

WRITING	Creative/free writing Descriptive writing Argumentative/Persuasive writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	Using qualifying words ; Adjectives Using qualifying words: Adverbs Using simple prepositions
EXTENSIVE READING	Building the love and culture of reading

BASIC 6 (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>Prepositions Use prepositions to convey a variety of meanings: – Time; – Purpose; – Possession; – Comparison e.g. taller than – Support or opposition e.g. for you, against you</p> <p>Adjective phrase Form and use adjective phrases correctly e.g. this is a very beautiful flower.</p> <p>Adverb phrase Form and use adverb phrases correctly. E.g. He comes to the house everyday</p> <p>Direct & Reported speech Form and use reported speech appropriately E.g. “We saw an eagle,” said Aba. “Esi is tired,” said Mum. “Joe has become rich,” said Atongo. • Lead learners, with examples, to change direct speech into reported speech by: i. Introducing a reporting clause E.g. a. Aba said that b. Mum said that.....</p>
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 6 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 6 (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><u>Nouns:</u> Identify and use nouns or noun phrases to describe conditions. Identify and use: – Proper nouns to refer to organisations/events; – Count/non-count – Singular – Plural (regular, irregular) – Without plural marker Use "- ing" nouns and noun phrases to refer to activities E.g. I enjoy singing. I like swimming. Identify and use abstract nouns to refer to concepts and ideas i. I admire Ama because of her patience. ii. He appears to have a good knowledge.</p> <p><u>Determiners:</u> Revise the use of definite and indefinite articles Identify and use quantifiers. – ordinal first, second etc. – Some, few/little etc. – No/both, all each/every – Another, other – Fewer, less, etc. Identify and use possessive pronouns to show possession E.g. i. I gave my book to Mary. ii. She sold her phone. Identify and use demonstratives: this/that, these/those– concepts and ideas.</p> <p><u>Pronouns:</u> Identify and use: – Reflexive pronouns to emphasis that an object of a verb is the same person as the subject e.g. myself, yourself etc. – Relative pronouns to link ideas or add information to a noun or a noun phrase e.g. which, where, whose etc. – Reciprocal pronouns e.g. each other, one another</p> <p><u>Adjectives</u> Use comparatives forms of regular and irregular adjectives to make comparisons e.g. regular: fastest irregular: better</p>

STRAND	SUB – STRAND
WRITING	Penmanship/handwriting Paragraph developing Writing as a process Narrative writing
USING WRITING CONVENTIONS & GRAMMAR USAGE	Using Capitalisation Using punctuation Using naming words Using action words/verbs
EXTENSIVE READING	Building the love and culture of reading

BASIC 6 (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><u>Verbs:</u> Use different types of verbs – Main verb and Helping verb (primary auxiliary and modal auxiliary) • Revise verbs generally. Use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns Use different forms of verbs: – Irregular – Infinitive to talk about personal activities E.g.: I asked my friend to read the story.</p> <p>Use the simple present form of verbs in sentences: – For scheduled future actions. – for future possibilities or plans Use the past continuous form of verbs to talk about actions/events which were going on when a second one took place e.g. We were playing football when the fire broke out. Use the imperative form of verb to give warning and express prohibitions E.g. Break the glass, and you will pay for it.</p> <p><u>Adverbs</u> Use adverbs to express degree and reason Degree: The shirt is too small for me. You are making so much noise. Reason: I sing because I like singing.</p> <p><u>Idiomatic expressions</u> Identify, explain and use idiomatic expressions correctly. E.g. i. Take after (to resemble). ii. To pull down (to destroy the reputation of someone).</p> <p><u>Conjunctions</u> Identify and use simple conjunctions - so that, when, while, if etc. to: – show purpose; – express time; – condition, etc.</p> <p><u>Modals</u> Use modals to express a variety of meanings • Revise modal auxiliaries (Refer to BS 6 curriculum, page 192)</p>

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: Perimeter, area & volumes	Relationship of units of measuring length (mm, cm, m) Area of a square and rectangle Units of volumes and volumes of cubes and cuboids Relationship between capacity and volumes of containers
STRAND: DATA SUB-STRAND: Chance	Listing outcomes of probability experiments (eg. tossing a coin, rolling a die, spinning a spinner, etc.) Probability of a given outcome occurring for a given probability experiment by using theoretical probability Experimental probability approaching theoretical probability of an outcome as the number of trials in an experiment increases

BASIC 6 (MATHEMATICS) TERM 3

STRAND & SUB-STRAND	INDICATORS
STRAND: NUMBER SUB-STRAND: Ratio & Proportion	Using concrete and pictorial representation to represent ratio concepts symbolically and in its simplest form Ratios in equivalent forms, compare and order ratios Proportion as comparison between quantities with equal ratios Proportional reasoning problems involving rates and ratios
STRAND: ALGEBRA SUB-STRAND: Variables & Equations	Unknown in a problem; represent the problem with an equation and solve Creating problems for a given equation
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: Geometric Reasoning	Position and motion of objects in space using the cardinal points (North-east, north-west, south-east, south-west) Images of a single transformation (reflection) on 2-D shapes in a plane Images of a single transformation (reflection and translation) on 2-D shapes in a plane
STRAND: DATA SUB-STRAND: : Data collection, organisation, interpretation, presentation & analysis	Draw a line graph for a given table of values determining; title, axes, intervals Representing data by a line graph or a series of points Creating line graph by using a given table of values to draw and interpret and draw conclusion Selecting a method for collecting data to answer a given question Design and administer a questionnaire for collecting data to answer question (record data, analyse, graph the results to solve problems)
STRAND: DATA SUB-STRAND: Chance	Listing outcomes of probability experiments (eg. tossing a coin, rolling a die, spinning a spinner, etc.) Probability of a given outcome occurring for a given probability experiment by using theoretical probability Experimental probability approaching theoretical probability of an outcome as the number of trials in an experiment increases

**ONE VISION EXAMINATION CENTRE
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**PRIMARY 6
MATHEMATICS
SCHEME OF LEARNING**

ON

THE NEW CURRICULUM
FOR 2026/27 ACADEMIC YEAR

**BASIC EDUCATION TERMINAL
EXAMINATIONS**

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BASIC 6 (MATHEMATICS) TERM 1

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STRAND & SUB-STRAND	INDICATORS
STRAND: NUMBER SUB-STRAND: Counting, Representation, Cardinality and Ordinality	Number quantities up to 1,000,000 using graph sheets and multi-base block Writing numbers in figures and in words up to 1,000,000,000 (1 billion) Different positions around a given number in a number chart Compare and order numbers up to 1,000,000 >, <, = Round (off, up, down) numbers up to 100,000 up to the nearest ten thousands, hundreds and tens Skip count forwards and backwards in 5000s, 10,000s etc. up to and from 1,000,000 Roman numerals system up to C (100) Converting numbers to Roman numerals up to 1000 (C) and vice-versa HCF and LCM of two or three numbers using prime factors
STRAND: NUMBER SUB-STRAND: Number Operation	Building basic multiplication facts to 144 and related division facts using Maths strategies & number properties (skip counts, doubling or halving, patterns in the 9s and 11s facts, etc.) Multiplication in distributive property using annexing, adding zero, halving & doubling Multiplying multi-digit numbers by 2 or 3 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 operation Compare and order set of integers using the number line and symbols >, <, = Addition and subtraction problems involving integers Simple multiplication and integers
STRAND: ALGEBRA SUB-STRAND: Pattern & Relationships	Represent a given pattern visually to verify predictions Using pattern rule to find subsequent elements Writing rules in words and algebra to represent a given number Relationship in a given chart or table, using mathematical expressions
STRAND: GEOMETRY & MEASUREMENT SUB-STRAND: 2D & 3D shapes	Triangular and rectangular prisms Nets triangular and rectangular prisms
STRAND: DATA SUB-STRAND: : Data collection, organisation, interpretation, presentation & analysis	Draw a line graph for a given table of values determining; title, axes, intervals Representing data by a line graph or a series of points Creating line graph by using a given table of values to draw and interpret and draw conclusion Selecting a method for collecting data to answer a given question Design and administer a questionnaire for collecting data to answer question (record data, analyse, graph the results to solve problems)

BASIC 6 (MATHEMATICS) TERM 2

STRAND & SUB -STRAND	INDICATORS
STRAND: NUMBER SUB-STRAND: Fraction, decimal & percentages	Compare and order a mixture of fractions: percent and decimals up to thousandths Add and subtract unlike and mixed fraction Multiplying a fraction by a whole number and vice -versa, Multiplying a fraction by a fraction Multiplying a percent or decimal by a whole number and vice -versa Dividing a decimal by a 1 digit whole number and vice -versa

BASIC 6 (SCIENCE) TERM 2

STRAND: SYSTEMS	INDICATORS
Sub-strand 2: The Solar System	Difference between a star, a planet and a satellite
Sub-strand 3: Ecosystem	Interactions in an ecosystem and the effect on humans
STRAND: FORCES AND ENERGY	
Sub-strand 1: Sources and Forms of Energy	Renewable and non-renewable sources of energy Measurement of body temperature
Sub-strand 2: Electricity and Electronics	Components of an electric circuit and their functions Symbols of electric components Conductors, semi-conductors and insulators Using battery, connecting wire and LED to construct an electronic circuit
Sub-strand 3: Forces and Movement	Relationship between energy and forces Classes of simple machines: levers, pulleys, inclined planes

BASIC 6 (SCIENCE) TERM 3

STRAND: HUMANS AND THE ENVIRONMENT	INDICATORS
Sub-strand 1: Personal Hygiene and Sanitation	Causes, effects and prevention of foul body odour Ways of minimising waste
Sub-strand 2: Diseases	Causes, symptoms and prevention of Eczema Prevention of meningitis
Sub-strand 3: Science and Industry	Scientific concepts and principles in some industries
Sub-strand 4: Climate Change	Effects of climate change on humans

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**PRIMARY 6
SCIENCE**

SCHEME OF LEARNING

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BASIC 6 (SCIENCE) TERM 1

STRAND: DIVERSITY OF MATTER	INDICATORS
Sub-strand 1: Living and non-living things	Classifying things based on their root systems
Sub-strand 2: Materials	General properties of metals Uses of metals in everyday life Some uses of mixtures in everyday life
STRAND: CYCLES	
Sub-strand 1: Earth Science	Relative sizes and importance of the earth and the sun How rain falls from the clouds Functions of carbon within the environment Ways of conserving water in the home, school and community Properties of air: air supports burning
Sub-strand 2: Life Cycles of Organisms	Materials needed by plants to survive Life cycle of okra and maize
STRAND: SYSTEMS	
Sub-strand 1: The Human Body Systems	Functions of organs in the excretory system of humans

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PRIMARY 6

RELIGIOUS AND MORAL EDUCATION

SCHEME OF LEARNING

ON

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BASIC 6 (R.M. E.) TERM 1

SUB – STRAND	INDICATORS
God the creator	The nature of God through his attributes How learners can relate attributes to their lives
The Environment	How and the environment interrelate Ways Humankind should relate with the environment Religious and moral lessons in preserving the environment
Religious Worship in the Three Major Religions in Ghana	Types of prayer in the three religions Importance of prayer in our lives How prayer is performed in the three major religions

BASIC 6 (R.M. E.) TERM 2

SUB – STRAND	INDICATORS
Festivals in the Three Major Religions	Religious festivals in Ghana How festivals are celebrated Gather and record data on religious festivals The need for celebrating various festivals Moral lessons from the festivals
The latter lives of Leaders of the Three Major Religions in Ghana	Stories of the later lives of the leaders of the major religions Moral lessons from the latter lives of the religious leaders Virtues of religious leaders
Commitment to God	Ways they can commit themselves to the community The need to be committed members of community The need to be committed citizens

BASIC 6 (R.M. E.) TERM 3

SUB – STRAND	INDICATORS
Authority and Obedience	The role of children in promoting harmony with other family members Roles of (grandparents, uncles, cousins, aunts, etc.) moulding their character
Roles, Relationships in the Family and Character Formation	Attitudes and behaviours of a responsible family member Being committed to one's family Importance of being committed to the family

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**PRIMARY 6
HISTORY**

SCHEME OF LEARNING
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BASIC 6 (HISTORY) TERM 1

SUB – STRAND	INDICATORS
Impact of European presence	Changes that the European presence brought Activities they engaged in eg. trade
Political developments under colonial rule	Features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874 – 1957 Division of the colonies into provinces

BASIC 6 (HISTORY) TERM 2

SUB – STRAND	INDICATORS
Formation of political parties	The role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the second world war The two parties formation and the big six
Ghana gains independence	Post World War II development in the Gold Coast How Ghana gained independence through constitutional means

BASIC 6 (HISTORY) TERM 3

SUB – STRAND	INDICATORS
The Republics	Events leading to the emergence of the fourth republic Political parties that have governed the country under the fourth republic Achievement of various governments
Military rule	Leaders of the coup d’etats and names of their regimes How military take overs affected Ghana’s development Were the take overs positive or negative

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	B6 1.3.5.1 B6 1.3.5.2 B6 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	B6 2.3.5.1 B6 2.3.5.2 B6 2.3.5.3

BASIC 6 (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	B6 1.4.6.1 B6 1.4.6.2 B6 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	B6 2.4.6.1 B6 2.4.6.2 B6 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	B6 1.4.7.1 B6 1.4.7.2 B6 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	B6 2.4.7.1 B6 2.4.7.2 B6 2.4.7.3

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**PRIMARY 6
CREATIVE ARTS**

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BASIC 6 (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.	B6 1.1.1.1 B6 1.1.1.2 B6 1.1.1.3 B6 1.1.1.4 B6 1.1.1.5 B6 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.	B6 2.1.1.1 B6 2.1.1.2 B6 2.1.1.3 B6 2.1.1.4 B6 2.1.1.5 B6 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.	B6 1.2.2.1 B6 1.2.2.2 B6 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.	B6 2.2.2.1 B6 2.2.2.2 B6 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	B6 1.2.3.1 B6 1.2.3.2 B6 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	B6 2.2.3.1 B6 2.2.3.2 B6 2.2.3.3

BASIC 6 (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	B6 1.3.4.1 B6 1.3.4.2 B6 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	B6 2.3.4.1 B6 2.3.4.2 B6 2.3.4.3 B6 2.3.4.4

BASIC 6 (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 Summarising
WRITING	Penmanship/Handwriting
COMPOSITION WRITING	Literary Writing Letter Writing
WRITING CONVE NSIONS/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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**PRIMARY 6
GHANAIA N LANGUAGE**

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BASIC 6 (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 CONVE NSIONS/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 6 (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 CONVE NSIONS/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	Facilities the Internet offers Types of information available on the Internet Data duplication Things needed to connect to the Internet
SUB-STRAND 2: Web browsers & web pages	Address or links windows Status bar and list its use Using help button Internet explorer speed keys Uniform Resource Locators (URLs) How to return to a URL How to find items on a page
SUB-STRAND 3: Surfing the world wide web	Universal Resource Locators (URLs) How to jump directory to URLs How to return to a URLs How to find items on a page How to print pages
SUB-STRAND 4: Favourite places and search engines	How to create a favourite link Deleting favourite links Create favourite folders Use the links toolbar and favourite places
SUB-STRAND 5: Using online forms	Types and uses of form elements Filling of forms offline Uploading of files Retrieving text, pictures, sounds and programmer Security on the form submission

BASIC 6 (COMPUTING) TERM 3

STRAND & SUB – STRAND	INDICATORS
STRAND: INTERNET & SOCIAL MEDIA SUB-STRAND 6: Customising your browser	Reasons for customizing a web browser How to set themes How to customize the toolbar Setting bookmarks How to set cookies and demonstrate the steps in turning on cookies in a browser
SUB-STRAND 7: Electronic mail	How to create and access e-mail messages How to reply to and forward received messages How to delete messages Filing of e-mail address Creating address list Attaching files to e-mail messages Some e-mail tips
SUB-STRAND 8: Internet of things (IoT)	Other hardware used in IoT (internet of things) Examples of internet of things with a consumer part and an industrial/business segment Five more terms and acronyms of IoT
SUB-STRAND 9: Digital literacy	How to handle private and personal information Techniques on how to protect oneself from online identify theft Spam and solicited messages Different between virtual friends and real friends
SUB-STRAND 10: Internet Etiquette	Internet etiquette and how to deal with it Responsible use of computers
STRAND: HEALTH & SAFETY IN USING ICT TOOLS SUB-STRAND: Health & safety in using ICT tools	Five major health hazards associated with the use of ICT tools (eye strain, eye irritation and eye fatigue) Solutions for the health related problems in ICT

**ONE VISION EXAMINATION CENTRE
(OVEC)**

(A Credible Private Examinations Consortium)



**PRIMARY 6
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

OVEC PRINT

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 6 (COMPUTING) TERM 1

STRAND & SUB- STRAND	INDICATORS
STRAND: INTRODUCTION TO COMPUTING SUB-STRAND 1: Generation of computer & parts of computers	Generations of computers Components of a computer system; hardware, software, liveware Mouse parts & skills Use of keyboarding techniques Generation of computers (second)
SUB-STRAND 2: Introduction to MS word interface	The use of desktop background, changing the themes, colours and us account (eg. classic, icons and taskbar of the background) The use of recycle bin or trash can Permanent delete or empty trash can restoring files or icons in the rec bin The use of copy, paste, delete tools, the moving of folders by using the desktop popup menu The use of file explorer window and location of the computer through the file explorer Hard drives and other removable storage icons in the file explorer Use of file explorer ribbons (Home ribbons only) The use of the navigation pane of the file explorer The use of frequent folders section of the file explorer The uses of recent files section of the file explorer
SUB-STRAND 3: Data source & usage	Types of data (integers, double, characters, float etc.) More sources of data and information Sending and receiving information from other gadgets Basic manipulations on sample data How to manage users of the desktop How to collect data eg. listening to radio, reading newspapers, etc. The use of the tools for collecting data Data interpretation by computing data to gain required information Data presentation in different forms How to store data Manipulating data to gain required output
SUB-STRAND 4: Technology in the community (communication)	Meaning of communication and technological tools for communication in the community Communication with others Importance of technology in communication
STRAND: PRESENTATION SUB-STRAND: Introduction to MS PowerPoint (tabs & ribbons)	How to use the file menu, the insert and design ribbons from B5 How to use icons in the text group in the insert ribbon Giving 5-slide presentation in MS PowerPoint using the tools of ribbons
STRAND: WORD PROCESSING SUB-STRAND: Introduction to word processing (tabs & ribbons)	How to use the file menu and insert, design and layout ribbons from B5 How to use icons in the text group in the insert ribbons Using the attributes of the ribbons studied in a paragraph
STRAND: PROGRAMMING & DATABASES SUB-STRAND 1: Introduction to databases, algorithm and programming languages (eg. MS- Excel, scratch, VB dot net etc)	Databases and data structures Fundamental database concepts Basics of relational data model Basics of logical database design Basics of relational algebra Operate basics SQL; querying and manipulating data

BASIC 6 (COMPUTING) TERM 2

STRAND & SUB – STRAND	INDICATOR S
STRAND: PROGRAMMING & DATABESES SUB-STRAND 2: Introduction to electronic spreadsheet (tabs & ribbons manipulation)	How to use the ribbons under the home ribbons Basic worksheets using Microsoft Excel 2016 Calculations in an MS -Excel worksheet Modify an MS-Excel worksheet Modify the appearance of data within a worksheet Manage Excel workbooks Print the content of an MS -Excel worksheet

BASIC 6 (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	One day personal fitness plan specifying the intensifying, time and types of physical activities for each component of health -related physical fitness The role that weight-bearing activities play in bone strength Balanced diet menu to improve performances in physical activity Benefits of safety procedures and rules associated with physical activity Ways to minimize injuries when using PE equipment Effects of drug addiction
STRAND: Value and Psycho-social Concepts, Principles and Strategies SUB – STRAND: Self-responsibility, Social Interaction, Group Dynamics & Critical Thinking	Participate productively in group physical activities Provide positive feedback to peers using physical activities A common goal when participating in a cooperative physical activity Individual responsibility in group efforts



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BASIC 6 (PHYSICAL EDUCATION) TERM 1

STRAND & SUB – STRAND	INDICATORS
STRAND: Motor Skills & Movement Patterns SUB – STRAND: Locomotor, manipulative & rhythmic Skills	Jump for distance, landing on both feet and bending the hips, knees and ankles to reduce the impact force Differences in applying and receiving force when jumping for height and distance (high jump) Roll ball using a stick in a game situation (hockey) Simple small stunts while shifting base of support from one part of the body to the other Change direction to maintain balance while running with an object Strike a tossed ball with the hands above the forehead Strike a gently tossed ball with a bat, using a forehand and backhand movement pattern Throw and catch a ball with a partner while moving Show how to adjust body position to catch a ball thrown off-centre Catch a flying ball above the head, below the waist and away from the body while jogging and running Kick a ball dropped from the hands at a target Dribble and pass a ball to a partner while being guarded Dribble a ball and kick (shoot) it towards a goal while being guarded Cooperative movement game that uses locomotor skills, object manipulation, offensive strategy and teach the game to another person Aerobic dance Roll (body) smoothly forward and backward (combination of forward and backward roll)

BASIC 6 (PHYSICAL EDUCATION) TERM 2

STRAND & SUB – STRAND	INDICATORS
STRAND: Movement Concepts, Principles & Strategies SUB – STRAND: Space Awareness, Dynamics, Relationships, Body Management and Strategies	Importance of open space in playing team games The time necessary to prepare for and begin a forehand stroke and a backhand stroke How the intended direction of an object is affected by an angle of the implement or body part at the time of contact The role of legs, shoulders and forearm in the forearm pass Opportunities to pass or dribble while being guarded
STRAND: Physical Fitness SUB – STRAND: Aerobic Capacity, Strength, Endurance, Flexibility & Body Composition	8 mins with or without music 15 continuous sit-ups Three sets of 15 continuous push-ups Perform trunk rotation Capabilities of the various body types (mesomorph, ectomorph, endomorph)