

**ONE VISION EXAMINATION CENTRE
(OVEC)**

(A Credible Private Examinations Consortium)



PRIMARY 3

**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 3	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 (Use of Simple and Compound Sentences)◆ Integrating Grammar in Written Language (Spelling)	
EXTENSIVE READING/ CHILDREN'S LITERATURE/LIBRARY	<ul style="list-style-type: none">◆ Read Texts, Poems, Narratives and Short Stories and Respond to them.	

BASIC 3 GHANAIAN LANGUAGE TERM 1

STRAND	SUB-STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	<ul style="list-style-type: none"> ◆ Songs ◆ Rhymes ◆ Poems ◆ Story Telling
READING	<ul style="list-style-type: none"> ◆ Phonological and Phonemic Awareness ◆ Phonics: (Letter and sound knowledge)
WRITING	<ul style="list-style-type: none"> ◆ Penmanship/Handwriting
WRITING CONVENTIONS/USAGE	<ul style="list-style-type: none"> ◆ Integrating Grammar in Written Language (Capitalisation) ◆ Integrating Grammar in Written Language (Punctuation) ◆ Integrating Grammar in Written Language (Use of Action Words)
EXTENSIVE READING/ CHILDREN'S LITERATURE/LIBRARY	<ul style="list-style-type: none"> ◆ Building the love and Culture of Reading in Learners

BASIC 3 GHANAIAN LANGUAGE TERM 2

STRAND	SUB-STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	<ul style="list-style-type: none"> ◆ Dramatization and Role Play ◆ Conversation ◆ Talking about Oneself, Family, People and Places. ◆ Listening Comprehension
READING	<ul style="list-style-type: none"> ◆ 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 Qualifying Words) ◆ 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 3 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"> ◆ Phonics ◆ Word families, rhyming endings and common diagraphs.
WRITING	<ul style="list-style-type: none"> ◆ Penmanship/handwriting : Copy sentences clearly ◆ Writing letters: small & capital letters ◆ Labelling items ◆ Writing simple words & sentences
USING WRITING CONVENTIONS & GRAMMAR USAGE	<ul style="list-style-type: none"> ◆ Using capitalization : Use capital letter to write initials and abbreviations. Eg: WHO - World Health Organization; K. S. Manu - Kofi Sakyi Manu Demonstrate the ability to capitalize titles of texts Eg: "Ananse and the Wisdom Pot" ◆ Using punctuation: Use full stops in initials and abbreviations Eg: Mr. Badu - Master Badu ; A. O. Boateng - Adom Opoku Boateng Using commas appropriately to list items Eg: My friend has a pen, pencil, eraser and a book Identify and use the apostrophe to show possession Eg: Kofi's mother has travelled. ◆ Using action words (verbs) : Identify the present continuous form of action words in spoken and written communication Eg: Adongo is running with the ball. Use the present continuous form of verbs to describe actions taking place at the time of speaking. Eg: Aba is singing; They are running Use simple past and the past continuous forms of verbs to express past actions.
EXTENSIVE READING	<ul style="list-style-type: none"> ◆ Building the love and culture of reading

BASIC 3 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"> Blends & consonants clusters Vocabulary
WRITING	<ul style="list-style-type: none"> Guided composition Writing as a process Narrative writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	<ul style="list-style-type: none"> Using qualifying words: Adjectives Identify and use adjectives in short sentences to describe height, length, etc. Eg; I saw a tall tree. Using qualifying words: Adverbs Identify qualifying words. Eg; I walked <u>quickly</u> to the church; She danced <u>beautifully</u>. Use adverbs correctly to express time, frequency, etc Use simple prepositions Identify preposition in sentences to indicate directions and means, example: by bus. Eg; <u>Means</u> - We are going home by bus. ; <u>Direction</u> - The monkey is climbing up the tree.
EXTENSIVE READING	<ul style="list-style-type: none"> Building the love and culture of reading

BASIC 3 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"> Descriptive writing Persuasive/Argumentative writing Informative/Academics writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	<ul style="list-style-type: none"> Using simple preposition Identify prepositions in sentences to indicate directions and means, eg. By bus. Eg; <u>Means</u> - We are going home by bus; <u>Direction</u> - The monkey is climbing up the tree. Using compound & complex sentences Identify and use the coordinating conjunctions to join similar ideas or contrasting ideas in sentences. Spelling Spell phonically irregular words correctly. Eg; enough, answer, because, bought.
EXTENSIVE READING	<ul style="list-style-type: none"> Building the love and culture of reading

BASIC 3 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, element & principles of design, social aesthetic, cultural and functional values) the recordings and reports 	<ul style="list-style-type: none"> B3 1.4.6.1 B3 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"> B3 2.4.6.1 B3 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"> B3 1.4.7.1 B3 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"> B3 2.4.7.1 B3 2.4.7.2

BASIC 3	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"> B3 1.3.4.1 B3 1.3.4.2 B3 1.3.4.3
Performing Arts: Displaying & sharing through exhibition and sharing	<ul style="list-style-type: none"> How to plan 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"> B3 2.3.4.1 B3 2.3.4.2 B3 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"> B3 1.3.5.1 B3 1.3.5.2 B3 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"> B3 2.3.5.1 B3 2.3.5.2 B3 2.3.5.3

BASIC 3	MATHEMATICS	TERM 1
STRAND & SUB-STRAND	INDICATORS	
STRAND: NUMBER SUB-STRAND: Counting, Representation, Cardinality & Ordinality (0 to 10,000)	<ul style="list-style-type: none"> Counting & estimating quantities up to 10,000 using number names and count sequence Number in different positions around a given number in a number chart (1- 10,000) Relationship between numbers from 0 to 10,000 in equivalent ways using the place value Compare and order whole numbers up to 10,000 and represent comparison using symbols $>$, $<$, $=$ Situations having opposite directions and values Positive & negative number representations using real life concepts Situations using positive & negative values 	
STRAND: NUMBER SUB-STRAND: Money – monetary transactions	<ul style="list-style-type: none"> Buying & giving change with different amounts (1, 2, 5, 10, 20, 50 cedis notes and pesewas coins) 	
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationship	<ul style="list-style-type: none"> Increasing & decreasing patterns by extending the next 2 or 3 terms and identifying errors or missing elements 	
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: 2D & 3D Shapes	<ul style="list-style-type: none"> Describing 3D objects with faces, edges and vertices. Sort regular & irregular polygons including triangles, quadrilaterals, pentagon, etc. Drawing & identifying angles Using cut out paper to determine right angles and non-right angles Attributes of various forms of quadrilaterals eg. Squares, rhombus, etc. 	
STRAND: DATA SUB-STRAND: Data collection, organisation, interpretation, presentation & analysis	<ul style="list-style-type: none"> Gathering & recording data from different sources 	

BASIC 3	MATHEMATICS	TERM 2
STRAND & SUB-STRAND	INDICATORS	
STRAND: NUMBER SUB-STRAND: Number Operations (Add, subtract, multiply, divide) (0 to 1000)	<ul style="list-style-type: none"> ◆ Addition & subtraction within 1000 ◆ "equal to" and "not equal to" in addition & subtraction problems up to 1000 ◆ Adding & subtracting whole numbers within 1000 with various strategies ◆ Addition & subtraction with missing numerals ◆ Multiplication with equal groupings & rectangular arrays ◆ Division as equal sharing into groups, repeated subtraction and inverse of multiplication using concrete & pictorial representations 	
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationship	<ul style="list-style-type: none"> ◆ Increasing & decreasing patterns by extending the next 2 or 3 terms and identifying errors or missing elements 	
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Position/ Transformation	<ul style="list-style-type: none"> ◆ Whole numbers as distances from any given location on a number line 	
STRAND: DATA SUB-STRAND: Data collection, organisation, interpretation, presentation & analysis	<ul style="list-style-type: none"> ◆ Drawing & interpreting graphs and pictographs to solve problems 	

BASIC 3	MATHEMATICS	TERM 3
STRAND & SUB-STRAND	INDICATORS	
STRAND: NUMBER SUB-STRAND: Fractions	<ul style="list-style-type: none"> ◆ Unit fraction by explaining the fraction $1/f$ as the quantity obtained by taking 1 part when a whole is partitioned into f equal parts ◆ Using fractions to represent parts of a group of objects ◆ Comparing and ordering like fractions using models, pictures & number line 	
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationship	<ul style="list-style-type: none"> ◆ Increasing & decreasing patterns by extending the next 2 or 3 terms and identifying errors or missing elements 	

BASIC 3	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"> ◆ B3 1.1.1.1 ◆ B3 1.1.1.2 ◆ B3 1.1.1.3 ◆ B3 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"> ◆ B3 2.1.1.1 ◆ B3 2.1.1.2 ◆ B3 2.1.1.3 ◆ B3 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"> ◆ B3 1.2.2.1 ◆ B3 1.2.2.2 ◆ B3 1.2.2.3
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"> ◆ B3 2.2.2.1 ◆ B3 2.2.2.2 ◆ B3 2.2.2.3
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"> ◆ B3 1.2.3.1 ◆ B3 1.2.3.2 ◆ B3 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"> ◆ B3 2.2.3.1 ◆ B3 2.2.3.2 ◆ B3 2.2.3.3

BASIC 3

HISTORY

TERM 1

SUB-STRAND	INDICATORS
The people of Ghana	<ul style="list-style-type: none"> Major ethnic groups in Ghana The origin of the major ethnic groups in Ghana
Inter-group relations	<ul style="list-style-type: none"> The nature of exchanges among the ethnic groups Benefits of these exchanges Items exchanged among the ethnic groups Origin of the name of our currency cedi

BASIC 3

HISTORY

TERM 2

SUB-STRAND	INDICATORS
Inter-group relations	<ul style="list-style-type: none"> Conflicts and alliances that existed among the ethnic groups in Ghana Eg. The battle of Feyiase, The Kerpi war of 1983, etc.
Major Historical locations	<ul style="list-style-type: none"> Forts and castles in Ghana Difference between forts and castles and their locations When and who built them? Why they were built?

BASIC 3

HISTORY

TERM 3

SUB-STRAND	INDICATORS
Some selected Individuals	<ul style="list-style-type: none"> Ghanaian entrepreneurs who have made significant contributions
Arrival of Europeans	<ul style="list-style-type: none"> How the Europeans settled on the Gold Coast and forming alliance with the chiefs

BASIC 3

MATHEMATICS

TERM 3 cont'd

STRAND & SUB-STRAND	INDICATORS
<p>STRAND: GEOMETRY & MEASUREMENT</p> <p>SUB-STRAND: Length, mass & time</p>	<ul style="list-style-type: none"> Relationship between the units metres & centimetres Estimating length, height & perimeter of regular and irregular shapes Relationship between kg and grams & litres and millilitres Estimating masses and volumes Measuring time taken to complete simple events Reading dates on the calendar, ordering dates of events and count days, weeks, months & year taken by given events. Relating units of time eg. secs to mins, mins to hours, days to months, etc.
<p>STRAND: DATA</p> <p>SUB-STRAND: Data collection, organisation, interpretation, presentation & analysis</p>	<ul style="list-style-type: none"> Gathering & recording data from different sources Drawing & interpreting graphs and pictographs to solve problems

BASIC 3

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"> Classifying living things into plants and animals
Sub-strand 2: Materials	<ul style="list-style-type: none"> Uses and properties of everyday materials Names of objects and materials used in making them Formation and separation of a solid-liquid mixture Change of state of objects between solid, liquid and gas
STRAND: CYCLES	
Sub-strand 1: Earth Science	<ul style="list-style-type: none"> Cyclic nature of day and night, dry seasons Importance of the sun to the earth Types of precipitation (snow, hail, sleet) Things that make water impure Properties of air
Sub-strand 2: Life Cycles of Organisms	<ul style="list-style-type: none"> Germination of maize and bean seeds
STRAND: SYSTEMS	
Sub-strand 1: The Human Body Systems	<ul style="list-style-type: none"> Interdependence of the external human body parts

BASIC 3		SCIENCE	TERM 2
STRAND & SUB-STRAND	INDICATORS		
STRAND: SYSTEMS			
Sub-strand 1: The Solar System	<ul style="list-style-type: none"> ♦ The sun, earth and moon as parts of the solar system 		
Sub-strand 2: Ecosystem	<ul style="list-style-type: none"> ♦ Organisms and their choices of habitat 		
STRAND: FORCES AND ENERGY			
Sub-strand 1: Sources and Forms of Energy	<ul style="list-style-type: none"> ♦ Light and Heat as forms of energy ♦ Some sources of heat Everyday uses of heat 		
Sub-strand 3: Electricity and Electronics	<ul style="list-style-type: none"> ♦ Sources of electrical energy 		
Sub-strand 4: Forces and Movement	<ul style="list-style-type: none"> ♦ Meaning of force and how it causes movement ♦ How to maintain and care for simple machines 		

BASIC 3		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"> ♦ Ways of keeping the environment clean 		
Sub-strand 2: Diseases	<ul style="list-style-type: none"> ♦ Prevention of common skin diseases ♦ Meaning and examples of air-borne diseases 		
Sub-strand 3: Science and Industry	<ul style="list-style-type: none"> ♦ Ways by which foods get spoiled 		
Sub-strand 4: Climate Change	<ul style="list-style-type: none"> ♦ Human activities that pollute the atmosphere 		

BASIC 3		RELIGIOUS AND MORAL EDUCATION	TERM 1
SUB-STRAND	INDICATORS		
God the creator	<ul style="list-style-type: none"> ♦ Who the creator is ♦ Stories of the three main religions of Ghana 		
The Environment	<ul style="list-style-type: none"> ♦ Ways to care for the environment ♦ Activities done to make the environment clean 		
The purpose of God's creation	<ul style="list-style-type: none"> ♦ God's creation ♦ Purpose of God's creation of humankind ♦ Stories from the three religions ♦ Reasons for protecting God's creation ♦ The need for good relationship among people of different ethnic groups 		

BASIC 3		RELIGIOUS AND MORAL EDUCATION	TERM 2
SUB-STRAND	INDICATORS		
Religious worship in the three main religions in Ghana	<ul style="list-style-type: none"> ♦ Sacred scriptures of the three religions ♦ Reasons for studying the sacred scriptures of the three major religions among their followers 		
Festivals in the three major religions in Ghana	<ul style="list-style-type: none"> ♦ Festivals celebrated in the three major religions ♦ How various festivals are celebrated ♦ Importance of religious festivals 		
The youthful life of the leaders of the three major religions	<ul style="list-style-type: none"> ♦ Youthful lives of the leaders of the three major religions in Ghana ♦ Moral life of the youthful life of the religious leaders ♦ Activities religious leaders performed in their youthful days 		

BASIC 3		RELIGIOUS AND MORAL EDUCATION	TERM 3
SUB-STRAND	INDICATORS		
Roles and relationship	<ul style="list-style-type: none"> ♦ God's promises to humankind ♦ Ways of responding to God's call ♦ Benefits of responding to God's call ♦ Moral lessons learnt from responding to God's call 		
Personal safety in the community	<ul style="list-style-type: none"> ♦ The need to live in harmony with one another ♦ Ways of living in harmony with one another 		