

BASIC 5 (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 -because, since, so, although – to</p> <ul style="list-style-type: none"> – give reasons, – link contrasting ideas – show results <p>Modals: Use modals to express a variety of meanings:</p> <ul style="list-style-type: none"> – Can: conveys ability: I can drive – May: asks for permission, expresses politeness, possibility: May I go out? – Must: obligation or compulsion, necessity – Shall/will: prediction, intention, determination etc. – Could: tentativeness, politeness – Would: politeness – Might: possibility – Should: obligation – Used to: for past activity/event – Have to/ought to/need to: for obligation <p>Prepositions: Use prepositions to convey a variety of meanings:</p> <ul style="list-style-type: none"> – Position, e.g. by – Direction, e.g. towards – Time, e.g. at – Purpose, e.g. for – Possession, e.g. for – Comparison, e.g. taller than – Support or opposition, e.g. for you, against you
WRITING	Informative/academics writing Letter writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	Using conjunctions Using simple, compound & complex sentences Spelling
EXTENSIVE READING	Building the love and culture of reading

ONE VISION EXAMINATION CENTRE (OVEC)

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PRIMARY 5 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 5 (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: Identify and use nouns or noun phrases to refer to quantities or units. e.g.: – Please, give me a piece of paper. – I have a pair of trousers.</p> <p>Identify and use: – proper nouns - refer to festivals; – Count/non-count nouns – Singular and Plural (regular, irregular) nouns Plural nouns without plural markersE.g. The sheep are grazing outside. I met a lot of people at the party. Identify and use collective nouns to refer to a group of objects and people Identify and use abstract nouns to refer to concepts and ideas</p> <p>Determiners: Identify and use indefinite and definite articles “a” and “an” to refer to a person, animal, event,time or objects in general Identify and use quantifiers to show qualities: – ordinal first, second etc.) – a few/a little etc. – both each/every – another, other – fewer, less, etc.</p> <p>Identify and use possessive pronouns to show possession Identify and use demonstratives: – this/that, these/those people Identify and use interrogative determiners e.g. which, whose- to find out which person something belongs to</p> <p>Pronouns: Identify and use indefinite pronouns e.g. someone, anyone, everything etc. Possessive pronouns to show possession, e.g. mine, ours etc.</p> <p>Adjectives: Use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better</p>
WRITING	Penmanship/handwriting Paragraph developing Writing as a process Narrative writing
USING WRITING CONVENTIONS	Using Capitation

BASIC 5 (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 Use different types of verbs in sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary) Use appropriate subject -verb agreement Use the simple present form of verbs to express: – Needs/preferences e.g.: I need new clothes. – Thoughts and ideas e.g.: I think you are right</p> <p>Use the simple past form of verbs to express past needs, interest and feeling: Use irregular form of the simple past tense of verbs, e.g. Irregular – build-built</p> <p>Use the past continuous form of verbs to talk about actions/events that were going on when a second action/event took place.</p> <p>Use the imperative forms of verbs to give instructions and directions e.g. Switch on the light. Turn right.</p> <p>Adverbs: Use adverbs to express manner E.g. Mercy ate slowly.</p> <p>Idiomatic expressions : Identify, explain and use idiomatic expressions correctly E.g. Kofi takes after his father.</p>
WRITING	Creative/free writing Descriptive writing Argumentative/Persuasive writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	Using qualifying words; Adjectives Using qualifying words: Adverbs Using simple preposition s
EXTENSIVE READING	Building the love and culture of reading

STRAND: ALGEBRA SUB-STRAND: Algebraic Expression	Algebraic expressions as Mathematical phrases with letters which represent numbers and operators (like add, subtract, multiply, divide)
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Angles	Angles equal to, less than or greater than a right angle Measuring angles with protractor and classify them into sizes (right, acute, obtuse and reflex)
STRAND: DATA SUB-STRAND: Chance	Single outcomes occurring in probability experiment as impossible, possible or certain Conducting probability experiments with impossible, possible (likely & unlikely) and certain outcomes Conducting different experiments a number of times, recording the outcomes and explaining the results

BASIC 5 (MATHEMATICS) TERM 3

STRAND & SUB-STRAND	INDICATORS
STRAND: NUMBER SUB-STRAND: Fractions, decimals & percentages	Equivalent fractions of different fractions Comparing and ordering fractions Addition & subtraction of like fractions by changing them into equivalent fractions with same denominators (one denominator as a multiple of another) Equivalent fractions for addition and subtraction of fractions more than one (improper or mixed fractions) Multiplying a whole number by a fraction using models Representing decimals up to thousandths concretely, pictorially & symbolically and relating them to fractions Multiply multi digit decimals by 2 digit numbers Comparing & ordering mixture of fractions and decimals up to thousandths using $>$, $<$, $=$ Rounding decimals to the nearest tenths and hundredths Addition & subtraction of decimals up to thousandths Multiplying a decimal by a whole number Percentage of given quantities (limit to 2-digit numbers) and vice-versa Percentage of common fractions Percent from real life contexts
STRAND: ALGEBRA SUB-STRAND: Variables & Equations	Expressing a given problem as an equation by representing unknowns by variables Unknowns in a problem representing the problem with an equation Problems for a given equation
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Geometric Reasoning	Position & motion of objects in space using the cardinal points Images of a single transformation (reflection) of a 2D shape in a plane
STRAND: DATA SUB-STRAND: : Data collection, organisation, interpretation, presentation & analysis	Difference between first hand & second hand data Second hand data in print and electronic data (newspapers, magazines, internet) Representing collected data on double bar graphs with title, axes, key. Using drawn graphs to solve problems Double bar graphs in print & electronic media
STRAND: DATA SUB-STRAND: Chance	Single outcomes occurring in probability experiment as impossible, possible or certain Conducting probability experiments with impossible, possible (likely & unlikely) and certain outcomes Conducting different experiments a number of times, recording the outcomes and explaining the results

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PRIMARY 5

MATHEMATICS

SCHEME OF LEARNING

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BASIC 5 (MATHEMATICS) TERM 1

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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.

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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.

STRAND & SUB-STRAND	INDICATOR
STRAND: NUMBER SUB-STRAND: Counting, Representation & cardinality	Number quantities up to 1,000,000 using graph sheets & multi-base block Writing numbers in words and vice-versa up to 1,000,000 Different position of numbers in a chart Comparing & Ordering numbers up to 1,000,000 using >, <, = Rounding numbers (off, up and down) to the nearest 10000, 1000, 100, 10 up to 100,000 Skip counts forwards & backwards in 500s, 1000s, up to 100,000 Roman numerals systems up to C (ie 100) Converting numbers into Roman numerals up to (C) 100 and vice-versa Factors of numbers 1 – 100 Prime & Composite numbers up to 100 Even & Odd numbers between 1 – 100 HCF of any 2 or 3 numbers by prime factorization Relationship between factors & multiples of numbers from 1 – 100
STRAND: ALGEBRA SUB-STRAND: Patterns & Relationships	Extending patterns with or without concrete materials Describing given pattern using mathematics languages Predicting subsequent elements in a pattern Representing patterns visually to verify predictions Using pattern rules to find subsequent elements in patterns Writing rules in words and in algebra to represent a patterns Finding relationships in a table or chart
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Lines & Shapes	Properties (sides, angles, diagonals) of squares & rectangles Finding properties of squares and rectangles using cut-out papers Knowing regular polygons by verifying equal sides & angles
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Perimeter, Area & Volumes	Estimating and calculating actual perimeter of shapes in cm and m Calculating area of shapes in cm ² and m ² Justifying units of volumes in cm ³ , m ³ Finding how many 1cm ³ cubes are in given boxes Boxes with the same volumes Relationship between capacity and volume as well as litre and 10cm ³
STRAND: DATA SUB-STRAND: : Data collection, organisation, interpretation, presentation & analysis	Difference between first hand & second hand data Second hand data in print and electronic data (newspapers, magazines, internet) Representing collected data on double bar graphs with title, axes, key. Using drawn graphs to solve problems Double bar graphs in print & electronic media

BASIC 5 (MATHEMATICS) TERM 2

STRAND & SUB -STRAND	INDICATORS
STRAND: NUMBER SUB-STRAND: Number Operations	Building basic multiplication facts to 81 and related division facts using Maths strategies & number properties Multiplication in distributive property using annexing, adding zero, halving & doubling Multiplying multi -digit numbers by 2 digit numbers Basic Division Facts up to 81 Dividing 3 digit numbers by 1 digit number Solving multi -step word problems involving the four basic operations Addition & subtraction problems involving integers

BASIC 5 (SCIENCE) TERM 2

STRAND: SYSTEMS	INDICATORS
Sub-strand 2: The Solar System	Components of the solar system
Sub-strand 3: Ecosystem	Adaptation of organisms to their chosen habitats
STRAND: FORCES AND ENERGY	
Sub-strand 1: Sources and Forms of Energy	Concept of energy transformation Efficient use of electricity in the home Relationship between heat and temperature Measurement of temperature
Sub-strand 2: Electricity and Electronics	Components of an electric circuit and their functions
Sub-strand 3: Forces and Movement	Meaning, effects and applications of friction

BASIC 5 (SCIENCE) TERM 3

STRAND: HUMANS AND THE ENVIRONMENT	INDICATORS
Sub-strand 1: Personal Hygiene and Sanitation	Importance of washing clothes regularly Keeping washrooms clean Cleaning the environment regularly
Sub-strand 2: Diseases	Causes, symptoms and control of chicken pox Causes, symptoms and prevention of cholera
Sub-strand 3: Science and Industry	Raw materials used in some local industries
Sub-strand 4: Climate Change	Impact of deforestation on climate change

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BASIC 5 (SCIENCE) TERM 1

STRAND: DIVERSITY OF MATTER	INDICATORS
Sub-strand 1: Living and Non-living things	Life processes of living things: Growth, Sensitivity, Respiration, Excretion Differences between living and non-living things Classifying everyday materials based on their properties
Sub-strand 2: Materials	Reversible and irreversible changes Formation and separation of solid-liquid and liquid-liquid mixtures
STRAND: CYCLES	
Sub-strand 1: Earth Science	Formation of day and night Benefits of the sun to the earth Evaporation and condensation in the hydrological (water cycle) Formation of clouds Uses of carbon dioxide and its effects on humans and life on earth Human activities that make water unsuitable for human use Making and keeping air clean
Sub-strand 2: Life Cycles of Organisms	Structure and functions of parts of plants Differences in germination of maize and beans seeds
STRAND: SYSTEMS	
Sub-strand 1: The Human Body Systems	Parts of the respiratory system in humans

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PRIMARY 5

RELIGIOUS AND MORAL EDUCATION

SCHEME OF LEARNING

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BASIC 5 (R.M. E.) TERM 1

SUB – STRAND	INDICATORS
God the creator	How special each individual is Qualities of God that humankind should demonstrate Why individuals should maintain their God -given gifts of form and colour
The Environment	Human activities in the environment Effects of human activities on the environment Ways to care for the environment
Religious Worship in the Three Major Religions in Ghana	Moral importance of worship Reasons for worshipping Moral significance of religious songs and recitations

BASIC 5 (R.M. E.) TERM 2

SUB – STRAND	INDICATORS
Festivals in the Three Major Religions	Festivals celebrated in the three major religious festivals Moral significance of sacred passages and oral traditions in the three main religions
Ministry of the Leaders of the Three Major Religions in Ghana	Key events in the ministry of the leaders of the three religions Aspects of the ministry in the three main religions Moral lessons from the ministry of the various leaders
The family and the Community	Need to be a committed member of the family Need for being a family member Things to do to show commitment as members of the family

BASIC 5 (R.M. E.) TERM 3

SUB – STRAND	INDICATORS
Authority and Obedience	Parents as sources of discipline and character formation Benefits children get from their parents The need to demonstrate responsible behavior at home Responsible behaviours as parents
Roles, Relationships in the Family and Character Formation	Importance of being a responsible member of the family Attitudes that show a person is a responsible family members Importance of being a responsible family member

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**PRIMARY 5
HISTORY**

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BASIC 5 (HISTORY) TERM 1

SUB – STRAND	INDICATORS
The people of Ghana	How our ancestors lived in ancient times. (before the 15th century) Compare lives of ancient times with today Some ancient towns in Ghana
Some selected individuals	Ghanaians who have made significant contributions locally and internationally Their contributions Those who inspired the most
International trade including slave trade	Definition of trade Why the Europeans began slave trade How slave trade was conducted

BASIC 5 (HISTORY) TERM 2

SUB – STRAND	INDICATORS
Social developments under colonial rule	Developments in education during the colonial rule (1874 – 1957) Some health facilities and housing projects
Economic development under colonial rule	Economic policies and projects during the colonial era Contributions in the Agriculture sector The role of Tetteh Quarshie in the introduction of cocoa Importance of cocoa Contributions of the colonial government to the mining sector

BASIC 5 (HISTORY) TERM 3

SUB – STRAND	INDICATORS
Early protest movements	The early protest movements in Ghana before 1945 Sources of evidence of the role of John Mensah Sarbah in the Aborigines Rights Protections Society (ARPS) – 1897 Sources of evidence about the role of Joseph Ephraim Casely Hayford in the National Congress of British West Africa (NCBWA) Sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference
The 1948 riot and After	Why people were unhappy in the country after the second world war Sources of evidence about what happened during the 1948 riots.

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	B5 1.3.5.1 B5 1.3.5.2 B5 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	B5 2.3.5.1 B5 2.3.5.2 B5 2.3.5.3

BASIC 5 (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	B5 1.4.6.1 B5 1.4.6.2 B5 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	B5 2.4.6.1 B5 2.4.6.2 B5 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	B5 1.4.7.1 B5 1.4.7.2 B5 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	B5 2.4.7.1 B5 2.4.7.2 B5 2.4.7.3

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CREATIVE ARTS**

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BASIC 5 (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.	B5 1.1.1.1 B5 1.1.1.2 B5 1.1.1.3 B5 1.1.1.4 B5 1.1.1.5 B5 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.	B5 2.1.1.1 B5 2.1.1.2 B5 2.1.1.3 B5 2.1.1.4 B5 2.1.1.5 B5 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.	B5 1.2.2.1 B5 1.2.2.2 B5 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.	B5 2.2.2.1 B5 2.2.2.2 B5 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	B5 1.2.3.1 B5 1.2.3.2 B5 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	B5 2.2.3.1 B5 2.2.3.2 B5 2.2.3.3

BASIC 5 (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	B5 1.3.4.1 B5 1.3.4.2 B5 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	B5 2.3.4.1 B5 2.3.4.2 B5 2.3.4.3

BASIC 5 (GHANAIAAN LANGUAGE) TERM 3

STRAND	SUB STRANDS
ORAL LANGUAGE: LISTENING AND SPEAKING	Asking and Answering Questions Giving and Following Commands/Instructions Presentation
READING	Fluency Summarising
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 5 (GHANAIA N 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 5 (GHANAIA N 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
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

STRAND: INTERNET & SOCIAL MEDIA SUB-STRAND 1: Network overview	Meaning of network How internet works Meaning of the internet
SUB-STRAND 2: Web browsers & web pages	Meaning and uses of web browser Types of web browser Uses of MS internet explorer How to create and remove a favourites link Creating favourite folders Using the link toolbar Meaning of a web and homepage Movements between and within web pages using hyperlinks
SUB-STRAND 3: Surfing the world wide web	How to create a favourite link Creating and deleting favourite links Using the links toolbar
SUB-STRAND 4: Favourite places and search engines	Common search engines How smart search engines work How to handle search results
SUB-STRAND 5: Using online forms	Forms in the web page Working on or offline Downloading of files (eg. pictures, audio, pdf, etc.)

BASIC 5 (COMPUTING) TERM 3

STRAND & SUB – STRAND	INDICATORS
STRAND: INTERNET & SOCIAL MEDIA SUB-STRAND 6: Customising your browser	How to set default search engines How to set homepages How to make browser apps, add-ons, plugs-ins and extensions How to customize the browser toolbar Identify cookies in web browsers How to set disk space or cache usage
SUB-STRAND 7: Electronic mail	Various e-mail service providers Use of internet e-mail addresses Creating an e-mail account Viewing received messages and create or compose
SUB-STRAND 8: Internet of things (IoT)	Purpose of internet of things Examples of internet of things with a consumer part and an industrial/ business segment Role of smart sensors in the internet of things
SUB-STRAND 9: Digital literacy	Private and personal information Various techniques on online protection from online identity theft
SUB-STRAND 10: Network Etiquette	Digital footprint How to keep some information from public when using the internet.
STRAND: HEALTH & SAFETY IN USING ICT TOOLS SUB-STRAND: Health & safety in using ICT tools	Major health hazards associated with the use of ICT tools Proper sitting posture

**ONE VISION EXAMINATION CENTRE
(OVEC)**

(A Credible Private Examinations Consortium)



**PRIMARY 5
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 based on 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 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 5 (COMPUTING) TERM 1

STRAND & SUB – STRAND	INDICATORS
STRAND: INTRODUCTION TO COMPUTING SUB-STRAND 1: Generation of computer & parts of computers	Output devices and their uses Difference & similarities between analogue and digital devices Mouse skills (right & left button, single, double and triple clicking, etc.) Home row keys, top row, bottom row keys, numerical keys, numerical pad and type (short sentences) Generation of computers
SUB-STRAND 2: Introduction to MS word interface	Introduction to windows interface Desktop background and edit its images (eg. image, icon, taskbar) How to customise the desktop background using change background, start menu & pin to taskbar Personalising the desktop background Creating a shortcut, adding or removing common icons on the desktop Moving, copying & pasting a file or icon into & from a folder on the desktop File explorer window and locations of the computer through the file explorer
SUB-STRAND 3: Data sources & usage	Identifying data from experiment results Primary & secondary sources of information Sending and sharing information Basic calculations on sample data Types of data Selecting samples and collecting data and making tables with them Analyse tables, maps, diagrams, photographs, charts & generalize the results and make suggestions
SUB-STRAND 4: Technology in the community (communication)	Effects of technology on the community Digital system components (hardware, software, networks) Uses of technology in the community Effects of technology on the community
STRAND: PRESENTATION SUB-STRAND: Introduction to MS power point (tabs & ribbons)	Uses of insert, design, animation and transition in the ribbons section. (new, open, save, save as, print & close) and the insert and design ribbons 5-slide presentation using insert, design, animation and transition of the ribbons studied
STRAND: WORD PROCESSING SUB-STRAND: Introduction to word processing (tabs & ribbons)	The use of insert, design and layout (new, open, save, save as, print & close) The use of insert, design and layout
STRAND: PROGRAMMING & DATABASES SUB-STRAND 1: Introduction to databases, algorithm and programming languages (eg. MS – Excel, scratch, VB dot net etc)	Databases, the importance, uses and Types of databases and data Fundamental database concepts Programming languages and their uses

BASIC 5 (COMPUTING) TERM 2

STRAND & SUB – STRAND	INDICATORS
STRAND: PROGRAMMING & DATABASES SUB-STRAND 2: Introduction to electro nic spreadsheet (tabs & ribbons manipulation)	Electronic spreadsheet and their uses Importance of electronic spreadsheet Interface of MS -Excel

BASIC 5 (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	The intensity of one’s heart rate during physical activity How muscle strength and muscle endurance enhance motor skill performance Why dehydration impairs temperature regulation physical and mental performance the role of muscle strength and proper lifting in the prevention of back injuries Factors that cause injuries when using PE equipment
STRAND: Value and Psycho-social Concepts, Principles and Strategies SUB – STRAND: Self-responsibility, Social Interaction, Group Dynamics & Critical Thinking	Participating solely in fitness and skill development activities outside school Contributions and strength of others The role of each participant in a cooperative physical activities Contribute ideas and listen to the ideas of others in cooperative problem solving activities



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BASIC 5 (PHYSICAL EDUCATION) TERM 1

STRAND & SUB-STRAND	INDICATORS
STRAND: Motor Skills & Movement Patterns SUB – STRAND: Locomotor, manipulative & rhythmic Skills	Walk on straight line edges Skip and leap continuously Roll ball using a stick through obstacles Simple small group balance stunts Change direction quickly while walking with an object within obstacles but keeping balance Using the hand or feet to strike a light ball upwards and forward to a teammate Strike a dropped ball towards a target with a paddle or racket Throw a ball to a moving partner to catch while walking, jogging & running Catch a ball below the waist and away from the body while jogging and running Stop a kicked ball by trapping it with the foot while standing or moving Dribble a ball (by hand) while preventing another person from possessing the ball Dribble a ball (by foot) and kick it to a partner at a distance of about 5 metres Traditional music and dance Start and sprint for a distance Roll in a backward direction (back roll) emphasizing a rounded form Ways to create more space between an offensive and defensive player Difference in applying and receiving force when jumping for height and distance Difference in throwing a ball with the right hand and left hand and kicking a ball with left foot and right foot for distance Purpose of using a side orientation when striking a ball from a batting tee Similarities and differences in volleying and kicking

BASIC 5 (PHYSICAL EDUCATION) TERM 2

STRAND & SUB – STRAND	INDICATORS
STRAND: Movement Concepts, Principles & Strategies SUB – STRAND: Space Awareness, Dynamics, Relationships, Body Management and Strategies	Purpose of using a side orientation when striking a ball from a batting tee Similarities and differences in volleying and kicking
STRAND: Physical Fitness SUB – STRAND: Aerobic Capacity, Strength, Endurance, Flexibility & Body Composition	10 mins jogging with music Continuous pull ups 2 sets of continuous push ups Standing bend and reach the knee with the fore head Capabilities of the various body types