

**ONE VISION EXAMINATION CENTRE
(OVEC)**

(A Credible Private Examinations Consortium)



PRIMARY 1

**SCHEME OF LEARNING
ON**

THE NEW CURRICULUM

FOR 2026/27 ACADEMIC YEAR

**BASIC EDUCATION TERMINAL
EXAMINATIONS**

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NOTE THE FOLLOWING

1. The Scheme of Learning has been prepared from the new GES Curriculum for Basic Schools. It is therefore advisable for teachers to be guided by the details given by the revised curriculum for effective teaching and learning.
2. Details of the sub-strands (previously called topics) have been expanded under indicators (previously called sub-topics) in the new curriculum.
3. The Scheme of Learning has been divided into three terms which ensures teachers complete the curriculum by the end of the academic year.
4. Pupils shall be examined based on the Scheme of Learning for that particular term. Therefore, teachers are advised to follow the Scheme of Learning provided.

However, second and third term examination questions shall include some questions on the previous terms (first and second term sub-strands) too.
5. At the JHS level it shall include questions from previous classes.
6. Teachers should make sure that the general aims of teaching the various subjects outlined in the curriculum are achieved at the end of the academic year.

BASIC 1	GHANAIAN LANGUAGE	TERM 3
STRAND	SUB-STRAND	
ORAL LANGUAGE: LISTENING AND SPEAKING	<ul style="list-style-type: none">♦ Asking and Answering Questions♦ Giving and Following Commands/Instructions♦ Presentation	
READING	<ul style="list-style-type: none">♦ Silent Reading♦ Fluency	
WRITING	<ul style="list-style-type: none">♦ Writing/Copying Simple Sentences with Correct Spacing	
WRITING CONVENTIONS/USAGE	<ul style="list-style-type: none">♦ Integrating Grammar in Written Language (Spelling)	
EXTENSIVE READING/ CHILDREN'S LITERATURE/LIBRARY	<ul style="list-style-type: none">♦ Read aloud with children	

BASIC 1 GHANAIAN LANGUAGE TERM 1

STRAND	SUB-STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	<ul style="list-style-type: none"> ◆ Songs ◆ Rhymes ◆ Story Telling ◆ Dramatisation and Role Play
READING	<ul style="list-style-type: none"> ◆ Pre-reading activities ◆ Print Concept ◆ Phonological and Phonemic Awareness
WRITING	<ul style="list-style-type: none"> ◆ Penmanship/Handwriting
WRITING CONVENTIONS/USAGE	<ul style="list-style-type: none"> ◆ Integrating Grammar in Written Language (Use of Action Words) ◆ Integrating Grammar in Written Language (Use of Qualifying words)
EXTENSIVE READING/ CHILDREN'S LITERATURE/LIBRARY	<ul style="list-style-type: none"> ◆ Building the love and Culture of Reading in Learners

BASIC 1 ENGLISH LANGUAGE TERM 1

STRAND	SUB-STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	<ul style="list-style-type: none"> ◆ Songs ◆ Rhymes ◆ Story Telling ◆ Dramatisation & Role play
READING	<ul style="list-style-type: none"> ◆ Pre-reading activities: print concept/ phonological awareness ◆ Phonics
WRITING	<ul style="list-style-type: none"> ◆ Pre-writing activities ◆ Penmanship/handwriting ◆ Writing letters: small & capital letters
USING WRITING CONVENTIONS & GRAMMAR USAGE	<ul style="list-style-type: none"> ◆ Using capitalization: Capital letters at the beginning of titles and names of people and proper nouns e.g. Kofi, Ama, Samuel, Sule. e.g. Mr Badu, Mrs Darko ◆ Use the present tense of verbs to describe habitual actions e. g. I wash my face every morning. ◆ Use the present tense of verbs to express the present state of things or situations e.g. My bag is red. ◆ Use the present tense continuous form of verbs.
EXTENSIVE READING	<ul style="list-style-type: none"> ◆ Building the love and culture of reading

BASIC 1 GHANAIAN LANGUAGE TERM 2

STRAND	SUB-STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	<ul style="list-style-type: none"> ◆ Conversation ◆ Talking about Oneself, Family, People and Places ◆ Listening Comprehension
READING	<ul style="list-style-type: none"> ◆ Phonics (Letter and sound knowledge) ◆ Vocabulary (Sight and Content Vocabulary) ◆ Comprehension
WRITING	<ul style="list-style-type: none"> ◆ Writing Simple Words / Names of People and Places (Proper Nouns) ◆ Labelling Items in the Environment/Classroom
WRITING CONVENTIONS/USAGE	<ul style="list-style-type: none"> ◆ Integrating Grammar in Written Language (Use of Postpositions)
EXTENSIVE READING/ CHILDREN'S LITERATURE/LIBRARY	<ul style="list-style-type: none"> ◆ Read aloud with children

BASIC 1 ENGLISH LANGUAGE TERM 2

STRAND	SUB-STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	<ul style="list-style-type: none"> ◆ Conversation: Talking about oneself, family, people, places, customs, events, cultural values, manners & other themes ◆ Listening Comprehension ◆ Asking & answering question
READING	<ul style="list-style-type: none"> ◆ Word families, rhyming endings and common diagraphs ◆ Vocabulary

BASIC 1	ENGLISH LANGUAGE	TERM 2 cont'd
STRAND	SUB-STRAND	
WRITING	<ul style="list-style-type: none"> ◆ Labelling items ◆ Writing simple words & sentences 	
USING WRITING CONVENTIONS & GRAMMAR USAGE	<ul style="list-style-type: none"> ◆ Using qualifying words: Adjectives ◆ Identify adjectives and use them to describe self and other people ◆ Using simple prepositions ◆ Identify and use prepositions in oral and written language to indicate position e.g. Mary is in the room. Aba is sitting on the chair. 	
EXTENSIVE READING	<ul style="list-style-type: none"> ◆ Building the love and culture of reading 	

BASIC 1	ENGLISH LANGUAGE	TERM 3
STRAND	SUB-STRAND	
ORAL LANGUAGE: LISTENING AND SPEAKING	<ul style="list-style-type: none"> ◆ Giving and following commands/ instructions/ directions and making and responding to requests ◆ Presentation 	
READING	<ul style="list-style-type: none"> ◆ Comprehension ◆ Fluency 	
WRITING	<ul style="list-style-type: none"> ◆ Controlled writing : ◆ Descriptive writing 	
USING WRITING CONVENTIONS & GRAMMAR USAGE	<ul style="list-style-type: none"> ◆ Spelling ◆ Identify and spell simple words correctly. Eg; go, so, in, on. e. g. see, low, bow. ◆ Fill in blank spaces in simple words 	
EXTENSIVE READING	<ul style="list-style-type: none"> ◆ Building the love and culture of reading 	

BASIC 1	CREATIVE ARTS	TERM 3
STRAND & SUB – STRAND	CONTENT STANDARDS	INDICATOR NUMBERS
Visual Arts: Appreciating & appraising	<ul style="list-style-type: none"> ◆ How to analyse, appreciate, appraise/ critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject, matter, media, techniques, elements & principles of design, social aesthetic, cultural and functional values) the recordings and reports 	<ul style="list-style-type: none"> ◆ B1 1.4.6.1 ◆ B1 1.4.6.2
Performing Arts: Appreciating & appraising	<ul style="list-style-type: none"> ◆ How to analyse, appreciate, appraise/ critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject, matter, media, techniques, elements & principles of design, social aesthetic, cultural and functional values) the recordings and reports 	<ul style="list-style-type: none"> ◆ B1 2.4.6.1 ◆ B1 2.4.6.2
Visual Arts: Appreciating & appraising	<ul style="list-style-type: none"> ◆ Ability 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 & principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications 	<ul style="list-style-type: none"> ◆ B1 1.4.7.1 ◆ B1 1.4.7.2
Performing Arts: Appreciating & appraising	<ul style="list-style-type: none"> ◆ Ability 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 & principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications 	<ul style="list-style-type: none"> ◆ B1 2.4.7.1 ◆ B1 2.4.7.2

BASIC 1	CREATIVE ARTS	TERM 2
STRAND & SUB – STRAND	CONTENT STANDARDS	INDICATOR NUMBERS
Visual Arts: Displaying & sharing through exhibition and sharing	<ul style="list-style-type: none"> How to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance 	<ul style="list-style-type: none"> B1 1.3.4.1 B1 1.3.4.2 B1 1.3.4.3
Performing Arts: Displaying & sharing through exhibition and sharing	<ul style="list-style-type: none"> How to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance 	<ul style="list-style-type: none"> B1 2.3.4.1 B1 2.3.4.2 B1 2.3.4.3
Visual Arts: Displaying & sharing through exhibition and sharing	<ul style="list-style-type: none"> How to display/present a portfolio of artworks that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events 	<ul style="list-style-type: none"> B1 1.3.5.1 B1 1.3.5.2 B1 1.3.5.3
Performing Arts: Displaying & sharing through exhibition and sharing	<ul style="list-style-type: none"> How to display/present a portfolio of artworks that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events 	<ul style="list-style-type: none"> B1 2.3.5.1 B1 2.3.5.2 B1 2.3.5.3

BASIC 1	MATHEMATICS	TERM 1
STRAND & SUB-STRAND	INDICATORS	
STRAND: NUMBER SUB-STRAND: Counting, Representation, Cardinality (0 to 100)	<ul style="list-style-type: none"> Finding how many using (number names, counting sequence, how to count) Number in different positions around a given number(0-100) Using number names and non-standard units for measuring (length & volumes) to count and find out how many and much up to 100 Using comparative language to describe the relation between numbers up to 100 Using place value and number line Comparison of 2 numbers up to 100 using the symbols $>$, $<$, $=$ Relationship between quantities/numbers up to 100 	
STRAND: NUMBER SUB-STRAND: Money	<ul style="list-style-type: none"> Recognising Ghanaian coins by name, including 1p, 5ps,10ps, 20ps, 50ps and GH1 by value and describing the relationship among them 	
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationship	<ul style="list-style-type: none"> Repeating patterns with 2 to 4 repeating elements 	
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: 2D & 3D Shapes	<ul style="list-style-type: none"> Attributes that define a 2D figure and a 3D figure & attribute that do not define them 2D shapes including circles, triangles, rectangles, squares, rhombus, hexagons and describe their attributes using formal geometric languages 3D shapes including spheres, cylinders, rectangular and triangular prisms, cubes and describe their attributes using formal geometric languages 	
STRAND: DATA SUB-STRAND: Data collection, organisation, interpretation, presentation & analysis	<ul style="list-style-type: none"> Organise and represent (using pictures/objects) data with up to three categories 	

BASIC 1	MATHEMATICS	TERM 2
STRAND & SUB-STRAND	INDICATORS	
STRAND: NUMBER SUB-STRAND: Number Operations (Add, subtract, multiply, divide)	<ul style="list-style-type: none"> ◆ Addition as joining and finding how many altogether and subtraction as separating and finding how many left; numbers 0 to 20 ◆ Using objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20 and unknowns as any one of terms in problems ◆ Relationship between addition & subtraction to equality numbers within 20 Basic addition & subtraction facts up to 10 ◆ Counting on, down & missing addend for adding and subtracting within 20 	
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationship	<ul style="list-style-type: none"> ◆ Repeating patterns with 2 to 4 repeating elements 	
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Position/ Transformation	<ul style="list-style-type: none"> ◆ Position of objects in relation to other objects in space using words such as above, below, to the right, etc 	
STRAND: DATA SUB-STRAND: Data collection, organisation, interpretation, presentation & analysis	<ul style="list-style-type: none"> ◆ Organise a given set of data into three categories, find the total number of data points and determine how many are in each category and compare the number in any two category 	

BASIC 1	CREATIVE ARTS	TERM 1
STRAND & SUB – STRAND	CONTENT STANDARDS	INDICATOR NUMBERS
Visual Arts: Thinking & exploring ideas	<ul style="list-style-type: none"> ◆ How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global 	<ul style="list-style-type: none"> ◆ B1 1.1.1.1 ◆ B1 1.1.1.2 ◆ B1 1.1.1.3 ◆ B1 1.1.1.4
Performing Arts: Thinking & exploring ideas	<ul style="list-style-type: none"> ◆ How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global. 	<ul style="list-style-type: none"> ◆ B1 2.1.1.1 ◆ B1 2.1.1.2 ◆ B1 2.1.1.3 ◆ B1 2.1.1.4
Visual Arts: Planning, making & composing	<ul style="list-style-type: none"> ◆ How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/global issues of other communities. 	<ul style="list-style-type: none"> ◆ B1 1.2.2.1 ◆ B1 1.2.2.2 ◆ B1 1.2.2.3 ◆ B1 1.2.2.4
Performing Arts: Planning Making and Composing	<ul style="list-style-type: none"> ◆ How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/global issues of other communities. 	<ul style="list-style-type: none"> ◆ B1 2.2.2.1 ◆ B1 2.2.2.2 ◆ B1 2.2.2.3 ◆ B1 2.2.2.4
Visual Arts: Planning, making & composing	<ul style="list-style-type: none"> ◆ How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc. 	<ul style="list-style-type: none"> ◆ B1 1.2.3.1 ◆ B1 1.2.3.2 ◆ B1 1.2.3.3
Performing Arts: Planning Making and Composing	<ul style="list-style-type: none"> ◆ How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc. 	<ul style="list-style-type: none"> ◆ B1 2.2.3.1 ◆ B1 2.2.3.2 ◆ B1 2.2.3.3

BASIC 1	MATHEMATICS	TERM 3
STRAND & SUB-STRAND	INDICATORS	
STRAND: NUMBER SUB-STRAND: Fractions	<ul style="list-style-type: none"> ◆ Fraction $\frac{1}{2}$ as the quantity obtained by taking 1 part when a whole is partitioned into equal parts ◆ Count in halves using concrete & pictorial representations of halves. 	
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationship	<ul style="list-style-type: none"> ◆ Repeating patterns with 2 to 4 repeating elements 	

BASIC 1	HISTORY	TERM 1
SUB-STRAND	INDICATORS	
Why and How we study History	<ul style="list-style-type: none"> What history is about Sources of Historical evidence How sources of Historical evidence helps us find out about past human activities 	
Community History	<ul style="list-style-type: none"> Recount History about pupils communities Similarities and differences between the communities where they live 	

BASIC 1	MATHEMATICS	TERM 3 cont'd
STRAND & SUB-STRAND	INDICATORS	
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Length, mass & capacity	<ul style="list-style-type: none"> Measuring as a process of comparing pairs of items using words such as smaller, longer, thinner, heavier and bigger. 	
STRAND: DATA SUB-STRAND: Data collection, organisation, interpretation, presentation & analysis	<ul style="list-style-type: none"> Organise and represent (using pictures/objects) data with up to three categories Organise a given set of data into three categories, find the total number of data points and determine how many are in each category and compare the number in any two category 	

BASIC 1	HISTORY	TERM 2
SUB-STRAND	INDICATORS	
How Ghana got its name	<ul style="list-style-type: none"> Why Ghana was called Gold Coast in the past Why Ghana changed its name from gold coast When and how the name was changed 	
Some selected Ghanaian individuals	<ul style="list-style-type: none"> Ghanaians of diverse fields who have contributed to national development and their achievements (Theodosia Okoh, Amon Kotei, Baba Yara, Ephraim Amu, Kofi Antubam, etc.) 	

BASIC 1	SCIENCE	TERM 1
STRAND & SUB-STRAND	INDICATORS	
STRAND: DIVERSITY OF MATTER		
Sub-strand 1: Living and Non-living things	<ul style="list-style-type: none"> Kinds of things in the environment Names of animals and plants in their locality The basic needs of living things Differences between living things and non-living things 	
Sub-strand 2: Materials	<ul style="list-style-type: none"> Names of everyday materials in the environment Grouping materials by their appearance Classifying materials as solid, liquid and gas Basic concept of mixtures 	
STRAND: CYCLES		
Sub-strand 1: Earth Science	<ul style="list-style-type: none"> Repetitive occurrence of certain natural phenomena (e.g. day and night) The sun as the main source of light to the Earth Disappearance of mist and pools of water after it rains Sources and uses of water The existence of air in the environment 	
Sub-strand 2: Life Cycles of Organisms	<ul style="list-style-type: none"> Basic structure of plants Kinds of plants 	
STRAND: SYSTEMS		
Sub-strand 1: The Human Body Systems	<ul style="list-style-type: none"> Identify external human body parts by their appropriate names 	

BASIC 1	HISTORY	TERM 3
SUB-STRAND	INDICATORS	
Arrival of Europeans	<ul style="list-style-type: none"> European countries that came to Ghana 	
The Republics	<ul style="list-style-type: none"> Presidents Ghana has had since 1960 	

BASIC 1	SCIENCE	TERM 2
STRAND & SUB-STRAND	INDICATORS	
STRAND: SYSTEMS		
Sub-strand 2: Ecosystem	<ul style="list-style-type: none"> Places where living things live (e.g. land, air and water) 	
STRAND: FORCES AND ENERGY		
Sub-strand 1: Sources and Forms of Energy	<ul style="list-style-type: none"> Meaning and uses of energy Meaning of the terms: <i>hot</i> and <i>cold</i> 	
Sub-strand 2: Electricity and Electronics	<ul style="list-style-type: none"> Importance electricity Names of household electrical appliances Names and uses of common electronic devices 	
Sub-strand 3: Forces and Movement	<ul style="list-style-type: none"> Meaning of force Meaning and examples of simple machines 	

BASIC 1	RELIGIOUS AND MORAL EDUCATION	TERM 1
SUB-STRAND	INDICATORS	
God the creator	<ul style="list-style-type: none"> Who is the creator? God's creation Names of things created by God Attributes of God 	
Religious Worship in the three Major Religious in Ghana	<ul style="list-style-type: none"> The three types of worship Religious passages and sing religious songs Eg. The Lord's prayer, Psalm 23, Al -Fatihah, myths, riddles, proverbs, etc. 	

BASIC 1	SCIENCE	TERM 3
STRAND & SUB-STRAND	INDICATORS	
STRAND: HUMANS AND THE ENVIRONMENT		
Sub-strand 1: Personal Hygiene and Sanitation	<ul style="list-style-type: none"> Bathing, Cleaning the teeth, Washing hands Keeping the environment clean 	
Sub-strand 2: Diseases	<ul style="list-style-type: none"> Names and causes of common skin diseases 	
Sub-strand 3: Science and Industr	<ul style="list-style-type: none"> Technologies and their impact on society Foods that can be processed and preserved at home 	
Sub-strand 4: Climate Change	<ul style="list-style-type: none"> Conditions of the weather 	

BASIC 1	RELIGIOUS AND MORAL EDUCATION	TERM 2
SUB-STRAND	INDICATORS	
Religious Festivals in the Three Major Religions in Ghana	<ul style="list-style-type: none"> What festival mean Religious festivals in Ghana Festivals celebrated in the three main religions 	
Birth of the Leaders of three Major Religious in Ghana	<ul style="list-style-type: none"> Who are religious leaders? Stories of the birth of religious leaders in the three main religion 	

BASIC 1	RELIGIOUS AND MORAL EDUCATION	TERM 3
SUB-STRAND	INDICATORS	
Roles and Relationships	<ul style="list-style-type: none"> Members of the family Roles of the individual members of the family The role of the community in the upbringing of its members 	