

BASIC 4 (ENGLISH LANGUAGE) TERM 3

STRAND	SUB – STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	Giving and following commands/ instructions/ directions and making and responding to requests Presentation
READING	Fluency Summarising
GRAMMAR USAGE AT WORDS AND PHRASE LEVELS	<p>Conjunctions : Identify and use simple conjunctions - and, but, or, nor - to link: - similar ideas - contrasting ideas, show choices/express alternatives - express alternatives</p> <p>Modals: Use modals to express a variety of meanings: - can: conveys ability - may: asks for permission, expresses politeness, possibility - must: obligation or compulsion, necessities - shall / will: prediction, intention, determination etc. - could: tentativeness, politeness - would: politeness - might: possibility - should: obligation - used to: for past activities or events - have to, ought to and need to: for obligation</p> <p>Prepositions : Use prepositions to convey a variety of meanings: - Direction e.g. along - Period of Time - Purpose - Possession - Comparison e.g. taller than</p>
WRITING	Informative/academics writing Letter writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	Using simple, compound & complex sentences Spelling
EXTENSIVE READING	Building the love and culture of reading

ONE VISION EXAMINATION CENTRE (OVEC)

(A Credible Private Examinations Consortium)



PRIMARY 4 ENGLISH LANGUAGE

SCHEME OF LEARNING

ON

THE NEW CURRICULUM

FOR 2026/27 ACADEMIC YEAR

BASIC EDUCATION TERMINAL EXAMINATIONS

Tel: 0241-48 73 30 / 0248-48 28 27

BASIC 4 (ENGLISH LANGUAGE) TERM 1

STRAND	SUB – STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	Songs Poems Story Telling Dramatisation & Role play
READING	Phonics Word families, rhyming endings and common diagraphs Diphthongs Blends & consonant clusters
GRAMMAR USAGE AT WORDS AND PHRASE LEVELS	<p>Nouns: (Proper and common nouns, collective and abstract nouns)</p> <p>Determiners:</p> <ul style="list-style-type: none"> - Definite and indefinite articles “a” and “an” - Quantifiers to show quantities – Numerals (cardinals: one, two) - Some, few/little, etc. – No, all/every - Demonstratives: – this/that, these/those - Interrogative determiners “which, whose” <p>Pronouns:</p> <p>Types of pronouns:</p> <ul style="list-style-type: none"> – “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 even ts - Possessive pronouns to show possession – My, your, his, etc. <p>Adjectives</p> <p>Use adjectives to make comparison e. g:</p> <ul style="list-style-type: none"> – fast/slow (Ama is fast but Kofi is slow.) – good/bad – fast/faster – slow/slower <p>Introduce regular adjective forms: e.g. small–smaller, big–bigger, etc. Use comparative adjectives appropriately. e.g. i. Ama is taller than Kwesi. ii. This ruler is longer than that one.</p>
WRITING	Penmanship/handwriting Paragraph developing Writing as a process Narrative writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	Using punctuation Using naming words Using action words/verbs Using qualifying words; Adjectives
EXTENSIVE READING	Building the love and culture of reading

BASIC 4 (ENGLISH LANGUAGE) TERM 2

STRAND	SUB – STRAND
ORAL LANGUAGE: LISTENING AND SPEAKING	Conversation: Talking about oneself, family, people, places, customs, events, cultural values, manners & other themes Listening Comprehension Asking & answering question
READING	Vocabulary Comprehension Silent reading
GRAMMAR USAGE AT WORDS AND PHRASE LEVELS	<p>Verbs:</p> <p>Types of verbs:</p> <ul style="list-style-type: none"> – Main verb – Helping verb (primary auxiliary and modal auxiliary) <p>Use appropriate subject-verb agreement</p> <ul style="list-style-type: none"> – Singular/plural <p>Use the simple present form of verbs in sentences:</p> <ul style="list-style-type: none"> – For habitual actions – For timeless and universal statements – For facts which may change or hold true indefinitely – For instantaneous present – For scheduled future actions <p>Use regular form of the simple past tense of verbs</p> <ul style="list-style-type: none"> – Regular e.g. play -played <p>Use the simple past form of verbs for:</p> <ul style="list-style-type: none"> – Completed actions or events – Regular actions in the past <p>Use the simple present form of verbs to relate past events to the present</p> <p>Use the imperative form of the verb to give commands or orders, make suggestions</p> <p>Adverbs:</p> <p>The use of adverbs of time and place</p> <p>Use adverbs of time to modify verbs</p> <p>Idiomatic expressions :</p> <p>Use idiomatic expressions appropriately in communication</p>
WRITING	Creative/free writing Descriptive writing Argumentative/Persuasive writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	Using qualifying words: Adverbs Using simple prepositions Using conjunctions
EXTENSIVE READING	Building the love and culture of reading

STRAND: GEOMETRY & MEASUREMENT	Perimeter of regular & irregular shapes in cm and m Formula for perimeter of squares and rectangles Different rectangles for a given perimeter (cm, m) to show that many shapes can have similar perimeter
SUB-STRAND: Perimeter & Area	Justifying that areas are measured in square units (cm ² , m ²) Formula for area of rectangles and squares Rectangles with the same area
STRAND: DATA	Finding graphs with many -to-one correspondence in print & electronic media (newspapers, magazines, internet) and telling the correspondence used
SUB-STRAND: : Data collection, organisation, interpretation, presentation & analysis	Features of graphs that use many to one correspondence, representing collected data (drawing bar charts, pictographs) with title, axes, legend Interpreting many -to-one bar graphs

BASIC 4 (MATHEMATICS) TERM 3

STRAND & SUB-STRAND	INDICATORS
STRAND: NUMBER SUB-STRAND: Fractions, decimals & percentages	Fraction on a number line (ie. 1/8) Lowest Common Denominator (LCD) of equivalent fractions Simplest form of fractions by dividing through the HCF Fraction greater than one (improper fractions) Comparing & ordering like fractions & finding equivalent fraction using LCD Real life usage of fractions Representing decimals (tenths, hundredths) concretely, pictorially etc. Rounding decimals to the nearest tenths Addition & subtraction of decimals Percentage as a fraction using pictures and number line Comparing & ordering mixture of common decimals, percent fractions up to hundredths
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationships	Patterns in a given table or chart Missing element and errors in a given table or chart Concrete representation of a given pattern displayed in a table or chart Translating information in a given problem into a table or chart Extending the patterns in a table or chart to solve a given problem
STRAND: ALGEBRA SUB-STRAND: Unknowns, Expressions & equations	Equations with symbol as an unknown number Pictorial and concrete presentation of an equation in symbolic form Solving one-step equation with unknowns using manipulatives One-step equation with unknowns on left or right (using checks & guess) Solving unknowns concretely, pictorially or symbolically Solving addition & subtraction problems involving part-part-whole Equations with one unknown
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Measurement of time	Telling the time in hours & minutes in analogue and digital watches Measuring time for events in minutes and seconds using clocks Dates of events, calendar dates in various formats
STRAND: DATA SUB-STRAND: : Data collection, organisation, interpretation, presentation & analysis	Reading & interpreting data using one-to-one correspondence Constructing graphs using many-to-one correspondence Comparing graphs to tell how they are the same or different Finding graphs with many-to-one correspondence in print & electronic media (newspapers, magazines, internet) and telling the correspondence used Features of graphs that use many to one correspondence, representing collected data (drawing bar charts, pictographs) with title, axes, legend Interpreting many-to-one bar graphs

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**PRIMARY 4
MATHEMATICS**

SCHEME OF LEARNING
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THE NEW CURRICULUM
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**BASIC EDUCATION TERMINAL
EXAMINATIONS**

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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 completing 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 Work 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 the 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 4 (MATHEMATICS) TERM 1

STRAND & SUBSTRAND	INDICATORS
STRAND: NUMBER SUB-STRAND: Counting, representation & cardinality	Quantities & place value for multi digit whole numbers up to 100,000 Writing numbers in figures & in words up to 100,000 Numbers in different positions around a given number in a number chart Comparing & ordering whole numbers using $>$, $<$ or $=$ Rounding numbers (off, up, down) up to 10,000 to the nearest 1000, 100 & 10 Skipping counts forwards & backwards in 50s, 100s, up to 10,000 Roman numerals system up to XXX (ie. 30) Converting numerals to Roman numerals up to 30 and vice-versa Factors of a given number up to 50 HCF of two whole numbers between 1 and 50 LCM of two numbers up to 100 Relationship between factors & multiples Patterns in square numbers Representing square numbers using factors Real life situations positive & negative values Count forwards & backwards with positive & negative numbers through zero
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationships	Patterns in a given table or chart Missing element and errors in a given table or chart Concrete representation of a given pattern displayed in a table or chart Translating information in a given problem into a table or chart Extending the patterns in a table or chart to solve a given problem
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: 2D & 3D Shapes	Drawing of symmetrical shapes Lines of symmetry of regular & irregular 2D shapes
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Position & Transformation	Position & motion of objects in space using the cardinal points (North, South, East & West)
STRAND: DATA SUB-STRAND: : Data collection, organisation, interpretation, presentation & analysis	Reading & interpreting data using one-to-one correspondence Constructing graphs using many-to-one correspondence Comparing graphs to tell how they are the same or different

BASIC 4 (MATHEMATICS) TERM 2

STRAND & SUBSTRAND	INDICATORS
STRAND: NUMBER SUB-STRAND: Number Operations	Basic multiplication facts up to 12×12 Building multiplication facts up to 81 and related division facts using skip counts, doubling, halving, patterns in 9s, repeated doubling & halving Multiplication in distributive property using annexing, adding zero, halving & doubling Multiplying multidigit numbers Basic division facts up to 81 Dividing 2 digit number by 1 digit number Solving multistep word problem involving the four basic operations
STRAND: ALGEBRA SUB-STRAND: Unknowns, expressions & equations	Equations with symbol as an unknown number Pictorial and concrete presentation of an equation in symbolic form Solving onestep equation with unknowns using manipulatives Onestep equation with unknowns on left or right (using checks & guess and check) Solving unknowns concretely, pictorially or symbolically Solving addition & subtraction problems involving $\frac{1}{2}$ and $\frac{1}{4}$ Equations with one unknown

BASIC 4 (SCIENCE) TERM 3

STRAND: FORCES AND ENERGY	INDICATORS
Sub-strand 3: Forces and Movement	Meaning and everyday applications of elastic and compressional forces
STRAND: HUMANS AND THE ENVIRONMENT	
Sub-strand 1: Personal Hygiene and Sanitation	Caring for oneself and the environment Sustaining the environment through waste management
Sub-strand 2: Diseases	Causes, symptoms and prevention of measles Causes, symptoms and prevention of food-borne diseases
Sub-strand 3: Climate Change	“ <i>Burning</i> ” as a cause of climate change

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BASIC 4 (SCIENCE) TERM 1

STRAND: DIVERSITY OF MATTER	INDICATORS
Sub-strand 1: Living and Non-living things	Classifying animals into insects, birds, mammals and reptiles Life processes of animals: movement, nutrition and reproduction Physical appearance of different types of plants Physical features of mammals, reptiles, insects and amphibians
Sub-strand 2: Materials	Formation and separation of a liquid-liquid mixture
STRAND: CYCLES	
Sub-strand 1: Earth Science	Cyclic movements in the environment Objects in the sky during day and night The concept of evapotranspiration Ways of making water safe for use
Sub-strand 2: Life Cycles of Organisms	Parts of plants and their functions The process of seed germination
STRAND: SYSTEMS	
Sub-strand 1: The Human Body Systems	Organs of the digestive system and their functions

BASIC 4 (SCIENCE) TERM 2

STRAND: SYSTEMS	INDICATORS
Sub-strand 1: The Solar System	Position of the sun in the solar system Benefits of the sun to the solar system
Sub-strand 2: Ecosystem	The concept of ecosystem
STRAND: FORCES AND ENERGY	
Sub-strand 1: Sources and Forms of Energy	Effect of heat on the change of state of substances
Sub-strand 2: Electricity and Electronics	Uses of electricity Ways of conserving electricity The basic components of electronic circuits

BASIC 4 (R.M. E.) TERM 3

SUB – STRAND	INDICATORS
Authority and obedience	Meaning of authority Authority at home, school and in the community
Roles, Relationships in the Family and Character Formation	Being a committed member of the family Importance of being committed to family Roles and behaviors of committed family members

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PRIMARY 4

RELIGIOUS AND MORAL EDUCATION

SCHEME OF LEARNING

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BASIC 4 (R.M. E.) TERM 1

SUB – STRAND	INDICATORS
God the creator	The nature of God as the creator Things created by God Uniqueness of humankind from other creatures
The Environment	Effects of human activities on the environment Activities that destroy the environment
Religious worship, prayer and other Religious Practices	Various forms of worship Purpose of worship in the three main religions Differentiate between religious and non -religious songs Irreligious songs

BASIC 4 (R.M. E.) TERM 2

SUB – STRAND	INDICATORS
Festivals in the Three Major Religions	Festivals in their neighbourhood Social, moral and economic values of festivals
The call of the leaders of the three main religions	The call of the religious leaders Religious personalities
Roles and relationships	The need to be committed to God Ways by which we are committed to God Benefits of being committed to God Deeds that attract rewards Reasons for rewarding good deeds

BASIC 4 (HISTORY) TERM 3

SUB – STRAND	INDICATORS
Establishing British rule in Ghana	The bond of 1844: reasons and significance Colonization Difference between a protectorate and a colony How the British colonized various parts of Gold Coast
The Republicans	Definition of a Republic Leaders of Ghana's first Republic Limitations of Ghana's independence up to June 1960 Positions controlled by British individuals Difference between president and head of state Dates and names of the leaders of the four republics of Ghana since 1960

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**PRIMARY 4
HISTORY**

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BASIC 4 (HISTORY) TERM 1

SUB – STRAND	INDICATORS
Why and How we study History	Importance of studying the History of Ghana Sources of History Primary and Secondary sources of History
The people of Ghana	Some major kingdoms that existed How one major kingdom was formed and the reason behind its expansion Factors behind the fall of the kingdoms
Historical Locations	Historical locations of Ghana's major historical locations and their uses (flagstaff house, Burma camp, James town light house, Gbewa palace, Larabanga Mosque)

BASIC 4 (HISTORY) TERM 2

SUB – STRAND	INDICATORS
Some selected individuals	Roles played by some traditional rulers in the national development Names of some traditional rulers and their contributions
Missionary activities	European missionary groups that came to Ghana Places where they operated and their activities Impact of European presence on Ghana

Visual Arts: Displaying & sharing through exhibition and sharing	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	B4 1.3.5.1 B4 1.3.5.2 B4 1.3.5.3
Performing Arts: Displaying & sharing through exhibition and sharing	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	B4 2.3.5.1 B4 2.3.5.2 B4 2.3.5.3

BASIC 4 (CREATIVE ARTS) TERM 3

STRAND & SUB – STRAND	CONTENT STANDARD	INDICATOR NUMBERS
Visual Arts: Appreciating & appraising	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	B4 1.4.6.1 B4 1.4.6.2 B4 1.4.6.3
Performing Arts: Appreciating & appraising	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	B4 2.4.6.1 B4 2.4.6.2 B4 2.4.6.3
Visual Arts: Appreciating & appraising	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	B4 1.4.7.1 B4 1.4.7.2 B4 1.4.7.3
Performing Arts: Appreciating & appraising	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	B4 2.4.7.1 B4 2.4.7.2 B4 2.4.7.3

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BASIC 4 (CREATIVE ARTS) TERM 1

STRAND & SUB – STRAND	CONTENT STANDARDS	INDICATOR NUMBERS
Visual Arts: Thinking & exploring ideas	How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	B4 1.1.1.1 B4 1.1.1.2 B4 1.1.1.3 B4 1.1.1.4 B4 1.1.1.5 B4 1.1.1.6
Performing Arts: Thinking & exploring ideas	How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	B4 2.1.1.1 B4 2.1.1.2 B4 2.1.1.3 B4 2.1.1.4 B4 2.1.1.5 B4 2.1.1.6
Visual Arts: Planning, making & composing	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.	B4 1.2.2.1 B4 1.2.2.2 B4 1.2.2.3
Performing Arts: Planning Making and Composing	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.	B4 2.2.2.1 B4 2.2.2.2 B4 2.2.2.3
Visual Arts: Planning, making & composing	How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc	B4 1.2.3.1 B4 1.2.3.2 B4 1.2.3.3
Performing Arts: Planning Making and Composing	How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc	B4 2.2.3.1 B4 2.2.3.2 B4 2.2.3.3

BASIC 4 (CREATIVE ARTS) TERM 2

STRAND & SUB – STRAND	CONTENT STANDARD	INDICATOR NUMBERS
Visual Arts: Displaying & sharing through exhibition and sharing	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	B4 1.3.4.1 B4 1.3.4.2 B4 1.3.4.3
Performing Arts: Displaying & sharing through exhibition and sharing	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	B4 2.3.4.1 B4 2.3.4.2 B4 2.3.4.3

WRITING CONVENIONS/USAGE	Integrating Grammar in Written Language (Use of Qualifying Words) Integrating Grammar in Written Language (Use of Postpositions) Integrating Grammar in Written Language (Use of Simple and Compound Sentences)
EXTENSIVE READING/CHILDREN'S LITERATURE/LIBRARY	Read aloud with Children

BASIC 4 (GHANAIA N LANGUAGE) TERM 3

STRAND	SUB STRANDS
ORAL LANGUAGE: LISTENING AND SPEAKING	Asking and Answering Questions Giving and Following Commands/Instructions Presentation
READING	Fluency Summarizing
WRITING	Penmanship/Handwriting
COMPOSITION WRITING	Literary Writing Letter Writing
WRITING CONVENIONS/USAGE	Integrating Grammar in Written Language (Spelling) Integrating Grammar in Written Language (Use of Conjunctions)
EXTENSIVE READING/CHILDREN'S LITERATURE/LIBRARY	Reading Texts, Poems, Narratives and Short Stories and Respond to them

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BASIC 4 (GHANAIAN LANGUAGE) TERM 1

STRAND	SUB STRANDS
ORAL LANGUAGE: LISTENING AND SPEAKING	Songs Poems Story Telling
READING	Phonics: (Letter and sound knowledge) Vocabulary (Sight and Content Vocabulary)
WRITING	Penmanship/Handwriting
COMPOSITION WRITING	Creative/Free Writing Narrative Writing Descriptive Writing
WRITING CONVENIONS/USAGE	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	Building the love and Culture of Reading in Learners

BASIC 4 (GHANAIAN LANGUAGE) TERM 2

STRAND	SUB STRANDS
ORAL LANGUAGE: LISTENING AND SPEAKING	Dramatisation and Role Play Conversation Talking about Oneself, Family, People and Places
READING	Comprehension Silent reading
WRITING	Penmanship/Handwriting
COMPOSITION WRITING	Persuasive Writing Argumentative Writing Informative/Academic Writing

BASIC 4

COMPUTING

TERM 2

SUB – STRAND	INDICATORS
<p>SUB-STRAND 3: Data Sources and Usage</p>	<ul style="list-style-type: none"> ◆ Demonstrate basic calculations on sample data e.g. sum, percentage, average etc. ◆ Identify the steps and issues involved in data collection. ◆ Describe various tools or techniques of data collection e.g. interview, observation, checklist etc. ◆ Draw or sketch maps of the area to be surveyed.
<p>SUB-STRAND 4: Technology in the community (Communication)</p>	<ul style="list-style-type: none"> ◆ Describe how digital systems are used and could be used at home, in school and the local community. ◆ Identify and list common examples of energy-efficient gadgets and techniques used in homes, in schools and in the local communities e.g. using the appropriate energy-efficient gadgets - energy saving bulbs ..., choosing the right appliances, cleaning your stove often (soot removal), reducing overall cooking time etc. ◆ Describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes in the community. ◆ Identify technological changes in the community (e.g. Using automated irrigation for farming, eco-friendly pesticides and manure, etc.)

BASIC 4

COMPUTING

TERM 3

SUB – STRAND	INDICATORS
<p>STRAND 2: PRESENTATION</p> <p>SUB-STRAND 1: Introduction to MS-PowerPoint (Tabs & Ribbons)</p>	<ul style="list-style-type: none"> ◆ Use of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section. ◆ Show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
<p>STRAND 3: WORD PROCESSING</p> <p>SUB-STRAND 1: Introduction to Word Processing (Tabs & Ribbons)</p>	<ul style="list-style-type: none"> ◆ How to use the clipboard, styles, fonts, paragraph and editing. ◆ Illustrate the use of the clip board, styles, fonts, paragraph and editing.

**ONE VISION EXAMINATION CENTRE
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**PRIMARY 4
COMPUTING**

SCHEME OF LEARNING

ON

THE NEW CURRICULUM

FOR 2026/27 ACADEMIC YEAR

**BASIC EDUCATION TERMINAL
EXAMINATIONS**

Tel: 0241-48 73 30 / 0248-48 28 27

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 4		COMPUTING	TERM 1
SUB – STRAND		INDICATORS	
<p>STRAND 1: WORD PROCESSING</p> <p>SUB-STRAND 1: Generation of Computers and parts of a computer and other gadgets.</p>		<ul style="list-style-type: none"> ◆ 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. ◆ Types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc. ◆ Difference between RAM and ROM ◆ Typing short phrases ◆ Summarise the first generation of computers which used vacuum tubes as a major piece of technology 	
<p>SUB-STRAND 2: Introduction of MS-Windows interface (Desktop background & locations of the computer)</p>		<ul style="list-style-type: none"> ◆ Describe the desktop background and explain its features (e.g. image, icons and Taskbar of the background). ◆ How to personalize the Desktop Background using required tools and settings ◆ 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). ◆ Adding and removing icons from the desktop ◆ Moving, selecting and hiding multiple icons on the desktop ◆ Creating, naming and renaming a folder. 	

BASIC 4		COMPUTING	TERM 2
SUB – STRAND		INDICATORS	
<p>SUB-STRAND 3: Data Sources and Usage</p>		<ul style="list-style-type: none"> ◆ Use strategies for identifying data in conversation and newspapers ◆ Use strategies for classifying data into information (i.e. sorting and classifying) ◆ Identify primary sources of information (photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.) ◆ Demonstrate Sending and sharing information to and from other gadgets. e.g., radio, fax, telephones calls, SMS etc. 	

BASIC 4 (PHYSICAL EDUCATION) TERM 3

STRAND & SUB – STRAND	INDICATORS
STRAND: Physical fitness concept, principles & strategies SUB – STRAND: Fitness Programmes, Healthy Diet, Safety and Injury, Substances/Drugs	Heart rate intensity How prolong physical activity prolong endurance How duration, intensity of exercise and nutritional choices affect energy use during physical activity Muscles being strengthened during physical activities Safe and unsafe PE equipment Effects of drug use to physical activities
STRAND: Value and Psycho - social Concepts, Principles and Strategies SUB – STRAND: Self-responsibility, Social Interaction, Group Dynamics & Critical Thinking	Accepting responsibilities for one’s behavior in a group activity Participating in group settings without interfering with others Respect for self, others and equipment during physical activities Acts of physical courage and physical reckless ones ; key characteristics of each



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BASIC 4 (PHYSICAL EDUCATION) TERM 1

STRAND & SUB – STRAND	INDICATORS
STRAND: Motor Skills & Movement Patterns SUB – STRAND: Locomotor, manipulative & rhythmic Skills	Difference between slow and fast, heavy and light, hard and soft while moving Enter, jump and leave a long swinging rope turned by others repeatedly Roll ball with a stick to a target Balance while moving and manipulating objects on a ground level balance beam Strike a bounced ball with the hands and feet Strike a self-tossed with lightweight ball with a paddle or racket to a partner Throw a flying disc for distance using the backhand movement pattern Difference in throwing to a stationery or moving partner Catch a ball above the head and near the middle of the body while jogging and running Kick a ball dropped from the hands Keep a hand dribbled ball away from a defensive partner Keep a foot dribbled ball away from a defensive partner Movement with one hand and foot compared with movement with two hands and feet Dance to the beat of traditional music Roll smoothly in a backward direction

BASIC 4 (PHYSICAL EDUCATION) TERM 2

STRAND & SUB – STRAND	INDICATORS
STRAND: Movement Concepts, Principles & Strategies SUB – STRAND: Space Awareness, Dynamics, Relationships, Body Management and Strategies	Difference in self space and open space Difference between throwing to a stationery partner and a moving partner Parts of the body used for ball kicking Body orientation to serve a ball Difference in ball dribbling and changing direction while moving forward with a ball
STRAND: Physical Fitness SUB – STRAND: Aerobic Capacity, Strength, Endurance, Flexibility & Body Composition	15 minutes brisk walk and music Continuous 'v' push-up 2 sets of 8 continuous push ups Groin flexibility Body types such as endomorph and ectomorph