.), speakers, and peripherals. B4.1.1.1.2. Describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc. Bring input devices to class. B4.1.1.1.3. Differentiate between RAM and ROM. B4.1.1.1.4. Type short phrases. B4.1.1.1.5. Summarise the first generation of computers which used vacuum tubes as a major piece of technology.
	Sub-Strand 2 Introduction to MS-Windows Interface (Desktop background and locations of the computer.)	B4.1.2.1: Demonstrate the use of the Desktop Background as well as working with folders.	B4.1.2.1.1. Describe the desktop background and explain its features (e.g. image, icons and Taskbar of the background). NB. This is to help the learner with software knowledge such as in office applications. B4.1.2.1.2. Demonstrate how to Personalise the Desktop Background. B4.1.2.1.3. Demonstrate the use of the Sections of the Taskbar; Start Menu (Location and Launching only), Pinned Applications (Launched / Minimised programmes) and Notification Area or system tray (Date & Time, and Volume). B4.1.2.1.4. Adding and removing icons from the desktop. B4.1.2.1.5. Moving, selecting and hiding multiple icons on the desktop. B4.1.2.1.6. Creating, naming and renaming a folder.

BS 4 GHANAIAN LANGUAGE TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Strand 1 Oral Language	Sub-Strand 1 Songs	B4.1.1.1: Exhibit knowledge of traditional and occupational songs by recognising their types and their related songs.	B4.1.1.1.1. Sing and discuss songs connected to traditional occupations and their importance.
	Sub-Strand 3 Poems	B4.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them.	B4.1.2.1.1. Explore the poems of about five lines correctly and discuss the moral lessons in the poem.
	Sub-Strand 4 Listening and Story Telling	B4.1.4.1: Demonstrate knowledge on the structure and features of folktales.	B4.1.4.1.1. Retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale.
	Sub-Strand 5 Dramatization and Role Play	B4.1.5.1: Demonstrate an understanding of changing a story to drama.	B4.1.5.1.1 Narrate a story line of a story of about five characters and recognize and discuss the characters and setting of the story. B4.1.5.1.2 Perform the drama of about five characters.
Strand 2 Reading	Sub-Strand 4 Phonics: Letter Sound Knowledge	B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.	B4.2.4.1.1 Read and recognise sounds at word initial. B4.2.4.1.2 Read and recognise diagraphs in sentences. B4.2.4.1.3 Blend two-syllables to form words. B4.2.4.1.4 Recognise and read consonant clusters in sentences.
	Sub-Strand 5 Vocabulary (Sight and content vocabulary)	B4.2.5.1: Show an understanding of, recognise and read about things in their environment	B4.2.5.1.1.1 Read aloud with correct pronunciation and tone. B4.2.5.1.2 Find meanings of unfamiliar words from context. B4.2.5.1.3 Find meanings of figurative expressions.
Strand 3 Writing	Sub-Strand 1 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.	B4.3.1.1.1 Recognise that, full stop is used at the end of a complete sentence. B4.3.1.1.2 Recognise that a comma is used to separate a list of items. It serves as a pause in sentences and speech. B4.3.1.1.3 Recognise that a question mark is used at the end of a question. B4.3.1.1.4 Write simple sentences.
Strand 4 Composition Writing	Sub Strand 1 Narrative Writing	B4.4.1.1: Show an understanding in using punctuation marks appropriately in writing sentences.	B4.4.1.1.1 Demonstrate the use of commas in narrative writing. B4.4.1.1.2 Write sentences using full stops effectively. B4.4.1.1.3 Recognise and use the question marks appropriately in narrative writing.
	Sub Strand 2 Creative/Free Writing	B4.4.2.1: Show an understanding of composing short simple stories	B4.4.2.1.1 Write a one paragraph story describing a past event. B4.4.2.1.2 Create a scene and write a short story on it.
	Sub Strand 3 Descriptive Writing	B4.4.3.1: Exhibit the knowledge in writing of descriptive essays using controlled composition.	B4.4.3.1.1 Describe pictures using controlled composition. B4.4.3.1.2 Give a description of a building or a structure using controlled composition. B4.4.3.1.3 Describe objects within the environment on their own.
Strand 5 Writing Conventions / Usage	Sub-Strand 1 Capitalization	B4.5.1.1: Exhibit knowledge of using capital letters appropriately	B4.5.1.1.1 Begin sentences with capital letters. B4.5.1.1.2 Use capital letters after full stops. B4.5.1.1.3 Demonstrate an understanding of the use of capital letters after colons.

	Sub Strand 2 Punctuation	B4.5.2.1: Demonstrate an understanding on the use of punctuation marks appropriately in writing sentences.	B4.5.2.1.1 Demonstrate the use of commas. B4.5.2.1.2 Write sentences using full stops appropriately. B4.5.2.1.3 Recognise and use the question marks appropriately in writing.
	Sub Strand 3 Using Action words	B4.5.3.1: Demonstrate knowledge on recognition and use of action words	B4.5.3.1.1 Write past tense action words. B4.5.3.1.2 Recognise past tense action words in short sentences. B4.5.3.1.3 Use past tense action words in short sentences.
Strand 6 Extensive Reading / Children Literature/ Library	Sub Strand 1 Building the Love and Culture of Reading in learners	B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation. B4.6.2.1: Exhibit knowledge of reading long stories with correct tone.	B4.6.1.1.1 Read long stories aloud correctly. B.4.6.2.1.1 Read long passages correctly.

BS 4 FRENCH LANGUAGE TERM ONE

STRAND	SUB STRAND	CONTENT STANDARD AND INDICATORS
Strand 1 L'identité	Sub-strand 1 Saluer et prendre congé	B4.1.1.1.1 : Écouter/Regarder et comprendre un document audio-visuel dans lequel deux personnes se saluent B4.1.1.2.1 : Saluer et répondre oralement aux salutations en respectant le code et les valeurs sociaux B4.1.1.3.1 : Lire et comprendre un texte, regarder une image qui décrit une scène de personnes qui se saluent B4.1.1.4.1 : Écrire des mots de salutation simples
Strand 1 L'identité	Sub-strand 2 Se présenter	B4.1.2.1.1 : Écouter et comprendre un dialogue dans lequel des personnes se présentent B4.1.2.2.1 : Poser et répondre à des questions sur le nom, le prénom, la nationalité B4.1.2.2 : Se présenter à quelqu'un B4.1.2.3.1 : Lire et comprendre un texte simple dans lequel quelqu'un se présente B4.1.2.4.1 : - Écrire à un correspondant ; donner son nom, son prénom, sa nationalité
Strand 1 L'identité	Sub-strand 3 Présenter quelqu'un	B4.1.3.1.1 : Écouter et comprendre un texte où l'on présente quelqu'un B4.1.3.2.1 : Présenter quelqu'un en donnant son nom, son prénom, sa nationalité B4.1.3.3.1 : Lire et comprendre un texte simple dans lequel on présente quelqu'un B4.1.3.4.1 : Écrire une note pour présenter quelqu'un
Strand 1 L'identité	Sub-Strand 4 Décrire quelqu'un	B4.1.4.1.1 : Écouter/Regarder et comprendre un document dans lequel on décrit les caractéristiques physiques d'une personne B4.1.4.2.1 : Poser et répondre à des questions sur les caractéristiques physiques d'une personne B4.1.4.2.2 : Réciter un poème, chanter une chanson sur les caractéristiques physiques d'une personne B4.1.4.3.1 : Lire et comprendre des textes simples qui décrivent les caractéristiques physiques d'une personne B4.1.4.4.1 : Décrire les caractéristiques physiques d'une personne
Strand 2 Parler de son environnement	Sub-strand 1 Parler de sa maison	B4.2.1.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les pièces, les objets de la maison B4.2.1.2.1 : Demander à quelqu'un de nommer un objet de la maison B4.2.1.2.2 : Réciter des poèmes, chanter des chansons sur des objets de la maison B4.2.1.3.1 : Identifier les pièces et les objets de la maison B4.2.1.4.1 : Écrire, dessiner et colorier des objets de la maison
Strand 2 Parler de son environnement	Sub-strand 2 Parler de son école	B4.2.2.1.1 : Écouter/Regarder et comprendre un document audio-visuel sur les objets de la classe B4.2.2.1.2 : Écouter/Regarder et comprendre un document audio-visuel sur les personnes de l'école B4.2.2.2.1 : Poser et répondre à des questions sur ce que l'on fait avec les objets de la classe B4.2.2.2.2 : Poser et répondre à des questions simples sur des endroits de l'école B4.2.2.2.3 : - Réciter des poèmes, chanter des chansons sur les objets de la classe B4.2.2.3.1 : Lire et comprendre des textes simples accompagnés d'images sur les objets de l'école B4.2.2.4.1 : A l'aide d'images compléter les noms des objets de l'école par les lettres manquantes