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Ministry of Education
& Human Resource Development

RATIONALE

The Ministry of Education expresses the view that each child matters and that each child has the right to equitable and quality education. An essential first step towards realizing this view is the production of this context-specific Early Childhood curriculum which:

- is child-centred;
- is undergirded by common educational opportunities for all students;
- promotes access to educational opportunities for all students;
- facilitates transfer to successive levels of education;
- encourages optimum use of a variety of educational resources;
- encourages life-long learning;
- recognises and builds on early experiences gained in the home settings;
- engages parents as partners in the total development of all students.

The evidence is now virtually irrefutable that any provisions for young children whether in the home or outside of it – that is less than top quality represents missed opportunities to make substantial contributions to the rest of their lives. Today, no one argues against that statement. Some may argue about what is meant by top quality...

Katz (1997, p. 26).

The Ministry of Education, Youth Affairs and Culture, interprets ‘top quality’ to mean:

- explicit objectives
- developmentally and culturally relevant content
- methodologies informed by the prescribed objectives
- a portfolio of assessment modalities
- an environment which is rich with culturally relevant and developmentally appropriate materials and equipment

A curriculum that is shaped by such top quality provision, has the potential to facilitate high standards of learning by all students and high rates of success. A note of caution should be introduced however, for any interpretation imposed on this success should not be confined to the academic domain, but should embrace attitudes and dispositions.

Since, the needs of society have influenced, and will continue to influence the manner in which we educate our children. it bears repeating that the activities suggested, are designed to enhance the skills of problem solving, critical thinking, reasoning, composing and developing positive interpersonal relationships, which will facilitate the child's ability to cope with on-going changes.

This document provides information intended to create positive self-development and opportunities for enhancing and using requisite skills and dispositions, and to effect sound personality growth development.

The Ministry of Education, Youth Affairs and Culture recognizes that language is fundamental to all learning. Children use language to learn about, to learn through, and to construct meaning from their experiences. They enhance their learning experiences by researching, representing, writing and communicating the products of their learning as they recognize and utilize language. Since students must be prepared to meet literacy demands both locally and internationally, competency in Standard English must be achieved. An integrated, language across the curriculum approach to ECE has therefore been adopted in an attempt to enable students to experience success, personal satisfaction, intellectual development, and become responsible and contributing citizens.

GENERAL OBJECTIVES

The early childhood education curriculum is designed to enable children in the three to seven age group to experience growth and expertise in the areas of social and emotional development, cognitive development, and physical development. The strategies and activities suggested should enable students to build trust, promote in each student a sense of competence, foster initiative, and facilitate the development of critical and logical thinking skills. The general objectives underpinning the curriculum are to enable each child to:

- ❑ experience a sense of self esteem
- ❑ exhibit a positive attitude to life
- ❑ demonstrate cooperative, acceptable social behaviour
- ❑ acquire learning and problem solving skills
- ❑ expand logical thinking skills
- ❑ acquire critical thinking skills
- ❑ acquire skills concepts and information for the purpose of understanding one's immediate world
- ❑ develop expressive and receptive communication skills
- ❑ construct meaning from an interaction with the immediate environment

- ❑ develop reading skills and strategies
- ❑ acquire writing skills
- ❑ enhance gross motor skills
- ❑ enhance and refine fine motor skills
- ❑ acquire auditory, visual, tactile and perceptual skills
- ❑ enhance stance and stature

FORMAT OF THE CURRICULUM

This Early Childhood Curriculum (ECC) consists of syllabuses in the subject domains of Language Arts, Mathematics, Health and Family Life, Music and Visual Arts. The ECC clearly outlines the objectives, themes or topics, skills and concepts, to be taught in a sequential order to children in the three to seven age group. It further contains suggested activities, assessment strategies and resources. In addition, it provides a predetermined ***Scope and Sequence and Attainment Targets*** in each subject domain.

The ***Scope and Sequences*** relates to the content in terms of depth of coverage-***scope*** - and the order in which the latter is to be delivered - Sequence. Scope and Sequences are addressed in relation to suggested attainment targets. With the Scope and Sequences, a box () indicates the level at which a particular topic /skill/ concept should be introduced and a tick (T) indicates that the said topic /skill/concept must be developed and maintained in subsequent age groups.

Attainment Targets are set out in order of increasing difficulty and provide a range of learning outcomes that each child should be exposed to, in order to develop a high degree of competence by the age of seven. The attainment targets for each curricular perspective (Health and Family Life, Language arts, Mathematics, etc.) are presented as a list of objectives which indicate what each pupil should be able to achieve at the end of each school year. The document takes into account the multifaceted nature of the learning process and consequently allows teachers to be guided by the range of individual differences of pupils within each age group. Thus, it provides for flexibility in the teaching/learning process.

Suggested Activities are provided as a guide to ensure that teachers use a variety of stimuli to promote developmentally appropriate strategies for children in the infant years. The activities allow for individual as well as group participation thereby facilitating, learning in a collaborative environment.

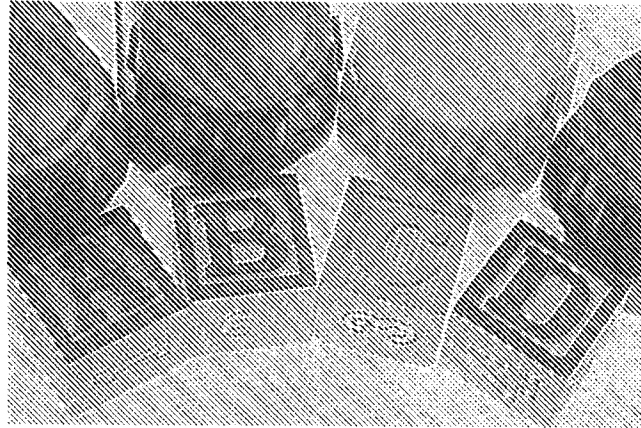
Social and Emotional Learning skills cover important aspects of personal, social, moral and spiritual growth including the development of personal values, and an understanding of self and others. Therefore, these skills are strongly emphasised throughout all curriculum areas as students interact in group activities.

Child-Centered Approaches are key strategies in optimizing learning in early childhood classes. Two suggested approaches are the "Thematic Approach," for planning instruction, and the "Project Approach," for engaging children in their learning. It must be

emphasised that systematic instruction is integral to the teaching/learning process and as such, must be used to ensure that basic concepts are well covered.

Integration of Technologies is suggested wherever feasible to enhance instruction. Teachers are encouraged to use technologies such as the Listening Centre; Language Master, Tape Recorder, VCR, Television, Computer, Overhead Projector, Still and Digital cameras where these are available and where they lend themselves to improved teaching quality.

Assessment is an integral part of teaching/learning process. It plays a critical role in determining what each child knows, understands and can do over time. Therefore, continuous assessment is essential in monitoring the progress of each child. Consequently, teachers are encouraged to compile profiles to record this progress. To this end, observation, portfolios, anecdotal records, checklists, conferencing, teacher-made tests, performances task and journalling are the techniques of assessment suggested in this document. Each assessment modality is described in the Early Childhood Education curriculum guide which accompanies this document.



EARLY CHILDHOOD EDUCATION

Language Arts

SCOPE & SEQUENCE

Ministry of Education
& Human Resource Development

Language Arts

Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0 ACQUIRES ACCEPTABLE ACCURATE SPEECH SKILLS				
1.0.1 Pronunciation: Articulation of Speech Training rhymes and jingles	◆	✓	✓	✓
1.0.2 Enunciation: Choral speaking and recitation	◆	✓	✓	✓
1.0.3 Intonation: Dramatization and poetry	◆	✓	✓	✓
1.0.4 Narration and Expression: Oral Reading		◆	✓	✓
1.0.5 Oral discussion	◆	✓	✓	✓
1.0.6 Speaking in complete sentences	◆	✓	✓	✓
1.0.7 Listening to reproduce information	◆	✓	✓	✓
1.0.8 Building communicative competence and practicing the language	◆	✓	✓	✓
1.0.9 Describing objects/pictures orally	◆	✓	✓	✓
1.0.1.0 Communicating thoughts orally	◆	✓	✓	✓
1.0.1.1 Speaking fluently to share experiences	◆	✓	✓	✓
1.0.1.2 Asking and answering questions	◆	✓	✓	✓
1.0.1.3 Oral language development skills	◆	✓	✓	✓
1.0.1.4 Acquisition of new appropriate vocabulary	◆	✓	✓	✓
1.0.1.5 Participation in group conversations	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Language Arts
Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.0 SOCIAL INTERACTION SKILLS				
2.0.1 Listening for enjoyment	◆	✓	✓	✓
2.0.2 Listening to respond emotionally	◆	✓	✓	✓
2.0.3 Listening to respond to mood			◆	✓
2.0.4 Information sharing	◆	✓	✓	✓
2.0.5 Turn taking when listening to or engaging in discourse	◆	✓	✓	✓
2.0.6 Speech episodes to develop language etiquette and courtesy	◆	✓	✓	✓
2.0.7 Listens attentively to interpret conversations	◆	✓	✓	✓
2.0.8 Shared communication for decision making and problem solving	◆	✓	✓	✓
2.0.9 Speech activities to develop self confidence	◆	✓	✓	✓
2.0.1.0 Speech episodes to develop sense of caring and acceptance of persons with differing speaking abilities	◆	✓	✓	✓
2.0.1.1 Provision of opportunities for children to engage in language communication in interest areas	◆	✓	✓	✓
2.0.1.2 Opportunities for small group interaction and large group discussions	◆	✓	✓	✓
3.0 EMERGENT LITERACY				
3.0.1 Use of environmental print	◆	✓	✓	✓
3.0.2 Representation of ideas by drawing and scribbling	◆	✓	✓	✓
3.0.3 Recognition of print in various settings and context	◆	✓	✓	✓
3.0.4 Verbalisation and visual representing of thoughts	◆	✓	✓	✓
3.0.5 Generation of interest in books and other reading materials	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Language Arts

Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
3.0.6 Recognition of print as means of communicating thoughts, knowledge, sentiments etc.	◆	✓	✓	✓
3.0.7 Development of appropriate literacy behaviours	◆	✓	✓	✓
3.0.8 Use of left to right progression	◆	✓	✓	✓
3.0.9 Use of top to bottom progression	◆	✓	✓	✓
3.0.1.0 Initial medial and final concepts		◆	✓	✓
3.0.1.1 Development of book handling skills	◆	✓	✓	✓
3.0.1.2 Use of representational drawings and art work	◆	✓	✓	✓
3.0.1.3 Use of pictures to relate stories	◆	✓	✓	✓
3.0.1.4 Use of inventive spelling	◆	✓	✓	✓
3.0.1.5 Use of random letters	◆	✓	✓	✓
3.0.1.6 Use of phonetic spelling		◆	✓	✓
3.0.1.7 Activities to encourage word building and spelling		◆	✓	✓
3.0.1.8 Oral spelling activities		◆	✓	✓
3.0.1.9 Manipulation of materials to develop spelling skills		◆	✓	✓
3.0.2.0 Manipulation of puzzles and other materials to develop reasoning and critical thinking skills	◆	✓	✓	✓
3.0.2.1 Manipulation of word lottos, word bingo, spelling wheels and other materials to build interest in reading	◆	✓	✓	✓
3.0.2.2 Reading a variety of books appropriate to age and stage	◆	✓	✓	✓
3.0.2.1 Use of picture matching cards, word cards, sentence strips etc.	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Language Arts

Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0 VOCABULARY BUILDING				
4.0.1 Use of basic sight words associated with basal readers		◆	✓	✓
4.0.2 Use of phonetic analysis to identify and spell words			◆	✓
4.0.3 Formation of compound words			◆	✓
4.0.4 Finding the smaller words from one big word			◆	✓
4.0.5 Compilation of word banks, pictionaries and dictionaries			◆	✓
4.0.6 Use of inventive spelling	◆	✓	✓	✓
4.0.7 Picture to picture matching	◆	✓	✓	✓
4.0.8 Letters to sound matching	◆	✓	✓	✓
4.0.9 Letters to word matching		◆	✓	✓
4.0.1.0 Matching words by pairing		◆	✓	✓
4.0.1.1 Sorting words in alphabetical order according to first letter and second			◆	✓
4.0.1.2 Sorting words according to initial, medial final sound			◆	✓
4.0.1.3 Identifying words based on configuration of word		◆	✓	✓
4.0.1.4 Use of context clues to determine words			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Language Arts
Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.0 READING TECHNIQUES				
5.0.1 Read aloud picture stories	◆	✓	✓	✓
5.0.2 Read aloud environmental print	◆	✓	✓	✓
5.0.3 Read aloud story books		◆	✓	✓
5.0.4 Decodes words		◆	✓	✓
5.0.5 Use of phonics to decode words		◆	✓	✓
5.0.6 Acquisition of effective eye movement	◆	✓	✓	✓
5.0.7 Silent reading of passages books appropriate to age		◆	✓	✓
5.0.8 Reads information to perform task		◆	✓	✓
5.0.9 Acquires rhythm in reading		◆	✓	✓
6.0 COMPREHENSION SKILLS				
6.0.1 Noting details		◆	✓	✓
6.0.2 Recalling details		◆	✓	✓
6.0.3 Reading for information		◆	✓	✓
6.0.4 Reading to make predictions		◆	✓	✓
6.0.5 Reading to confirm/reject predictions				◆
6.0.6 Deducing meaning from text			◆	✓
6.0.7 Drawing conclusions			◆	✓
6.0.8 Summarises information with guidance				◆
6.0.9 States likes and dislikes about text				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Language Arts
Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
7.0 PENMANSHIP				
7.0.1 Tracing	◆	✓	✓	✓
7.0.2 Join up the dots to form letters shapes numerals	◆	✓	✓	✓
7.0.3 Spatial awareness		◆	✓	✓
7.0.4 Visual recall skills	◆	✓	✓	✓
7.0.5 Left-to-right progression	◆	✓	✓	✓
7.0.6 Figure ground activities		◆	✓	✓
7.0.7 Formation of basic writing strokes // \ \ () 0		◆	✓	✓
7.0.8 Letter formation		◆	✓	✓
7.0.9 Writes words, sentences		◆	✓	✓
7.0.1.0 Alignment of letters		◆	✓	✓
7.0.1.1 Legibility		◆	✓	✓
7.0.1.2 Spacing		◆	✓	✓
8.0 COMPOSITION				
8.0.1 Sequencing pictures, words, sentences etc		◆	✓	✓
8.0.2 Language experience stories	◆	✓	✓	✓
8.0.3 Expository writing		◆	✓	✓
8.0.4 Journal writing			◆	✓
8.0.5 Composing rhymes, skits, poems		◆	✓	✓
8.0.6 Letter writing			◆	✓
8.0.7 Interviewing		◆	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Language Arts

Scope & Sequence

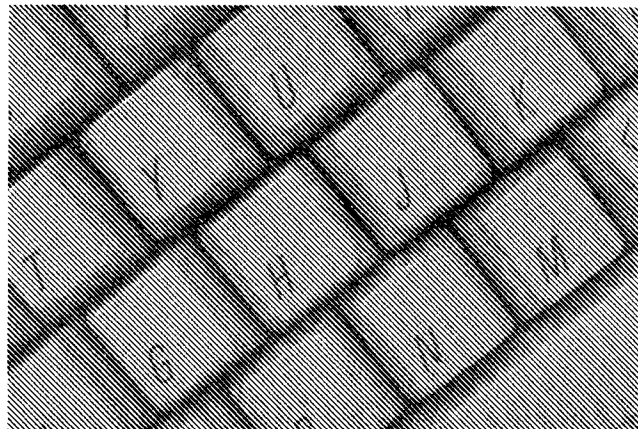
CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
9.0 STRUCTURAL ANALYSIS				
9.0.1 Use of prefixes			◆	✓
9.0.2 Use of suffixes			◆	✓
9.0.3 Use of antonyms, synonyms, homonyms				◆
9.0.4 Definite and indefinite articles			◆	✓
9.0.5 Present and past tense			◆	✓
9.0.6 Plurals			◆	✓
9.0.7 Opposites			◆	✓
9.0.8 Gender			◆	✓
9.0.9 Use of nouns as naming words			◆	✓
9.0.1.0 Adjectives as describing words			◆	✓
9.0.1.1 Verbs as action words			◆	✓
9.0.1.2 Punctuation			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Language Arts

**ATTAINMENT
TARGETS**

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION
Language Arts
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
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EARLY CHILDHOOD EDUCATION
Language Arts
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0	ACQUIRES ACCEPTABLE ACCURATE SPEECH SKILLS				
1.0.1	Engage in speech training rhymes and jingles	◆	✓	✓	✓
1.0.2	Participate in choral speaking	◆	✓	✓	✓
1.0.3	Enhance delivery of speech by effective use of voice, language, posture, gesture and visuals	◆	✓	✓	✓
1.0.4	Identify and uses levels of language, idiomatic expression and figures of speech			◆	✓
1.0.5	Engage in oral reading		◆	✓	✓
1.0.6	Participate in guided discussion	◆	✓	✓	✓
1.0.7	Receive and delivers messages with completeness and accuracy	◆	✓	✓	✓
1.0.8	Participate in dramatic play activities and other learning centre activities	◆	✓	✓	✓
1.0.9	Engage in show and tell activities	◆	✓	✓	✓
1.0.1.0	Relate ideas to personal experiences or prior knowledge	◆	✓	✓	✓
1.0.1.1	Seek clarification if needed by asking questions	◆	✓	✓	✓
1.0.1.2	Create and use different types of sentences for statements	◆	✓	✓	✓
1.0.1.3	Creates and uses different types of sentences for questions	◆	✓	✓	✓
1.0.1.4	Communicates thoughts orally	◆	✓	✓	✓
1.0.1.5	Uses appropriate vocabulary	◆	✓	✓	✓
1.0.1.6	Appreciate and orally interpret sounds, words, imagery, repetitive rhyme and patterns in language	◆	✓	✓	✓
1.0.1.7	Develop grammatical competence out of language use	◆	✓	✓	✓
1.0.1.8	Use oral competency by engaging in class discussion	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Language Arts
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0.1.9 Speak in full sentences	◆	✓	✓	✓
1.0.2.0 Acquire standard English when communicating in class setting	◆	✓	✓	✓

2.0 SOCIAL INTERACTION SKILLS

2.0.1 Enjoy listening to and sharing personal experience, stories and drama	◆	✓	✓	✓
2.0.2 Give oral reports (e.g. news, special events, themes etc.)	◆	✓	✓	✓
2.0.3 Demonstrate the rhythm flow and melody of language when speaking	◆	✓	✓	✓
2.0.4 Listen courteously and in a supportive manner	◆	✓	✓	✓
2.0.5 Engage in sharing behaviours	◆	✓	✓	✓
2.0.6 Engage in turn taking during discussions	◆	✓	✓	✓
2.0.7 Listen attentively and courteously to perform speaking tasks	◆	✓	✓	✓
2.0.8 Make decisions and solve problems in a group setting	◆	✓	✓	✓
2.0.9 Speak audibly and with clarity	◆	✓	✓	✓
2.0.10 Speak confidently before a group and within the community	◆	✓	✓	✓
2.0.11 Summarize to assure focus and clarity	◆	✓	✓	✓
2.0.12 Avoid personal attacks	◆	✓	✓	✓
2.0.13 Maintain eye contact as appropriate	◆	✓	✓	✓
2.0.14 Accept and show acceptance of persons with differing speaking abilities	◆	✓	✓	✓
2.0.15 Interpret and use non verbal cues such as body language and visual aids to enhance an oral presentation	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

Language Arts Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
3.0	ALPHABET KNOWLEDGE				
3.0.1	Recognize upper case and lower case letters in relation to names	◆	✓	✓	✓
3.0.2	Recognize upper-case and lower-case letters of the alphabet		◆	✓	✓
3.0.3	Associate letters with appropriate sounds		◆	✓	✓
3.0.4	Differentiate between long and short vowel sounds				◆
3.0.5	Recognize and articulate vowel digraphs (<u>p</u> ail, <u>b</u> ee, <u>pie</u> , <u>bo</u> ok, <u>toe</u> , <u>so</u> ap, <u>bl</u> ow, <u>bl</u> ue, <u>ste</u> w)				◆
3.0.6	Identify rhyme and rhythm in words		◆	✓	✓
4.0	EMERGENT LITERACY				
4.0.1	Identify and select reading material according to special interest	◆	✓	✓	✓
4.0.2	Read and interpret environmental print	◆	✓	✓	✓
4.0.3	Represent ideas by drawing and scribbling	◆	✓	✓	✓
4.0.4	Recognize print in various settings/context	◆	✓	✓	✓
4.0.5	Verbalize and scribble thoughts	◆	✓	✓	✓
4.0.6	Display interest in books and other materials	◆	✓	✓	✓
4.0.7	Recognize that print has meaning	◆	✓	✓	✓
4.0.8	Demonstrate appropriate literacy behaviours	◆	✓	✓	✓
4.0.9	Handle books appropriately	◆	✓	✓	✓
4.0.10	Read from left to right	◆	✓	✓	✓
4.0.11	Read from top to bottom	◆	✓	✓	✓
4.0.12	Understand beginning, middle and end	◆	✓	✓	✓
4.0.13	Open books from front to back	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Language Arts
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0.14 Attach print to art work	◆	✓	✓	✓
4.0.15 Use pictures to relate stories	◆	✓	✓	✓
4.0.16 Use inventive spelling for random letters	◆	✓	✓	✓
4.0.17 Use inventive spelling for some representative letters	◆	✓	✓	✓
4.0.18 Use inventive spelling for phonetic spelling		◆	✓	✓
4.0.19 Use correct spelling of basic words frequently used			◆	✓
4.0.20 Read for pleasure and to widen background experiences	◆	✓	✓	✓

5.0 VOCABULARY BUILDING

5.0.1 Recognise and use basic sight words		◆	✓	✓
5.0.2 Use phonetic analysis to identify and spell words		◆	✓	✓
5.0.3 Spell words using a variety of syllable divisions			◆	✓
5.0.4 Blend and uses simple words to form compound words			◆	✓
5.0.5 Compile simple word banks, pictionaries and dictionaries		◆	✓	✓
5.0.6 Use inventive spelling	◆	✓	✓	✓
5.0.7 Match picture to picture	◆	✓	✓	✓
5.0.8 Match picture to letter		◆	✓	✓
5.0.9 Match letters to words		◆	✓	✓
5.0.10 Match words to words		◆	✓	✓
5.0.11 Alphabetise using (a) first letter only; (b)				◆
5.0.12 Sort words according to initial sound		◆	✓	✓
5.0.13 Sort words according to medial sounds			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

Language Arts Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.0.14	Sort words according to final sounds		◆	✓	✓
5.0.15	Recognise words based on configuration		◆	✓	✓
5.0.16	Recognise words in sentences context			◆	✓
6.0 READING TECHNIQUES					
6.0.1	Vocalise when reading	◆	✓	✓	✓
6.0.2	Demonstrate efficient eye movement	◆	✓	✓	✓
6.0.3	Maintain good rhythm in oral reading			◆	✓
6.0.4	Read silently		◆	✓	✓
6.0.5	Follow both oral and written directions and instructions		◆	✓	✓
6.0.6	Decode words accurately			◆	✓
6.0.7	Acquire Standard English pronunciation	◆	✓	✓	✓
6.0.8	Acquire appropriate volume pitch and enunciation	◆	✓	✓	✓
6.0.9	Develop effective phrasing and expression			◆	✓
7.0 COMPREHENSION SKILLS					
7.0.1	Note and recall details			◆	✓
7.0.2	Read for information		◆	✓	
7.0.3	Read to verify a point made during discussion				◆
7.0.4	Read to confirm or reject predictions				◆
7.0.5	Interpret meaning of the text and draws conclusion			◆	✓
7.0.6	Summarize information read				◆
7.0.7	Evaluate for emotional re-action			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Language Arts
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
7.0.8	Evaluate for likes or dislikes with reason			◆	✓
7.0.9	Evaluate for worth of character			◆	✓
7.0.10	Evaluate for worth of stories			◆	✓
7.0.11	Evaluate for worth of facts			◆	✓
7.0.12	Predict and anticipate outcomes		◆	✓	✓
7.0.13	Interpret diagrams and pictographs		◆	✓	✓
7.0.14	Use context clues to determine meaning of unfamiliar words			◆	✓
7.0.15	Provide titles for selected pictures			◆	✓
7.0.16	Illustrate stories read or heard	◆	✓	✓	✓
7.0.17	Arrange facts or events in correct sequence		◆	✓	✓

8.0 PENMANSHIP

8.0.1	Join up dot to dot	◆	✓	✓	✓
8.0.2	Trace letters and numerals	◆	✓	✓	✓
8.0.3	Form letters and numerals correctly		◆	✓	✓
8.0.4	Form lines without lifting the writing instrument		◆	✓	✓
8.0.5	Print names correctly	◆	✓	✓	
8.0.6	Use spaces between words when writing		◆	✓	✓
8.0.7	Align letters appropriately		◆	✓	✓
8.0.8	Write legibly		◆	✓	✓
8.0.9	Display speed and accuracy when writing			◆	✓
8.0.10	Copy information from work cards, etc		◆	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
**Language Arts
Attainment Targets**

PUPILS SHOULD BE ABLE TO:

	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
8.0.11 Engage in activities to develop memory	◆	✓	✓	✓
8.0.12 Engage in activities for developing spatial awareness	◆	✓	✓	✓
8.0.13 Match similar shapes by drawing line from left to right		◆	✓	✓
8.0.14 Circle the object that is different		◆	✓	✓
8.0.15 Circle the object that is the same	◆	✓	✓	✓
8.0.16 Write basic lines and curves \ / _ _ 0		◆	✓	✓
8.0.17 Visually withdraw specific shapes from among other superimposed shapes		◆	✓	✓
8.0.18 Visually recall activities		◆	✓	✓

9.0 COMPOSITION WRITING

9.0.1 Select important words or phrases and sentences and write about them		◆	✓	✓
9.0.2 Sequence pictures to tell a story	◆	✓	✓	✓
9.0.3 Sequence sentences to make short stories			◆	✓
9.0.4 Engage in language experience stories	◆	✓	✓	✓
9.0.5 Explain how to make and do things		◆	✓	✓
9.0.6 Illustrate how to make and do things		◆	✓	✓
9.0.7 Write compositions about self, family, pets etc.			◆	✓
9.0.8 Create news sheets	◆	✓	✓	✓
9.0.9 Create readers based on experiences (dictated stories)	◆	✓	✓	✓
9.0.10 Engage in journal writing			◆	✓
9.0.11 Compose short poems		◆	✓	✓
9.0.12 Manipulate puzzles	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Language Arts
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

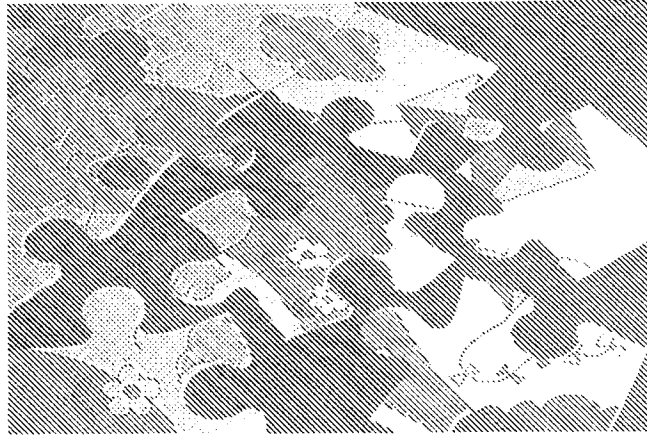
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
9.0.13 Use the computer and other media to develop research skills				◆
9.0.14 Use the computer as a word processing tool	◆	✓	✓	✓
9.0.15 Design simple postcards		◆	✓	✓
9.0.16 Write letters of invitation			◆	✓
9.0.17 Write thank you letters			◆	✓
9.0.18 Formulate or dictate written questions for interviewing	◆	✓	✓	✓

10.0 STRUCTURAL ANALYSIS

10.0.1 Add prefixes to form new words				◆
10.0.2 Add suffixes to form new words				◆
10.0.3 Use simple antonyms (e.g. day/night; under/over) homonyms		◆	✓	✓
10.0.4 Use indefinite article (e.g. a, an)		◆	✓	✓
10.0.5 Use present and past tense of the verb correctly (am, is, are, were, was, has, have)			◆	✓
10.0.6 Form plurals by adding s and es			◆	✓
10.0.7 Use nouns, verbs and adjectives correctly			◆	✓
10.0.8 Categorize words according to initial, medial and final sounds			◆	✓
10.0.9 Use the apostrophe to show possession				◆
10.0.10 Use subject and object forms of personal pronouns				◆
10.0.11 Use the conjunction " and " to join sentences		◆	✓	✓
10.0.12 Capitalise the personal pronoun I		◆	✓	✓
10.0.13 Use punctuation marks (. ? , !) in writing		◆	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Language Arts

SYLLABUS

Ministry of Education
& Human Resource Development

Language Arts

Syllabus

Language Arts Syllabus

The Language Arts Syllabus is divided into two sections - Level One and Level Two. In the first level teachers will provide the necessary experiences that provide the support for children to develop the ability to communicate effectively in speech and writing, in Standard English and to listen and read with understanding. Many of the strategies at this level will be emerging for most students. Those students that are operating at a level of independence for the first level will be exposed to the experiences listed at the second level as depicted in the table following.

The concepts and strategies of the first level form a critical prerequisite to the second level. Teachers will provide experiences that build on those of the first level carrying those experiences through to acceptable conventions. Hence, those strategies/activities that are mentioned in the first level and are repeated in the second level will be qualitatively enriching for the student to the point of independence. Also, at the second level, new strategies will be introduced that are expected to be carried through to the secondary level, thereby promoting continuity at the lower end of the educational continuum.

Specific skill practice should be engaged in by providing realistic situations for the student to apply that skill.

TABLE 2 - THE RELATIONSHIP BETWEEN LEVELS FOR LANGUAGE ARTS

	TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Level One	Print Word Space Start Page turning End	Develops effective reading strategies	Co-reads predictable picture books with a more competent reader. Talks about a book that has been read.	Predictable picture books	Observation Checklist Anecdotal Records
Level Two	Print Word Space Start Page turning Sentence Beginning Middle End Prediction	Develops effective reading strategies	Co-reads predictable picture books with a more competent reader. Reads a predictable book. Talks about a book that has been read. Retells a story that he/she has read.	Predictable books Tape & Tape recorder	Observation Checklist Anecdotal Records

Language Arts Syllabus

Level One

General Objective: The child develops effective listening and speaking skills.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Listening & Speaking: Attention Speech Discrimination Vocabulary: Rhymes Rhyming words Poems Comprehension Oral Reading	Listens attentively to a speaker who uses Standard English structures and responds appropriately.	<ul style="list-style-type: none"> ◆ Teacher develops routines in which each child listens attentively. These may involve listening to a variety of sounds (environmental, recorded, rhythmic, musical) for discrimination and identification. ◆ Role plays in which the importance of listening is valued. ◆ Responds to a Standard English speaker by attempting to use appropriate vocabulary and structures of Standard English. ◆ Generates questions using approximate to appropriate Standard English structures. ◆ Choral reading of: Predictable books; Nursery rhymes. ◆ Participates in games that require attentive listening and responding in standard English. ◆ Attempts to adjust volume of voice to match group size. ◆ Listens while the teacher is talking or reading. ◆ Listens while a peer is talking or reading ◆ Responds to a speaker with an appropriate action (talking, following instructions, etc.). 	Tape recorder Tapes Props Predictable books Nursery rhymes Poems Word family songs Picture books Resource persons	Observation Portfolios Anecdotal Records Checklists

Language Arts Syllabus

Level One

General Objective: The child develops effective listening and speaking skills.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Listening & Speaking: Attention Speech Discrimination Vocabulary: Rhymes Rhyming words Poems Comprehension Oral Reading	Listens attentively to a speaker who uses Standard English structures and responds appropriately.	<ul style="list-style-type: none"> ◆ Meaningfully converses with an adult and child speaker for increasingly longer periods. ◆ Follows instructions sequentially, to complete a given task. ◆ Begins to identify words that sound alike. Imitates and creates rhymes and rhyming words. ◆ Sings word family songs. ◆ Appreciates poetry that evokes enjoyment. ◆ Imitates reading aloud. ◆ Reads simple predictable texts aloud. ◆ Interviews an expert in a particular area of interest. ◆ Repeats the 'morning message.' ◆ Listens to favourite stories being read. ◆ Relates experiences. 	Tape recorder Tapes Props Predictable books Nursery rhymes Poems Word family songs Picture books Resource persons	Observation Portfolios Anecdotal Records Checklists

Language Arts Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Pleasurable reading Characters Moral of a story Free writing Journal Spelling Sentence Punctuation Handwriting	Develops positive attitudes to reading and writing.	<ul style="list-style-type: none"> ◆ Co-reads predictable picture books, concept books and trade books with the teacher. ◆ Peruses books in class. ◆ Listens to literature read aloud in class. ◆ Makes meaningful predictions prior to reading. ◆ Writes his/her books matching patterns of other books. ◆ Designs and makes book covers based on stories/experiences. ◆ Composes original stories using increasing approximations of conventional writing when composing. ◆ Voluntarily chooses books to look at and pretend read. ◆ Engages in pretend reading. Illustrates or represents books they have read or listened to. ◆ Sees his/her speech written down. ◆ Dramatizes stories they enjoy. 	Picture books Concept books Trade books Blank book covers Writing tools	Observation Portfolios Anecdotal Records Checklists Worksamples

Language Arts Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Book Knowledge: Book Cover Title/name Writer/author Illustrator Picture Print (including environmental print) Book Handling	Demonstrates knowledge about books and print.	<ul style="list-style-type: none"> ◆ Teacher introduces a picture book by initiating discussion on the topic of the book using the language associated with books (cover, title, etc.). Then, the book is explored page by page. Progressively, teacher introduces various features to pay attention to. ◆ Teacher tactfully guides the attention of the student towards the concepts associated with the topic, through the pictures initially and then words, and sentences. ◆ During book introduction teacher encourages children to identify: Letters (initial, final) by name; Letters by associated sounds <p>NB: Be sure to make a distinction between letter names and letter sounds.</p> <ul style="list-style-type: none"> ◆ Imitates reading behaviours as modelled by the teacher during reading: Holds the books right side up Starts to read at the beginning of a set of printed text. Follows the lines of text from left to right. Turns pages at the end of reading a page. ◆ Shows that print contains meaning by: Writing at least one sentence about each book that has been read and reads his/her writing to another. 	Picture books Concept books Trade books	Observation Portfolios Anecdotal Records Checklists

Language Arts Syllabus

Level Two

General Objective: The child develops effective listening and speaking skills

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Listening & Speaking: Attention Speech Discrimination Vocabulary Comprehension Oral Reading	Listens attentively to a speaker who use Standard English structures and responds appropriately.	<ul style="list-style-type: none"> ◆ Teacher develops routines in which each child listens attentively. These may involve listening to a variety of sounds (environmental, recorded, rhythmic, musical) for discrimination and identification. ◆ Develops routines, which prepare him/her to listen attentively. ◆ Engages in role playing in which the importance of listening is valued. ◆ Responds to a Standard English speaker by attempting to use appropriate vocabulary and structures of Standard English. ◆ Generates questions using approximate to appropriate Standard English structures. ◆ Participates in choral reading of: Predictable books; Nursery rhymes and poems. ◆ Participates in games that require attentive listening and responding in standard English. ◆ Adjusts volume of voice to match size of audience (small group, large group). ◆ Listens while the teacher is talking or reading. ◆ Listens while a peer is talking or reading. ◆ Listens to various media (radio, audio tapes, film, television, computer). ◆ Establishes routines for listening for a variety of purposes and listening to a variety of speakers. 	Tape recorder Tapes Props Predictable books Listening games Radio Film Television Computer & software for listening	Observation Portfolios Anecdotal Records Checklists Teacher made tests Cloze passages

Language Arts Syllabus

Level Two

General Objective: The child develops effective listening and speaking skills

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Listening & Speaking: Attention Diction Audibility Intonation Stance Listening Comprehension Oral reading	Listens attentively to speakers who use Standard English structures and responds appropriately.	<ul style="list-style-type: none"> ◆ Engages in role playing around a theme or topic as a means for speaking with clarity to an audience. ◆ Generates questions for interviewing a visitor to the class. ◆ Interviews a classroom guest. ◆ Responds appropriately to a Standard English speaker. ◆ Chooses poems for choral speaking and recites them as a group member. ◆ Introduces a book to the class and gives reasons for recommending it to the class. ◆ Reads his/her favourite book to the class for discussion. ◆ Shares or listens to a journal entry of his/her choice. ◆ Tells or listens to a story shared by a class member. ◆ Talks in small group situations. ◆ Engages in sustained talk to a large group. ◆ Relates personal experiences. ◆ Responds to a speaker with an appropriate action (talking, following instructions, etc.). ◆ Engages in meaningful conversation with an adult and child speaker for increasingly longer periods. 	Props Paper and Pencils Resource person Poems Books Journals Tape & tape recorder	Observation Portfolios Anecdotal records Checklists Teacher-made tests

Language Arts Syllabus

Level Two

General Objective: The child develops effective listening and speaking skills

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Listening & Speaking: Attention Diction Audibility Intonation Stance Listening Comprehension Oral reading	Listens attentively to speakers who use Standard English structures and responds appropriately.	<ul style="list-style-type: none"> ◆ Follows instructions sequentially, to complete a given task. ◆ Recognizes and identifies words that sound alike. ◆ Imitates and creates rhymes and rhyming words. ◆ Sings word family songs. ◆ Appreciates poetry that evokes enjoyment. ◆ Begins reading aloud. ◆ Read simple predictable texts aloud. ◆ Interviews an expert in a particular area of interest. ◆ Repeats the 'morning message.' ◆ Participates in shared reading. ◆ Listens to favourite stories being read. ◆ Relates experiences. 	Props Paper and Pencils Resource person Poems Books Journals Tape & tape recorder	Observation Portfolios Anecdotal records Checklists Teacher-made tests

Language Arts Syllabus

Level Two

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Pleasurable reading Characters Moral Free writing Journal Spelling Sentence Punctuation Handwriting	Develops positive attitudes to reading and writing	<ul style="list-style-type: none"> ◆ Co-reads predictable picture books, concept books and trade books with the teacher. ◆ Peruses books in class. Listens to literature read aloud in class. ◆ Makes meaningful predictions prior to reading. ◆ Writes his/her books matching patterns of other books. ◆ Designs and makes book covers based on stories/experiences. ◆ Composes original stories using increasing approximations of conventional writing when composing. ◆ Voluntarily chooses books to look at and pretend read. ◆ Engages in pretend and real reading. ◆ Illustrates or represents books they have read or listened to. ◆ Sees his/her speech written down. ◆ Dramatizes stories they enjoy. 	Picture books Concept books Trade books Blank book covers Writing tools	Observation Portfolios Anecdotal Records Checklists Work Samples

Language Arts Syllabus

Level Two

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Book Knowledge: Book Cover Title/name Writer/author Illustrator Picture Print (including environmental print) Book Handling	Demonstrates knowledge about books and print.	<ul style="list-style-type: none"> ◆ Teacher introduces a picture book by initiating discussion on the topic of the book using the language associated with books (cover, title, etc.). Then, the book is explored page by page. Progressively, teacher introduces various features to pay attention to. ◆ Teacher tactfully guides the attention of the student towards the concepts associated with the topic, through the pictures initially and then words, and sentences. ◆ During book introduction teacher encourages children to identify: letters (initial, final) by name; letters by associated sounds <p>NB: Be sure to make a distinction between letter names and letter sounds.</p> <ul style="list-style-type: none"> ◆ Imitates reading behaviours as modelled by the teacher during reading: Holds the books right side up. Starts to read at the beginning of a set of printed text. Follows the lines of text from left to right. Turns pages at the end of reading a page. ◆ Shows that print contains meaning by: Writing at least one sentence about each book that has been read and reads his/her writing to another person. 	Picture books Concept books Trade books	Observation Portfolios Anecdotal Records Checklists

Language Arts Syllabus

Level Two

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Word Ideas Inter- relations (word level; sentence level)	Uses strategies for understanding.	<ul style="list-style-type: none"> ◆ Adjusts reading rate to texts. ◆ Uses prior knowledge to make sense of text. ◆ Corrects him-/her-self when an error is made. ◆ Shows an awareness of characters by studying a character from a familiar story. ◆ Discusses key concepts from text that was read. ◆ Identifies the structure of informational texts as a means of understanding how ideas are related (cause and effect; problem and solution; fact and opinion). ◆ Studies texts to draw conclusions and make interpretations. ◆ Re-reading strategy. ◆ Reading for retelling. 	Story books Informational texts/ Trade books	Observation Portfolios Anecdotal records Checklists Teacher made tests

Language Arts Syllabus

Level Two

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Process Writing First Draft Re-write Final Draft Editing Editing Symbols Peer Editing Journal Spelling Sentence Paragraph Punctuation Handwriting	Develops effective writing strategies.	<ul style="list-style-type: none"> ◆ Creates stories by painting, drawing, and printing letters. ◆ Draws a series of sequenced pictures that tell a story. ◆ Accompanies sequenced pictures with text that is progressively conventional. ◆ Dictates words, sentences and stories to a more competent writer. ◆ Contributes to group compositions. ◆ Uses invented spelling to write: simple sentences; simple texts with two or more sentences; a story with two or more paragraphs. ◆ Approximates conventions of spelling. ◆ Uses punctuation correctly (Capitalization, comma, full stop). ◆ Brainstorming as a prewriting activity. 	Paper Writing tools Paints Crayons Computer Sentence strips	Observation Portfolios Anecdotal records Checklists Teacher made tests Work samples

Language Arts Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Sounds: Same/Likeness Difference with sounds, objects, textures, pictures, letters (initial sounds, medial sounds, final sounds), words (e.g. Homophones) Sentences Paragraph Rhyming	The child acquires a high level of auditory and visual perception skills.	<ul style="list-style-type: none"> ◆ Listens to a variety of sounds (environmental, recorded, rhythmic, musical, letter sounds) Stories, poems ◆ Makes visual representations of these sounds. ◆ Dictate stories that are written by the teacher. ◆ Language experience writing ◆ Participates in: Word Lottos Matching games ◆ Imitates and creates rhythmic patterns by Tapping/Echoing. ◆ Imitates and creates rhythmic patterns. ◆ Sorts letters, words and sentences according to various attributes (e.g. initial, medial, final letters). ◆ Builds stories. ◆ Co-reads predictable picture books ◆ Identifies words that are alike in sound but different in meaning (Homophones). ◆ Follows instructions sequentially to complete a given task. 	Sound Shakers Musical Instruments Tape Recorder & Tapes, Computer Software Multimedia Packages Supporting Rhymes & Jingles, Games (e.g. I Spy) Support materials for games Sorting, story building, etc. Selection of puzzles, riddles, Children's texts Classification games Word Banks Predictable books Cloze Passages Crossword Puzzles Word Finds/ Searches Riddles Command Cards	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts

Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Letters	The child recognizes upper- and lower-case letters of the alphabet.	<ul style="list-style-type: none"> Traces letters Writes letters individually to form words Forms letters Identifies letters within continuous text. 	Plasticine Templates Textured letters, "Roll and Write" Feely bag Alphabet charts Puzzles, Cards	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests
Sounds: Initial consonant sounds Final consonant sounds Medial consonant Letter sounds (Phonics) Blends Digraphs Long vowel sounds Short vowel sounds Colouring Circling Underlining	The child associates letters with appropriate sound in words.	<ul style="list-style-type: none"> Word Banks. Identifies specific sounds from a variety of pictures and printed texts by: <ul style="list-style-type: none"> Colouring Circling Underlining Sorts and matches pictures according to specific consonant/vowel sounds. Uses riddles, with the aid of objects and pictures to reinforce specific consonant or vowel sounds. Uses games to list, words beginning with particular vowel and consonant sounds. Reading predictable books. Reading concept books. 	Objects Pictures Letter Charts Phonic Charts Flash Cards Predictable books Concept books	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Combining sounds	The child links sounds with vowels.	<ul style="list-style-type: none"> Articulates various sounds being modeled by the teacher during reading. Builds word families emerging from text. 	Objects Pictures Letter Charts Phonic Charts Flash Cards	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests
Long vowel sounds Short vowel sounds	The child differentiates between long and short vowel sounds.	<ul style="list-style-type: none"> Verbalizes long and short vowel sounds during reading and writing. Classifies pictures according to sounds. Compiles lists of words to reinforce long and short vowel sounds arising from books read. 	Audio tapes Cassette tape recorder with microphone Video tapes Video cassette recorder Language master Listening centres Multimedia packages Computer software Word Bank	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Consonant digraphs: th as in thread ch as in church sh as in shoe wh as in whistle ng as in ring Vowel digraphs: Long a (ai as in pail) e (ee as in bee) i (ie as in pie) o (oo as in book) (oe as in toe) (oa as in soap) (ow as in blow) u (ue as in blue) (eu as in stew) (ui as in fruit) ar (as in car) or (as in born) er, ir, ur (as in her, sir, burn) ear (as in ear) au, aw, (as in caught, saw) oi, oy (as in boy, noise)	Recognizes specific combination of letters which produce one sound.	<ul style="list-style-type: none"> ◆ Listens to self-recordings of texts related to long or short vowel sounds. ◆ Articulates various sounds being modeled by the teacher. ◆ Repeats family-word sounds. ◆ Repeats rhymes and jingles to reinforces digraphs. Example: My thread is too thick. ◆ Participates in games using consonant digraphs. ◆ Articulates various sounds being modelled by the teacher during reading. ◆ Sings family word sounds. ◆ Repeats rhymes and jingles to reinforce digraphs. 	Speech training rhymes. tongue twisters. riddles. Picture cards Words bingos Teacher-made games (e.g. Lucky dip game) Guessing games Rhyming words	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Consonants blends: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sk, sc, sl, am, sn, sp, st, sw, tr, scr, spr, str, thr,	Identifies consonant blends in reading and writing.	<ul style="list-style-type: none"> Articulates various sounds being modeled by the teacher during reading. Sings and reads family word sounds in authentic texts. Repeats rhymes and jingles to reinforce digraphs. Participates in "Guessing game." Compiles and reads aloud, in continuous text with consonant blends embedded. Makes digraph charts. 'Sh' shop shell ship she Uses tachistoscopes with consonant blends to assist in spelling and writing. 	Speech training rhymes Tongue twisters Riddles Picture cards Word bingo Teacher-made games (e.g. Lucky dip game) Guessing games Rhyming words Charts Tachistoscopes Flash cards Journal books Chalkboard	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests
Inflectional endings: adding 's' adding 'es' changing 'y' to 'ies' changing 'f' to 'ves' 'ing' (with and without changing, e.g. 'come' to 'coming;' 'walk to walking') 'ed' Root words Compound words	To develop an understanding of graphic knowledge for speaking and writing plurals, verb endings, prefixes, suffixes and possessive singular.	<ul style="list-style-type: none"> Uses structural analysis to decode words during reading. Uses structural analysis to spell words during writing. 	Picture books Chapter books Trade books Paper Writing tools Computer	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts Syllabus

Level One

General Objective: The child develops an awareness of print

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Print (including environmental print, newspapers, magazines, etc.) Directionality (Left-Right; Top-Bottom; Between; Next to; Under; Beginning; Middle; End; Front; Back; First; Last; Start; Finish; Straight; Across) Creative writing Free writing Encoding	The child develops an interest in reading and writing	<ul style="list-style-type: none"> ◆ Engages in Environmental/ Nature Walks. ◆ Brings books for discussion. ◆ Teacher shares interesting books with pupils. ◆ Peruses large beginner and other books. ◆ Makes books by children. ◆ Matches letters/words/ Phrases/sentences ◆ Builds pictograms. ◆ Constructs experience charts, wall stories, friezes. ◆ Creates class/individual readers of experiences. ◆ Compiles Word Banks and Pictionaries, Dictionaries ◆ Labels classroom objects 	Reading-Activity Centre (Lottos, Link-a-letter, Supporting activities) Writing centres Language Master with Sentence Strips Flash Cards Class Library Books: Traffic Signs Logos Household Labels Magazines, Forms, Letters Newspapers Directories	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests
Print (including environmental print, newspapers, magazines, etc.) Directionality (Left-Right Orientation) Creative writing Free writing Encoding Journals	The child recognizes that print has meaning/makes sense.	<ul style="list-style-type: none"> ◆ Designs a class telephone directory ◆ Children bring books for discussion. ◆ Teacher reads to pupils. ◆ Reads with assistance large beginner and other books for specific concept development. ◆ Makes books (e.g. "All about ..." books. ◆ Constructs experience charts, friezes, etc. ◆ Creates class/individual readers of experiences. ◆ Writes ideas and reads them to others 	Encyclopedia Software Programs (Reader Rabbit, Wiggle Works) Picture File Reading-Activity Centre Sentence/Phrase strips Class Library Books Traffic signs, logos Household labels Writing materials	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts Syllabus

Level One

General Objective: The child responds to meaning and ideas

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Print Is talk written down Reading has purpose Journalling Book Handling Directionality Visual-motor coordination Cover/Book Title Author/Illustrator Spaces Lines Posture	The child recognizes that print has meaning/makes sense.	<ul style="list-style-type: none"> ◆ Responds to books read as journal entries. ◆ Interprets texts: to tell stories; to extract information; to identify objects within the pictures; for articulation. ◆ Engages in journal writing. ◆ Holds book at an appropriate distance from the eye during reading. ◆ Turns pages from top with dominant hand. ◆ Reads beginning at top left in a straight line. ◆ Matches the spoken word to the printed word. ◆ Notes spaces between words. ◆ Distinguishes between a line and a sentence. ◆ Creates texts from photographs of themselves and other children. ◆ Engages in free writing. ◆ Develops the routine for reader's workshop. 	Magazines, forms, letters, Newspapers, directories, Charts, encyclopedia Writing centres, language master Software Programs (Reader Rabbit, Wiggle Works) Picture File Stencils Laces and lacing cards Objects in the environment with lines Books Poems, jingles, rhymes, Games to establish directionality Tapes and tape recorders Photographs Writing materials	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts Syllabus

Level One

General Objective: The child demonstrates an understanding of print through oral and written communication

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Literature response Journaling Predicting outcomes Turn-taking	Reads and responds personally and critically to literature.	<ul style="list-style-type: none"> ◆ Reads for information. ◆ Predicts outcomes and reads to confirm or reject predictions. ◆ Reads to verify a point made during discussion. ◆ Applies information from other sources. ◆ Discusses personal reactions to the ideas or information from the reading. 	Books Poems, jingles, rhymes, Games to establish directionality Tapes and tape recorders Photographs Writing materials	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Level Two

General Objective: The child demonstrates an understanding of print through oral and written communication

Story telling Author/writer Main idea Visual representation Theme Synthesis	To develop an understanding of ideas expressed verbally and in print	<ul style="list-style-type: none"> ◆ Tells real or imagined stories. ◆ Composes real or imagined stories. ◆ Retells a story read independently. ◆ Dramatizes his/her favourite section of a story or book. ◆ Tell the main idea in: stories told by the teacher; news related by their peers; dramatic play and miming activities. ◆ Illustrates the main idea. ◆ Provides titles for selected pictures. ◆ Composes stories or informational text from a series of self-constructed pictures. 	Materials for dramatic play Plasticine Play dough Clay Pictures (bold and colourful; on a specific theme) Newspaper clippings Sentence strips Titles and advertisements Children's art	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests
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Language Arts Syllabus

Level Two

General Objective: The child demonstrates an understanding of print through oral and written communication

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Visual representation Sequence Problem resolution Critical thinking Evaluating Resolving	To develop an understanding of ideas expressed verbally and in print	<ul style="list-style-type: none"> ◆ Matches pictures or newspaper articles with related sentences. ◆ Matches titles with advertisements. ◆ Produces titles for selected pictures. ◆ Describes or tells what their drawings are about. ◆ Illustrates the central theme of a story listened to. ◆ Draws a series of pictures to illustrate the plot of a story. ◆ Records the sequence of a given story. ◆ Retells a story read independently. ◆ Dramatizes his/her favourite section of a story or book. ◆ Reading stories to decide on scenes for dramatization. ◆ Tell the central theme of puzzles and pictures. ◆ Engages in solving riddles. For example: Children take it to the beach. They play in the sand with it. It is round. It has holes in it. What is it? ◆ Practices critical thinking. ◆ Plays thinking game. (I am thinking of... what is it?) 	Newspaper clippings Sets of pictures with familiar objects/events. Story books Pre-recorded story tapes Children's literature Materials for dramatic play centre Actual objects such as sieve, watering can, spade, bucket	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts Syllabus

Level Two

General Objective: The child demonstrates an understanding of print through oral and written communication

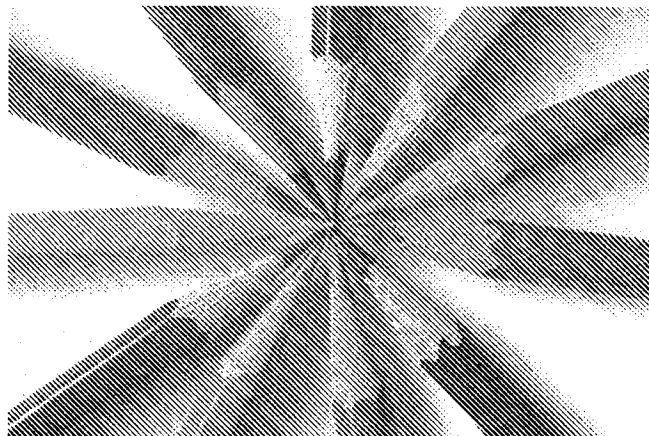
TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Riddle Main Idea Theme Summary Event	To develop an understanding of ideas expressed verbally and in print	<ul style="list-style-type: none"> ◆ Listens to a riddle told by the teacher and solve this by identifying the correct object from among a set of three. ◆ Formulates riddles as a part of a small group. ◆ Formulates riddles individually. ◆ Listen to a riddle told by the teacher or peer and solve this by identifying the correct picture from among a set of four. ◆ Relates the main idea in: Stories told by the teacher and by students. ◆ News related by peers. ◆ Dramatic play and miming activities. ◆ Illustrates the main idea. ◆ Illustrates the central theme of a story listened to. ◆ Names with reason the central theme of puzzles and pictures ◆ Matches titles with advertisements. ◆ Composes an advertisement based on a theme. ◆ Reads short stories written by teacher with students' assistance and identifies the main idea by: <ul style="list-style-type: none"> Selecting given titles Generating titles for his/her own writing 	Sets of pictures with familiar objects/events. Materials for dramatic play centre Children's art and models Plasticine, play dough, clay Newspaper clippings Sentence strips Story books Pre-recorded story tapes	Observation Checklist Portfolios Anecdotal Records Teacher Made Tests

Language Arts Syllabus

Level one & Level Two

General Objective: The child develops and demonstrates penmanship

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Modelling Left Right Top Bottom Pattern: Lines Curves Diagonal Vertical Horizontal Clockwise Anticlockwise Baseline Space Ascenders Decenders Uppercase Lowercase Size Steadiness Thickness Syllabication	To transcribe legibly and neatly using letters and numerals to effectively communicate a message.	<ul style="list-style-type: none"> ◆ Prints name correctly ◆ Forms letters/numerals correctly. ◆ Writes letters/numerals correctly. ◆ Writes using cursive style (in the later years). ◆ Traces letters and numerals in sand in the air (sky writing) ◆ Drawing: Using crayons Tracing in sand ◆ Forms lines without lifting writing instrument. 	Writing paper Writing instruments	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher Made Tests Attainment Targets



EARLY CHILDHOOD EDUCATION

Mathematics

SCOPE & SEQUENCE

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION

Mathematics

Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0 EARLY MATHEMATICAL EXPERIENCES (PRACTICAL ACTIVITIES ONLY)				
1.0.1 Manipulating objects	◆	✓	✓	✓
1.0.2 Sorting	◆	✓	✓	✓
1.0.3 Classifying	◆	✓	✓	✓
1.0.4 Problem solving	◆	✓	✓	✓
1.0.5 Estimating	◆	✓	✓	✓
1.0.6 Reasoning	◆	✓	✓	✓
1.0.7 Counting	◆	✓	✓	✓
1.0.8 One-to-one correspondence	◆	✓	✓	✓
1.0.9 Decision making	◆	✓	✓	✓
1.0.1.0 Volume: holds more/holds less	◆	✓	✓	✓
1.0.1.1 Conservation of area	◆	✓	✓	✓
1.0.1.2 Measurement: heavy, light, long, short, etc	◆	✓	✓	✓
1.0.1.3 Likenesses and differences	◆	✓	✓	✓
1.0.1.4 Mapping	◆	✓	✓	✓
1.0.1.5 Graphing	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Mathematics
Scope & Sequence

CONCEPTS/SKILL

CLASS

			Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.0	NUMBER CONCEPTS ALL CONCEPTS TO BE INTRODUCED THROUGH PROBLEM SOLVING					
2.1	SETS					
2.1.1	Classifying objects/ numbers into group/sets		◆	✓	✓	
2.1.2	Matching objects: as many as		◆	✓	✓	
2.1.3	One-to-One correspondence: Matching members of one set with the members of another set		◆	✓	✓	
2.1.4.5	Count the number of objects in a given set / Matching equal sets		◆	✓	✓	
2.1.6	More than, less than, equal to		◆	✓	✓	
2.1.7	Making equal and unequal sets		◆	✓	✓	
2.1.8	Arranging sets as 1 more or 1 less		◆	✓	✓	
2.1.9	The empty set		◆	✓	✓	
2.2	NUMERATION AND NOTATION					
2.2.1	Rote counting in ones to 50		◆	✓	✓	
2.2.2	Rote counting in twos to 100			◆	✓	
2.2.3	Rote counting in fives to 100					◆
2.2.4	Rote counting in tens to 100					◆
2.2.5	Read and write numbers		◆	✓	✓	
2.2.6	Associate number symbols with number names		◆	✓	✓	
2.2.7	Making sets of objects showing numbers up to 10		◆	✓	✓	
2.2.8	Making sets of objects showing numbers up to 100			◆	✓	

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Mathematics

Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.2.9 Ordering numbers			◆	✓
2.2.1.0 Identify the "number before" or the "number after" in a sequence of numbers			◆	✓
2.2.1.1 Up to the 5th		◆	✓	✓
2.2.1.2 Ordinals up to 10th			◆	✓
2.2.1.3 Ordinals up to 31st			◆	✓
2.2.1.4 Collective words e.g. pair, dozen		◆	✓	✓
2.2.1.5 Symbols $>$ $<$ $=$ to show comparison		◆	✓	✓
2.3 NUMBER RELATIONS AND OPERATIONS				
2.3.1 The property of zero		◆	✓	✓
2.3.2 Place value: tens, ones			◆	✓
2.3.3 Place value: hundreds			◆	✓
2.3.4 Expanded notation				◆
2.3.5 The number line			◆	✓
2.3.6 Combining sets		◆	✓	✓
2.3.7 Partitioning sets		◆	✓	✓
2.3.8 Simple addition		◆	✓	✓
2.3.9 Addition of tens and ones			◆	✓
2.3.1.0 Addition of hundreds, tens and ones				◆
2.3.1.1 Multiplication without regrouping				◆
2.3.1.2 Multiplication with regrouping				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Mathematics

Scope & Sequence

CONCEPTS/SKILL		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.3.1.3	Multiplication as repeated addition				◆
2.3.1.4	Division as sharing				◆
2.3.1.5	Subtraction as taking away		◆	✓	✓
2.3.1.6	Subtraction as comparing Use of the minus sign (-)			◆	✓
2.3.1.7	Use of the multiplication sign (x)				◆
2.3.1.8	Subtraction as the inverse of addition		◆	✓	✓
3.0 FRACTIONS					
3.0.1	The concept of a whole		◆	✓	✓
3.0.2	The concept of a half		◆	✓	✓
3.0.3	The concept of a quarter			◆	✓
3.0.4	Halving sets of objects			◆	✓
3.0.5	Halving objects				✓
3.0.6	Finding a $\frac{1}{4}$ of a set by fair sharing				◆
3.0.7	Finding a $\frac{1}{4}$ of an object				◆
4.0 PROBLEM SOLVING					
4.0.1	Solving word problems using problem solving strategies			◆	✓
4.0.2	Solving problems involving $>$ $<$			◆	✓
4.0.3	Solving problems involving time			◆	✓
4.0.4	Problem solving involving measurement			◆	✓
4.0.5	Problem solving involving shopping			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Mathematics

Scope & Sequence

CONCEPTS/SKILL		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.0	MEASUREMENT (CONCEPTS TO BE INTRODUCED THROUGH PRACTICAL AND PROBLEM SOLVING ACTIVITIES)				
5.1	LENGTH				
5.1.1.	Comparing lengths and heights		◆	✓	✓
5.1.2	Measuring using non - standard		◆	✓	✓
5.1.3	Estimate and measure lengths using non - standard		◆	✓	✓
5.1.4	Estimate and measure lengths using standard units				◆
5.1.5	Use of tangrams to cover regular and irregular shapes		◆	✓	✓
5.1.6	Use of squares to cover regular and irregular shapes		◆	✓	✓
5.1.7	Measure perimeter of objects/shapes with non-standard units		◆	✓	✓
5.1.8	Choose the appropriate unit to measure length of objects/distances				◆
5.2	CAPACITY				
5.2.1	Compare capacity of various containers more, less	◆	✓	✓	✓
5.2.2	Estimate, compare and measure capacity using non-standard units		◆	✓	✓
5.2.3	Estimates, compare and measure capacity using standard units (litre, ½ litre, ¼ litre)				◆
5.3	MASS				
5.3.1	Compare and the mass of objects (heavy, light)		◆	✓	✓
5.3.2	Estimate and measure the mass of objects using standard units (kilogramme, gramme).				

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Mathematics

Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.4 TIME				
5.4.1 Time today, yesterday, tomorrow, etc.	◆	✓	✓	✓
5.4.2 Time – day, week, month, year		◆	✓	✓
5.4.3 Time notation			◆	✓
5.4.4 Time in relation – daily activities	◆	✓	✓	✓
5.4.5 Tell time by hour, half hour and quarter hour using the analog clock			◆	✓
5.4.6 Use the calendar			◆	✓
6.0 MONEY				
6.0.1 Local currency 1¢ 5¢ 10¢ 25¢ \$1.00				
6.0.2 Addition fact to 10 using 1¢ coins			◆	✓
6.0.3 Subtraction facts to 10 using 1¢ coins			◆	✓
6.0.4 Combinations of coins up to \$1.00				◆
6.0.5 Counting money			◆	✓
6.0.6 Making change after purchasing items				◆
6.0.7 Shopping with amounts up to \$5.00				◆
6.0.8 Recognition of bills				◆
6.0.9 Equivalence of coins up mto \$5.00				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Mathematics

Scope & Sequence

CONCEPTS/SKILL		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
7.0	GEOMETRY				
7.0.1	Identify two-dimensional (2-D) shapes (square, rectangle, circle, triangle)		◆	✓	✓
7.0.2	Draw plane shapes (square, circle, triangle, rectangle)		◆	✓	✓
7.0.3	Classify 2-D shapes according to common attributes (sides)		◆	✓	✓
7.0.4	Identify three-dimensional (3-D) shapes (cubes, cuboids, cylinder, cone, sphere)		◆	✓	✓
7.0.5	Classify common attributes of 3-D shapes		◆	✓	✓
7.0.6	Identify open and closed shapes				◆
8.0	STATISTICS				
8.0.1	Classify objects according to common attributes (colour, shape, texture etc).	◆	✓	✓	✓
8.0.2	Collect data using observation, interviews and questionnaires.	◆	✓	✓	✓
8.0.3	Construct graphs using concrete materials	◆	✓	✓	✓
8.0.4	Construct tables, pictographs and bargraphs				◆
8.0.5	Interpret tables, pictographs, bargraphs and pie charts				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Mathematics

ATTAINMENT TARGETS

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION
Mathematics
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0 EARLY MATHEMATICAL EXPERIENCES (PRACTICAL ACTIVITIES ONLY)				
1.0.1 Manipulate sets of objects	◆	✓	✓	✓
1.0.2 Sort objects into groups	◆	✓	✓	✓
1.0.3 Learn number words	◆	✓	✓	✓
1.0.4 Learn about simple shapes	◆	✓	✓	✓
1.0.5 Develop the concepts of many and few	◆	✓	✓	✓
1.0.6 Classify objects according to size, shape, colour	◆	✓	✓	✓
1.0.7 Identify objects, pictures that are the same	◆	✓	✓	✓
1.0.8 Identify likenesses and differences in objects and pictures	◆	✓	✓	✓
1.0.9 Explore aspects of volume through water and sand play	◆	✓	✓	✓
1.0.10 Engage in problem solving with spatial relationships in block play, etc.	◆	✓	✓	✓
1.0.11 Engage in mathematical reasoning through sand and water play, etc.	◆	✓	✓	✓
1.0.12 Engage in decision making skills (while playing in the housekeeping area, and manipulating puzzles etc.)	◆	✓	✓	✓
1.0.13 Engage in counting while being involved with varying manipulatives, etc.	◆	✓	✓	✓
1.0.14 Match objects one-to-one	◆	✓	✓	✓
1.0.15 Explore aspects of area by covering varying surfaces	◆	✓	✓	✓
1.0.16 Explore the passing of time in everyday experiences	◆	✓	✓	✓
1.0.17 Use pictographs to represent information (favourite colour, birthdays etc. boys in class, girls in class etc.)	◆	✓	✓	✓
1.0.18 Develop concept of time through practical activities and everyday experiences (today, tomorrow, yesterday etc.)	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Mathematics
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.0	NUMBER CONCEPTS				
2.1	SETS				
2.1.1	Classify objects/numbers into groups/sets 0 - 10		◆	✓	✓
2.1.2	Classify objects/numbers into groups/sets 0 - 100			◆	✓
2.1.3	Match the members of one set with the members of another set (one-to-one correspondence)		◆	✓	✓
2.1.4	Count the number of objects in a given set		◆	✓	✓
2.1.5	Develop the concept of the "empty set"		◆	✓	✓
2.1.6	Compare sets that are equal, unequal and equivalent (same as, less than, more than, equal)		◆	✓	✓
2.2	NUMERATION AND NOTATION				
2.2.1	Count in ones 1 - 10	◆	✓	✓	✓
2.2.2	Count in ones 1 - 50		◆	✓	✓
2.2.3	Count in ones 1 - 100			◆	✓
2.2.4	Count in twos 2 - 100			◆	✓
2.2.5	Count in fives to 100				◆
2.2.6	Count in tens to 100				◆
2.2.7	Read number names		◆	✓	✓
2.2.8	Write number names		◆	✓	✓
2.2.9	Associate number symbols with number names		◆	✓	✓
2.2.1.0	Match number symbols to the number of elements in a group/set		◆	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

Mathematics

Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.2.1.1	Order numbers			◆	✓
2.2.1.2	Use the collective noun that represents a number (pair, couple, double, triple, decade, half dozen, century)			◆	
2.2.1.3	Identify the "number before" or "number after" in sequence of numbers			◆	✓
2.2.1.4	Read, write and use the ordinal numbers 1 st to 5 th		◆	✓	✓
2.2.1.5	Read, write and use the ordinal numbers 1 st to 10 th			◆	✓
2.2.1.6	Read, write and use the ordinal numbers 1 st to 31 st				◆
2.2.1.7	Use symbols to show comparison (> < =)		◆	✓	✓
2.3	NUMBER RELATIONS AND OPERATIONS				
2.3.1	Recognise and use the property of zero		◆	✓	✓
2.3.2	Bundle material in groups of ten			◆	✓
2.3.3	Build numbers 10 through 20 by bundling straws, etc.			◆	✓
2.3.4	Build numbers up to 100 by bundling				◆
2.3.5	State the place value of any digit in a two digit number (Tens and Ones)			◆	✓
2.3.6	State the place value of any digit in a three digit number (Hundreds, tens, ones)				◆
2.3.7	Use expanded notation to demonstrate number worth				◆
2.3.8	Use the number line for comparing numbers			◆	✓
2.3.9	Use the number line for sequencing numbers			◆	✓
2.3.10	Use the number line for skip counting			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Mathematics
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.3.11	Use the number line for addition			◆	✓
2.3.12	Use the number line for subtraction			◆	✓
2.3.13	Recognise and use the property of 1			◆	✓
2.3.14	Combine sets			◆	✓
2.3.15	Partition sets			◆	✓
2.3.16	Perform addition without regrouping			◆	✓
2.3.17	Perform addition with regrouping				◆
2.3.18	Perform subtraction without regrouping			◆	✓
2.3.19	Perform subtraction with regrouping				◆
2.3.20	Sort objects into groups for building early multiplication concept				◆
2.3.21	Perform multiplication without regrouping				◆
2.3.22	Perform multiplication with regrouping				◆
2.3.23	Perform division with or without a remainder (practical activities and pictorial representations only)				◆
2.3.24	Use mathematical language (left, right, before, after, same as, fewer than, big, small, little, empty, full, holds more, more less, top, bottom, over, under)	◆	✓	✓	✓
2.3.25	Use the vocabulary associated with mathematical operations (add the sum of plus, sum, more, less, take away, make less, minus, subtract, difference, equal to, etc)			◆	✓
2.3.26	Use the vocabulary associated with mathematical operations (multiply, product, divide, etc)				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

Mathematics

Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.4.27	Demonstrate addition as the inverse of subtraction starting with everyday practical activities			◆	✓
2.4.28	Demonstrate multiplication as repeated addition				◆
2.4.29	Build and use addition tables (number bonds)			◆	✓
2.4.30	Build and use multiplication tables				◆
2.4.31	Demonstrate multiplication as the inverse of division				◆
2.4.32	Demonstrate the commutative property of multiplication				◆
2.4.33	Identify patterns (colours, shapes, lines, number, coins)		◆	✓	✓
2.4.34	Classify numbers as odd or even				◆
2.4.35	Write multiples of numbers				◆
2.4.36	Perform addition horizontally using single digit numbers			◆	✓
3.0 FRACTIONS					
3.0.1	Identify the whole and parts of the whole		◆	✓	✓
3.0.2	Define a fraction in relation to the whole		◆	✓	✓
3.0.3	Create halves and quarters by folding, shading and cutting paper			◆	✓
3.0.4	Compare unit fractions in relation to the whole			◆	✓
3.0.5	Combine fractional parts to make the whole			◆	✓
3.0.6	Identify and name fraction (half, quarter, three-quarters)				◆
3.0.7	Solve simple word problems involving fractions				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Mathematics
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0	PROBLEM SOLVING				
4.0.1	Use patterns to solve problems			◆	✓
4.0.2	Use estimation techniques to help solve problems	◆	✓	✓	✓
4.0.3	Use critical thinking skills to solve mathematical problems, starting with everyday concepts	◆	✓	✓	✓
4.0.4	Use concrete objects and drawings to model problems			◆	✓
4.0.5	Use tangrams for conservation of area		◆	✓	✓
5.0	MEASUREMENT				
5.1	LENGTH				
5.1.1	Compare lengths and heights of objects		◆	✓	✓
5.1.2	Use the appropriate vocabulary (taller than, shorter than, larger, shorter)		◆	✓	✓
5.1.3	Measure lengths of objects using non-standard units (hand span, footstep, pencil etc.)		◆	✓	✓
5.1.4	Measure lengths using standard units of measurement (centimetre, metre, kilometre)				◆
5.1.5	Choose the appropriate unit to measure lengths of objects and distances				◆
5.1.6	Recognize the kilometre as a unit of measure for long distances (distance markers in journeying)				◆
5.1.7	Estimate the lengths of various objects/distances				◆
5.1.8	Measure perimeter of objects/shapes with non-standard units		◆	✓	✓
5.1.9	Demonstrate concept of area using non-standard units		◆	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

Mathematics Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
	5.1.1.0 Calculate the area of regular and irregular shapes by counting squares		◆	✓	✓
5.2	CAPACITY				
	5.2.1 Compare capacity of various standard and non-standard containers (measuring spoons, cups)		◆	✓	✓
	5.2.2 Use non-standards units to estimate volume (holds more, holds less)		◆	✓	✓
	5.2.3 Choose the appropriate standard unit for capacity of liquids (litre, half litre)			◆	✓
	5.2.4 Solve simple word problems involving capacity			◆	✓
5.3	MASS/WEIGHT				
	5.3.1 Use appropriate vocabulary to compare mass of objects (heavy, light)	◆	✓	✓	✓
	5.3.2 Measure mass using non-standard units (e.g. hefting)		◆	✓	✓
	5.3.3 Estimate the weight of objects using non-standard units		◆	✓	✓
	5.3.4 Measure the mass of objects using the appropriate standard unit			◆	✓
	5.3.5 Solve simple problems involving mass			◆	✓
	5.3.6 Choose the appropriate standard unit of measure (teaspoon, tablespoon, scale)			◆	✓
	5.3.7 Understand the concept of equal weight (heavy, light)	◆	✓	✓	✓
5.4	TIME				
	5.4.1 Recognise the passing of time through lived experiences (bedtime, school begins, break time, lunch time, school ends)	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Mathematics
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.4.2	Differentiate between time of the day (morning, afternoon, evening, night)	◆	✓	✓	✓
5.4.3	Name the days of the week, months of the year in sequence			◆	✓
5.4.4	Understand the terms related to time (short hand, minute hand, long hand, hour hand)				◆
5.4.5	Tell time by hour, half hour and quarter hour using the analog clock			◆	✓
5.4.6	Develop the skills needed for time notation (recording time)			◆	✓
5.4.7	Demonstrate an awareness of movement as it relates to time (fast, slow, speed limits with explanation)		◆	✓	✓
5.4.8	Use digital clock to read the time			◆	✓
5.4.9	Estimate time intervals (long time, short time, yesterday, tomorrow, last week, weekend, today, last month, last year)			◆	✓
5.4.10	Match time on a clock to an event (lunch time)			◆	✓
5.4.11	Identify the calendar as a means of telling birthdays, festivals, vacation, names of the days of the week, months of the year		◆	✓	✓
5.4.12	Read dates from calendar			◆	✓
6.0 MONEY					
6.0.1	Recognise local currency		◆	✓	✓
6.0.2	Recognise relationships between the values of different coins			◆	✓
6.0.3	Use coins and notes in money transactions with and without change			◆	✓
6.0.4	Investigate the equivalence of coins and bills			◆	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Mathematics
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
6.0.5	Solve simple problems with money (shopping sums)			◆	✓
7.0	GEOMETRY				
7.0.1	Identify two-dimensional (2-D) shapes (circle, square, triangle, rectangle)		◆	✓	✓
7.0.2	Recognise the likenesses and differences between shapes to associate objects with shapes		◆	✓	✓
7.0.3	Draw plane shapes (square, circle, triangle, rectangle) using templates			◆	✓
7.0.4	Classify 2-D shapes according to common attributes				
7.0.5	Identify solid three-dimensional (3-D) shapes (cube, cuboid, cylinder, cone, sphere)				◆
7.0.6	Classify three-dimensional shapes according to common attributes (sides, corners, faces)				◆
7.0.7	Estimate the height, length and width of 3D shapes				◆
7.0.8	Identify plane shapes as seen in the faces of cubes, cuboids and cylinders				◆
7.0.9	Identify open and closed figures				◆
8.0	STATISTICS				
8.0.1	Classify objects according to attributes (colour, shape, texture, etc)	◆	✓	✓	✓
8.0.2	Collect data using observation, interviews and questionnaires	◆	✓	✓	✓
8.0.3	Use concrete materials to construct graphs	◆	✓	✓	✓
8.0.4	Construct tables, pictographs and bargraphs				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

Mathematics

Attainment Targets

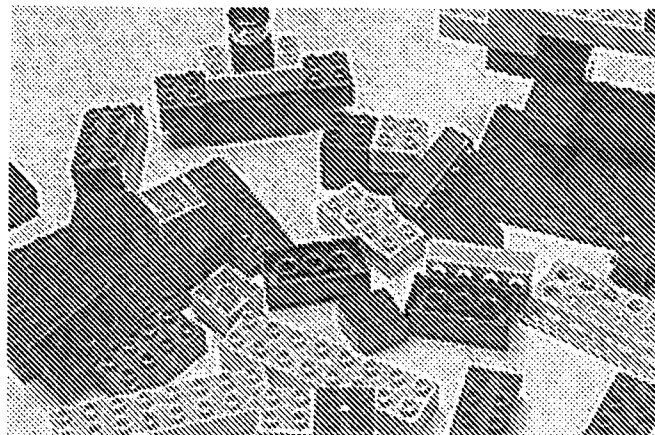
PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
8.0.5 Interpret tables, pictographs and bargraphs				◆
8.0.6 Use data to make decisions				◆
8.0.7 Classify data			◆	✓
8.0.8 Interpret given pie charts (more than, less than, smallest, least like etc.)				◆

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Mathematics

SYLLABUS

Ministry of Education
& Human Resource Development

Mathematics Syllabus

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Classification: Seeing likeness and differences	Discovers and develops mathematical concepts through play activities	<ul style="list-style-type: none"> ◆ Measuring experiences, ordering, sorting ◆ Discussions e.g. reasons for sorting ◆ Drawing and painting ◆ Modeling plasticine and dough ◆ Sorting according to attributes 	Water and Sand Play home and dress up areas Blocks : Various shapes Colours and sizes. Charts : Days of the week, Birthday Weather Calendar Classroom clock Bulletin boards Pictures, Puzzles Centres of Interest Mathematical Corner Plasticine, Play dough Manipulatives.	Observation Checklist Portfolios Teacher Student Conferencing Anecdotal Records Teacher made test Performance tasks

Mathematics Syllabus

Sorting

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Size - big, small, (etc) Colour - red, blue (etc) Texture - smooth, rough (etc)	Sorts materials according to various attributes	<ul style="list-style-type: none"> Sorts miscellaneous materials found in the environment -Likenesses -Differences 	Seeds, blocks, crayons, shells, Beads, bottle caps (etc), unifix cubes, large beads, attribute buttons, jumbo laces, counting blocks, number picture matching puzzles, attribute blocks, number tiles, triple fit puzzles	Observation Checklist Portfolios Teacher Student Conferencing Anecdotal Records Teacher made test Performance tasks
Space - big, small large, little long, short, wide Shape - circle, round square, heart, triangle etc. Volume - full, empty, half, a little etc. Colour - red, blue, green, yellow, white, black	Uses and finds meaning in number language	<ul style="list-style-type: none"> Observation of surroundings and pictures Discussions using appropriate language Making booklets Activities to encourage understanding of space, shape etc Water and sand play etc. 	Water and Sand Play home and dress up areas Blocks : Various shapes Colours and sizes. Charts : Days of the week, Birthday Weather Calendar. Classroom clock Bulletin boards Pictures, Puzzles Centres of Interest Mathematical Corner Plasticine, Play dough Manipulatives.	

Mathematics

Syllabus

Sorting

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Language - alike, go together, belong	Uses language associated with classification	<ul style="list-style-type: none"> ◆ Matching for colour, shape etc. e.g. Silver key to match one silver button Blue pencil to match one blue square bead ◆ Choosing partners to walk with, work sheets for matching activities ◆ Job Sheets: Use Flannel board for story-telling e.g. Red Riding Hood - pictures of basket, girl, strip of card with the words (belongs to). Pupils place card to show the basket belongs to Red Riding Hood The Three Pigs - pictures (kind of houses, pigs) Strip of card with the words (built his house of) ◆ Use mapping activities. Give activities to show that: If a set or group contains as many objects as another set, they are equal. 	<p>Manipulative materials</p> <p>Flannel graph Picture books Story books</p>	<p>Observation Checklist Portfolios Teacher Student Conferencing Anecdotal Records Teacher made test Performance tasks</p>

Mathematics Syllabus

Sorting

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
One to one correspondence	Sorts materials into specific quantities/sets	<ul style="list-style-type: none"> Matches objects/pictures to show one to one correspondence Finds partner from among a group of socks Sort objects into groups 	A variety of stories including: Goldilocks And The Three Bears Three Little Pigs Baa Baa Black Sheep	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks
Equal Sign	Develops an awareness of one-to-one correspondence	<ul style="list-style-type: none"> Give pupils practice in using the equal sign. 		
Identifying numerals from 1 to 5	Identifies the numerals 1 to 5	<ul style="list-style-type: none"> Incidental teaching through activities e.g. stories, charts, puzzles, matching activities and rhymes. 	Labelling of objects with the numeral, Rhyme - Figure 1 Charts, Bulletin Boards, Sandpaper figures.	
Associating a numeral with its name	Uses numbers to describe a set	<ul style="list-style-type: none"> Using sets of objects and pictures, pupils may be asked to: <ol style="list-style-type: none"> match the numeral to the appropriate set. Use the appropriate name for a set. Select sets according to numerals shown. Match numeral to name (Integrate with Language Arts.) 	Picture cards, Charts, Bulletin board, Matching cards, Puzzles	
Sequence of numbers	Develops an awareness of number sequence	<ul style="list-style-type: none"> Listening to rhymes, finger-plays and songs Repeating rhymes etc. e.g. The Beehive: (One, two, three, four, five Once I caught a fish alive) (Two, four, six, eight Mary at the cottage gate) (One, two, buckle my shoe) 		

Mathematics Syllabus

Sets

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Create sets Equal sets - same Unequal sets Equivalent sets More than Less than, many Few as many as	Recognises and defines sets	<p>◆ Practical activities involving concrete and symbolic representation of sets</p> <p>Forms equal sets</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> ++ + </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> ++ + </div> </div> <p>NB: Two sets are equal if they contain exactly the same elements</p> <p>Forms equivalent sets</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> □ ▼ ● </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> □ □ □ </div> </div> <p>◆ Make a numeral (2, 3, 4, 5, ...10) on a card. Have the children use paper clips, staples, hole punches, paper reinforcement, clothespins, or other to create sets: five staples on a "5" card, 8 holes punched on an "8" card, and so on (stone, 1987)</p>	Numerical Cards Counting frames Number ladders String numbers Number tiles Number charts	Observation Checklist Portfolios Teacher Student Conferencing Anecdotal Records Teacher made test Performance tasks

Mathematics


Syllabus

Sets

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Counting and thinking in groups		<ul style="list-style-type: none"> ◆ Provide activities, which encourage children to develop the ability to see and count as "three", "four", etc. without counting from 1, 2, 3, -to reach the end number ◆ Use pairing, sorting and the pegboard for grouping and identifying sets. ◆ Activities and exercises which make the pupils: Match objects to numerals 	Pegboard Interlocking cubes Matching cards.	Observation Checklist Portfolios Teacher Student Conferencing Anecdotal Records Teacher made test Performance tasks
Language - empty, nothing, none, zero				
Counting Sets and groups	To introduce pupils to the empty set	<ul style="list-style-type: none"> ◆ Give activities in which the objects counted are moved physically as the number word is spoken. Set out groups according to patterns. Count and draw patterns (use actual objects, later use pictorial representations) Number puzzles 	Seeds, blocks, crayons, shells, Beads, bottle caps (etc), unifix cubes, large beads, attribute buttons, jumbo laces, counting blocks, number picture matching puzzles, attribute blocks, number tiles, triple fit puzzles	
Equal, the same as, as many as, is equal to	Uses language associated with symbols	<ul style="list-style-type: none"> ◆ Provide various exercises and opportunities for pupils to use language ◆ The members match one to one therefore they are equivalent. Discuss other pairs of equivalent sets 		

Mathematics Syllabus

Sets

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Signs used for comparing > more than < less than	Uses symbols to show comparisons Compares set	<ul style="list-style-type: none"> Activities involving pairing and matching Activities involving the use of the signs $>$ $<$ 		Observation Checklist Portfolios Conferencing Teacher made test Performance tasks
Ordering numbers 1 - 5 1 - 10 1 - 20	To provide experiences for ordering numbers	<ul style="list-style-type: none"> Use the Number Line <div style="text-align: center;"> 0 1 2 3 4 5 6 \longleftrightarrow </div> Pupils order sets as they build up or decrease by 1. Exercises e.g. 	Number Line Footsteps 	
Language - before, after, between, comes next. Adding 1 more to - 1, 2, 3, 4, 5 Making sets 1 less	To provide experiences in making sets as: a. One more b. One less	<ul style="list-style-type: none"> Which comes next? Which number is missing? Have discussions about real life situations, which involve more and less. 	Rhyme - Ten in a bed, Stories, Games	
Identifying >more than < less than Language - more, less, big, bigger, greater, small	Uses the signs for more than and less than-	<ul style="list-style-type: none"> Encourage pupils to say mathematical sentences using the signs. E.g. $6 > 3$... 6 is greater/more than $3 < 4$... 6 is less than/smaller than 6 	Toys, ruler, number blocks, skittles, numeral cards, seeds, etc. Game: SPINNING TOP	
Writing and using the signs		<ul style="list-style-type: none"> Provide activities for pupils to practice identifying sets of greater or smaller numbers and using the signs to show which are more or less. Encourage pupils to count, compare and find the differences 		

Mathematics

Syllabus

Sets

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Combining sets Using concrete materials Using pictorial representation Language - and, make, add, in, all, together, are equal, plus	To introduce addition	<ul style="list-style-type: none"> ◆ Use a variety of concrete materials to enable pupils to understand the joining of sets to make a bigger set. ◆ Use real life situations as stories and problems. ◆ A unit of work or centre of interest will provide ample opportunities. ◆ Use pictures and drawings to make pictorial representation write the number sentence e.g. 2 and 1 are 3 ◆ Introduce the plus sign and the equal sign. 	Unifix cubes, large beads, attribute buttons, jumbo laces, counting blocks, number picture matching cards, attribute blocks, number tiles, triple fit puzzle	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks

Mathematics

Syllabus

Numerals

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Directional positioning of numerals	Identifies numerals to 100 1 - 10 1 - 20 1 - 50 1 - 100	<ul style="list-style-type: none"> ◆ Recite number rhymes associated with number formation ◆ On a piece of plastic canvas, paste or draw numerals. This material should be large enough for a child to carry out the following instructions: "Place your feet on the numeral 4" or "put your hand on the numeral 6". If the children are older, add instructions involving the right foot, left foot, right and, left hand, elbow, knee etc. 		
Number and number names	Associates numerals with their names to hundreds	<p>"Place your feet on the numeral 4" or "put your hand on the numeral 6". If the children are older, add instructions involving the right foot, left foot, right and, left hand, elbow, knee etc.</p>		
Conservation of numbers	Reads, writes and uses numbers up to 100	<ul style="list-style-type: none"> ◆ Traces sand paper figures ◆ Models figures with plasticine ◆ Cut face cards in half (make the cutting line different on the separate cards, so that only the correct halves will fit together). Then the cards are matched together as puzzles. ◆ A variety of number puzzles can be made matching the numeral or symbol to objects and the written name of the numeral to either objects or the numeral symbol. These can be constructed and geared to the developmental levels of the children. ◆ Write numerals in sand ◆ Uses stencils to form numbers 	Unifix cubes, large beads, attribute buttons, jumbo laces, counting blocks, number picture matching cards, attribute blocks, number tiles, triple fit puzzle	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks

Mathematics

Syllabus

Numerals

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Ordinals	Reads, writes and uses ordinal numbers up to 31 st position	<ul style="list-style-type: none"> ◆ Select two pages from a calendar. Leave the numerals of one intact, and separate the numerals of the other. The single numerals are then matched to those on the Whole page. ◆ Draw around number templates ◆ Numeral jigsaws ◆ Make a classroom directory with child's name, address, and telephone number. Put this list by the toy telephone so that the children can practice dialing numbers. ◆ Select sets according to numerals shown ◆ Matches numerals to name ◆ Use of counting bars ◆ Counting frames ◆ Allow children to select a given set of objects in different patterns ◆ Children queue for school activities i.e. visit to bathroom, going to games etc. ◆ Teacher encourages the use of language such as 1st 2nd, 3rd to 31st position <p>Activities involving putting sets of objects together</p>	Numerals commercial and teacher made bulletin boards Number charts Sand paper figures Picture matching cards Picture dominoes Peg boards Number tray	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks

Mathematics Syllabus

Numerals

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Compositions of number	Combines sets	000 00 00000 3 and 2 make	A Number line Coloured number strips	
Ordering numbers	Orders numbers	<ul style="list-style-type: none"> ◆ Uses the Number Line ◆ Each child orders sets as he builds up or decrease by 1 ◆ Order materials in sizes and numbers from little to big and vice versa ◆ Allow children to identify the 'number before' or the 'number after' 	Skittles A variety of number rhymes and jingles including: Ten Brown Buns In the Bakers Shop, Mother Duck Went Out To Play, One Little Finger	

Mathematics

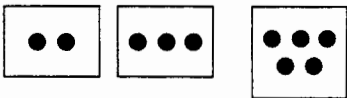
Syllabus

Numerals

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Odd numbers Even number	Classifies numbers as odd or even	<ul style="list-style-type: none"> ◆ Place 6 counters on the desk. Ask students to put them into pairs. ◆ Place 9 counters on the desk. Ask children to put them in pairs. ◆ Ask children to tell what they have noticed. ◆ All even numbers make pairs ◆ All odd numbers have one left over. 	Counters	

Mathematics Syllabus

NUMERALS

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Combines sets Addition (totals 10 or less) The Plus sign (+) Add 1 digit numbers vertically and horizontally to make totals of 20 or less	Combines sets Memorises addition facts up to 20	<ul style="list-style-type: none"> ◆ Uses a variety of concrete materials while joining sets of objects together ◆ Simple oral problem solving activities e. g. ◆ Natasha had 3 lollipops Kimberley gave her one more. How many Lollipops did she have altogether. <p>Use real-life situations to form problems</p> <p>Use pictorial representations in combining sets e.g.</p> <p>(a) ◆◆ and ◆◆ makes ◆◆◆</p> <p>(b) </p> <p>2 and 3 make</p> <ul style="list-style-type: none"> ◆ Skip counting in ones ◆ Skip counting in twos ◆ Skip counting in fives and tens ◆ Use of number line ◆ Teacher draws large number line on the floor <p>Child takes three steps and then two more. Class orally repeats the number sentence to correspond with activities done by the child</p>	Use Rhymes Ten in a Bed One night Ago When We Were All In Bed Number lines Numeral cards Manipulative materials Number line Number strips Skittles Number dominoes Large wooden dice Number bond charts Place value charts	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks

Mathematics

Syllabus

Addition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Addition: vertical and horizontal Column addition Equal, sum, total, and, plus, altogether, in all	Adds 1-digit numbers vertically and horizontally with totals up to 18 Uses language associated with addition	<ul style="list-style-type: none"> ◆ Number sentence: e.g. $3 + 2 = 5$ Three steps and two steps make five steps $\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$ ◆ Use of work cards, work books to add numbers ◆ Problem solving activities involving addition of 1 digit numbers with totals up to 18 ◆ Use of concrete materials to add 3 numbers vertically and horizontally ◆ Using this practical approach teacher and child builds up number combinations ◆ Use of skittles to assist with combining sets ◆ Manipulates dominoes to make number combinations ◆ Use of dice with numerals one to six to make number combinations ◆ Use of number sentence board ◆ Activities to build number bonds of numbers up to and including 10. ◆ Activities may also be extended to aid in the addition of two digit numbers: 	NB: Make skittles by filling pet bottles with sand and painting them. Attach one numeral to each bottle Store in six pack crates Pep bottles Work cards Work books Manipulatives Counting frame, etc.	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks

Mathematics Syllabus

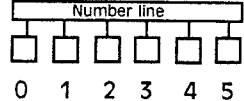
Addition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT		
Collective words: Half-dozen Dozen Pair Couple Double Triple; triplet Decade Half-century Century Millennium	Recognises numberwords and number symbols Uses the collective noun that represents a number	<ul style="list-style-type: none">◆ Adding without regrouping◆ Adding with regrouping◆ Three-digit numbers with and without regrouping◆ Use of arrow graphs to reinforce addition facts ◆ Teacher Made Puzzles e.g. cut face cards in half (make the cutting lines different on the separate cards, so that only two correct halves will fit together). Then the cards are matched together as puzzles. (A variety of number puzzles can be made for matching numerals to objects the written name of the numeral to either objects or the numeral. These can be constructed and geared to the developmental levels of the children.) <table border="1"><tr><td>10</td><td>decade</td></tr></table> <ul style="list-style-type: none">◆ Uses stencils to form numerals◆ Draws around number templates	10	decade	Number puzzles Used calendars Numeral cards Number matching cards Stencils Flannel graph Magnetic board Templates Teacher made textured Numeral tiles	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks
10	decade					

Mathematics

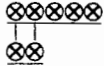

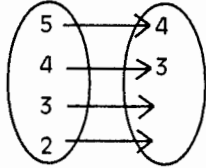
Syllabus

Subtraction

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Subtraction: (from totals 10 or less) The minus sign (-) Aspects of subtraction (a) taking away	Partitions sets Subtracts from totals of 10 or less	<ul style="list-style-type: none"> ◆ Rhymes and songs involving Subtraction Ten green bottles Ten on the bed Five currant buns Five little ducks etc. ◆ Use everyday life experiences to perform subtraction operations e.g. ◆ Shelly had 5 sweets, she ate 1, how many sweets were left? ◆ Teacher calls 5 children to the front of the class. Teacher asks 2 children to go back to their seats. How many are left at the front of the class? ◆ This activity is recorded as $5-2=3$ ◆ Use manipulatives concrete materials to solve subtraction problems ◆ Use of skittles for subtraction ◆ Use of dice ◆ Use of number line ◆ Use of bead bars 	Rhymes and songs Variety of materials Bead/bars Abacus Number line: Number line can be made from different materials, card, wood etc  Number line made from Strip of wood, Cup hooks, Numeral cards Skittles Number line Bead bars Arrow graphs	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks Observation Checklist Portfolios Conferencing

Mathematics Syllabus

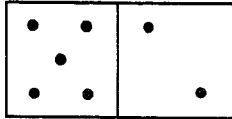
Subtraction

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Subtraction: (from totals 10 or less) (b) Comparing	Memorises subtraction facts up to 10	<ul style="list-style-type: none"> ◆ Use arrow graphs to reinforce subtraction facts ◆ Uses work cards ◆ Questioning e.g. ◆ Present the situation as follows: Kim has 5 dolls and two teacups. ◆ Pose the question: How many more dolls are there than teacups? ◆ Through the process of matching, the child will develop the concept that the above question involves subtraction. The mathematical statement to the above question is recorded as follows:  $5 - 2 = 3$ ◆ Teacher places 5 stars and three circles on the table. Children are asked: How many more stars are there than circles? Child matches stars with circles solves the problem.  $5 - 3 = 2$ 	Skittles Number line Bead bars Arrow graphs Teacher made charts -1  Arrow graph Balls, hats Pebbottles Chalkboard Subtraction cards Bottle caps Straws Juice cartons Missing addend Strips	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks

Mathematics

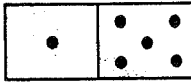
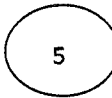
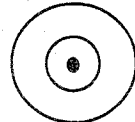
Syllabus

Subtractions

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Aspects of Subtraction (b) Comparing Subtraction as the Inverse of addition (missing addends)	Link subtraction with addition	<ul style="list-style-type: none"> ◆ Use dominoes and domino patterns for comparing  <p>Child compares two sets of dots by pairing to discover the difference between 5 and 2</p> <ul style="list-style-type: none"> ◆ Questioning: Teacher displays a set of 7 juice cartons and 3 straws Teacher asks questions such as: Are there as many straws as there are cartons? How many more straws are needed so that there are the same number as the cartons? ◆ Teacher and pupils record and read the above information on a sentence board e.g., 3 and how many more make 7? $3 + () = 7$ ◆ Teacher explains to class that a blank space is used to indicate that we are trying to find the number that must be added to 3 to make 7 	Peppobottles Chalkboard Subtraction cards Bottle caps Straws Juice cartons Missing addend strips	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks

Mathematics Syllabus

Subtraction

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Subtraction as the inverse of addition (missing addends) Patterning Commutative property for addition e.g. $7+3=10$ $3+7=10$	<p>Identifies and uses patterns for problem solving</p> <p>Manipulates patterns which emphasize the commutative property of addition</p>	<ul style="list-style-type: none"> Children match straws to juice cartons to arrive at the answer Using domino patterns ask the following questions:  How many dots must be added to the smaller number so that there are as many as the larger number $1 + () = 5$ Makes use of patterns to arrange sets of addition and subtraction e.g. $1+1=2$ $2+1=3$ $3+1=4$ $1+2=3$ $2+2=4$ $3+2=5$ $1+3=4$ $2+3=5$ $3+3=6$ Practice in making up number stories $0+5$ $6-1$ $4+1$ $7-2$ $3+2$ $8-3$ $2+3$ $9-4$ $1+4$ $10-5$ $5+0$ 	<p>Addition Wheel</p> <p>Cut out two circles one a quarter inch smaller than the other</p> <p>Use paper fastener to join at the centre (wheel can be used for any activity)</p>  <p>Unifix blocks Lego blocks Egg cartoons Counters etc.</p>	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Conferencing</p> <p>Teacher made test</p> <p>Performance tasks</p>

Mathematics

Syllabus

Place Value

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Place Value Bundling The Structure of Numbers	<p>Understanding the idea of place value</p> <p>Records numbers using column headings.</p> <p>Uses zero as a place holder.</p> <p>Records numbers without column headings</p>	<ul style="list-style-type: none"> ◆ Question children about the position of digits in numbers. E.g. In the number 13 which digit is on the left which digit is on the right, which digit is a number of tens. ◆ Child uses spike abacus and beads to represent various numbers requested by the teacher. ◆ Self correcting flash cards ◆ Child uses self correcting flash cards to verify numbers represented ◆ Bean Bag Hop Scotch Draw on huge piece of card One place value mat Write a set of numbers on the place value mat e.g. Provide children with numeral cards and two bean bags. (1 red for tens and 1 black for ones). Child selects a number from a pile of cards. He throws bean bags onto the place value mat to represent the number selected. If bean bags land on the correct representation of that number, child will hop scotch on the mat to the said number. 	Place Value mat	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Conferencing</p> <p>Teacher made test</p> <p>Performance task</p>

Mathematics Syllabus

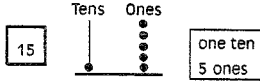
Place Value

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT																								
Place Value Bundling The Structure of Numbers	Understanding the idea of place value Records numbers using column headings. Uses zero as a place holder. Records numbers without column headings	<table><tr><th>TENS</th><th>ONES</th></tr><tr><td>3</td><td>1</td></tr><tr><td>0</td><td>2</td></tr><tr><td>1</td><td>2</td></tr><tr><td>0</td><td>3</td></tr><tr><td>2</td><td>1</td></tr></table>	TENS	ONES	3	1	0	2	1	2	0	3	2	1	Numeral cards Place value charts Circular display boards (discarded circular cardboard from publishers e.g. Nation publishing, Advocate publishing, Ensopac etc) Make your own wheel : Cut out two wheels one slightly smaller than the other. Add the pairs of numbers together. Turn the wheel. Add the new pairs together Parking Lot Game Triple sorting tray Made from match boxes or quarter litre cartons Tens Ones Number Word <table><tr><th>TENS</th><th>ONES</th><th>NUMBERS</th><th>WORD</th></tr><tr><td>2</td><td>5</td><td>25</td><td></td></tr><tr><td>1</td><td>0</td><td>10</td><td>Ten</td></tr></table>	TENS	ONES	NUMBERS	WORD	2	5	25		1	0	10	Ten	Observation Checklist Portfolios Teacher made test Conferencing Performance task
TENS	ONES																											
3	1																											
0	2																											
1	2																											
0	3																											
2	1																											
TENS	ONES	NUMBERS	WORD																									
2	5	25																										
1	0	10	Ten																									

Mathematics

Syllabus

Place Value

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Explain notation Vocabulary associated with place value: tens, ones, hundreds, bundles, digits		<p>Game: "Find Your Partner"</p> <ul style="list-style-type: none"> Teacher provides sets of paired cards which represent the following data e.g. Numeral, Pictorial Representation words associated with place value  <ul style="list-style-type: none"> Each child randomly selects a card from a bag or other container At a given signal (eg. blow of whistle, clap of hands etc). Children set about finding their partner by pairing and matching cards. He uses straws pencils, strips of card tooth picks etc. to group the number into tens and ones, to determine the right answer Parking Lot Game Children park cut out cars with pictorial representations of place value Teacher made cards focusing on numbers through 15; 15 through 20; 20 through 30 up to 99 can be used 	<p>Circular display boards (discarded circular cardboard from publishers e.g. Nation publishing, Advocate publishing, Ensepac etc)</p> <p>Make your own wheel Cut out two wheels one slightly smaller than the other. Add the pairs of numbers together. Turn the wheel. Add the new pairs together</p>	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Teacher made test</p> <p>Conferencing</p> <p>Performance tasks</p>

Mathematics Syllabus

Place Value

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT																							
<p>Building numbers 10 to 15 and beyond</p> <p>Investigating place value in numbers up to 99.</p> <p>Combining numbers involving addition without regrouping</p>		<ul style="list-style-type: none">◆ Practical work using concrete objects e.g. Use triple sorting tray to sort numbers 10 to 15 like this Put out 10 counters Write the number Add 1 more to next row Count and write the new numbers Do this until you reach the last row◆ For practice and reinforcement:◆ Use a variety of teacher/made concrete and semi concrete activities Let children work in pairs One child displays a numeral card e.g. <table><tr><td>15</td></tr></table> Second child counts out 15 straws and makes a bundle of 10 and 5 ones◆ Children collaborate and record the number presented.◆ Second child displays a numeral card e.g. <table><tr><td>23</td></tr></table> and the other child puts out 2 bundles of 10 and 3 ones. Children work in pairs to combine the bundles of tens and ones to find the total. <p>e.g.</p> <table><tr><td>1 tens</td><td>5 ones</td><td>15</td></tr><tr><td>2 tens</td><td>3 ones</td><td>+ 23</td></tr><tr><td colspan="2"><hr/></td><td>38</td></tr><tr><td>3 tens</td><td>8 ones</td><td></td></tr></table>	15	23	1 tens	5 ones	15	2 tens	3 ones	+ 23	<hr/>		38	3 tens	8 ones		<p>Parking Lot Game Triple sorting tray Made from match boxers or quarter litre cartons</p> <table><tr><th>Tens</th><th>Ones</th><th>Number and Number word</th></tr><tr><td>2</td><td>5</td><td></td></tr><tr><td>1</td><td>6</td><td>16 sixteen twelve</td></tr></table> <p>Numerals cards one to 99. Yogurt cups, quarter litre milk, Juice boxes etc. Labeled tens, ones</p> <p>Match sticks straws, polar sticks, strips of cards etc. rubber bands or string</p>	Tens	Ones	Number and Number word	2	5		1	6	16 sixteen twelve	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Teacher made test</p> <p>Conferencing</p> <p>Performance tasks</p>
15																											
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1	6	16 sixteen twelve																									

Mathematics Syllabus

Addition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Addition of tens and ones without regrouping		<ul style="list-style-type: none"> ◆ Use of Work Cards e.g. ◆ How many tens and ones Tens and ones ◆ How many fingers altogether? e.g. Count them. Write how many are shown in each set. 	Teaching Mathematics in Primary Schools D. Paling, Oxford Caribbean Primary Mathematics Integrated Mathematics for Primary Schools	Observation Checklist Portfolios Teacher made test Conferencing Performance task

Mathematics Syllabus

Addition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT															
Number 10 - 18 24 - 48 to 81 to 100 Problem solving: numbers up to 100	Grouping in tens numbers above 10 one less/one more	<table border="1"> <thead> <tr> <th></th><th>Tens</th><th>Ones</th><th>Numeral</th><th>Number Names</th></tr> </thead> <tbody> <tr> <td>0000000000 0</td><td></td><td></td><td>11</td><td>eleven</td></tr> <tr> <td>0000000000 00000</td><td>1</td><td>5</td><td>15</td><td>fifteen</td></tr> </tbody> </table> <ul style="list-style-type: none"> ◆ Activities involving circling the numbers in the tens place; or in the ones place ◆ Use of Groups ◆ Building up numbers from 10 through 100 ◆ Activities to reinforce concept of one less one more with two digit numbers ◆ Use concrete materials and pictorial representation to develop and reinforce the concepts of 10 less and ten more with numbers above 10. ◆ Teacher discussion and demonstration ◆ Practical activities involving bundling ◆ Problem solving of everyday situations 		Tens	Ones	Numeral	Number Names	0000000000 0			11	eleven	0000000000 00000	1	5	15	fifteen	Teaching Mathematics in Primary Schools D. Paling, Oxford Caribbean Primary Mathematics Integrated Mathematics for Primary Schools	
	Tens	Ones	Numeral	Number Names															
0000000000 0			11	eleven															
0000000000 00000	1	5	15	fifteen															

Mathematics Syllabus

Addition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT																								
Addition of 2-digit to 1-digit numbers without regrouping	Add two or more 2 - digit numbers	<table><tr><td>Tens</td><td>Ones</td><td>Tens</td><td>Ones</td></tr><tr><td>2</td><td>5</td><td>6</td><td>1</td></tr><tr><td>+</td><td>3</td><td>+</td><td>4</td></tr><tr><td colspan="2"><hr/></td><td colspan="2"><hr/></td></tr></table>	Tens	Ones	Tens	Ones	2	5	6	1	+	3	+	4	<hr/>		<hr/>		Teaching Mathematics in Primary Schools D. Paling, Oxford Caribbean Primary Mathematics									
Tens	Ones	Tens	Ones																									
2	5	6	1																									
+	3	+	4																									
<hr/>		<hr/>																										
Addition of 2-digit to 2-digit numbers without regrouping	Understand the idea of regrouping	<table><tr><td>T</td><td>O</td><td>T</td><td>O</td><td>T</td><td>O</td></tr><tr><td>3</td><td>2</td><td>6</td><td>3</td><td>4</td><td>0</td></tr><tr><td>+4</td><td>5</td><td>+2</td><td>1</td><td>+5</td><td>9</td></tr><tr><td colspan="2"><hr/></td><td colspan="2"><hr/></td><td colspan="2"><hr/></td></tr></table>	T	O	T	O	T	O	3	2	6	3	4	0	+4	5	+2	1	+5	9	<hr/>		<hr/>		<hr/>		Integrated Mathematics for Primary Schools	
T	O	T	O	T	O																							
3	2	6	3	4	0																							
+4	5	+2	1	+5	9																							
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Addition of 2-digit to 1-digit numbers with regrouping		<table><tr><td>T</td><td>O</td><td>T</td><td>O</td><td>T</td><td>O</td></tr><tr><td>3</td><td>6</td><td>8</td><td>4</td><td>4</td><td>6</td></tr><tr><td>+</td><td>7</td><td>+</td><td>9</td><td>+</td><td>8</td></tr><tr><td colspan="2"><hr/></td><td colspan="2"><hr/></td><td colspan="2"><hr/></td></tr></table>	T	O	T	O	T	O	3	6	8	4	4	6	+	7	+	9	+	8	<hr/>		<hr/>		<hr/>			
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T	O	T	O	T	O																							
2	8	2	8	5	9																							
+1	9	+1	2	+3	4																							
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		<ul style="list-style-type: none">◆ Teacher discussion and demonstration◆ Practical activities involving bundling of tens◆ Use of every day situations for problem solving◆ Use of workcards for reinforcement																										

Mathematics Syllabus

Subtraction

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Subtraction of 1 digit from 2-digit numbers without regrouping	Perform subtraction with and without regrouping	$\begin{array}{r} T \ 0 \\ 3 \ 5 \\ - \ 4 \\ \hline \end{array}$ $\begin{array}{r} T \ 0 \\ 5 \ 7 \\ - \ 7 \\ \hline \end{array}$ $\begin{array}{r} T \ 0 \\ 4 \ 6 \\ - \ 8 \\ \hline \end{array}$	Teaching Mathematics in Primary Schools D. Paling Oxford Caribbean Primary Mathematics Integrated Mathematics for Primary Schools	Observation Checklist Portfolios Teacher Made Test Conferencing Performance task
Subtraction of 2 digits from 2-digit numbers without regrouping		$\begin{array}{r} T \ 0 \\ 4 \ 3 \\ - 3 \ 1 \\ \hline \end{array}$ $\begin{array}{r} T \ 0 \\ 5 \ 7 \\ - 3 \ 0 \\ \hline \end{array}$ $\begin{array}{r} T \ 0 \\ 6 \ 8 \\ - 2 \ 3 \\ \hline \end{array}$		
Subtraction of 2 digits from 2-digit numbers with regrouping		$\begin{array}{r} T \ 0 \\ 9 \ 3 \\ - \ 6 \\ \hline \end{array}$ $\begin{array}{r} T \ 0 \\ 7 \ 0 \\ - \ 9 \\ \hline \end{array}$ $\begin{array}{r} T \ 0 \\ 8 \ 1 \\ - \ 4 \\ \hline \end{array}$		

Mathematics Syllabus

Subtraction

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Subtraction of 2 digit from 2 digit numbers with regrouping	Subtract with regrouping	$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 1 \\ -1 \quad 6 \\ \hline \end{array}$ $\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 2 \\ -2 \quad 5 \\ \hline \end{array}$ $\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 4 \\ -1 \quad 7 \\ \hline \end{array}$	Teaching Mathematics in Primary Schools D Paling, Oxford Caribbean Primary Mathematics Integrated Mathematics for Primary Schools	
Place value involving hundreds	Understand the use of place value in subtraction	<ul style="list-style-type: none"> ◆ Preliminary activities, stationery, field trips to supermarkets. Engage students in activities which require them to investigate items that are packaged in quantities of 10's, 25's, 50's, 100's. E.g. table napkins, plastic cups, straws, pampers, plastic forks, matches etc. ◆ Practical activities in bundling up to hundreds. ◆ Use of manipulatives (abacus, unifix blocks, place value blocks etc) to represent numbers e.g. 21, 12, 105, 358 36, 63, 501, 583 ◆ Use of work cards to reinforce concept of place value involving hundreds. 		

Mathematics Syllabus

Subtraction

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Place value: Expanded Notation	Write in figures the given expanded numbers	<p>◆ Write the number described in each situation</p> <p>(a) <div style="border: 1px solid black; padding: 5px; display: inline-block;"> 3 in the ones place 2 in the tens place T 0 = </div></p> <p>b) Sort the numbers in the correct boats/houses</p> <p>(c) Use work cards/work sheets including the following basic activities and instructions:</p> <p>◆ Write the following in numerals e.g. 2 tens 6 ones </p> <p>8 hundreds, 2 tens, 4 ones </p>	Teaching Mathematics in Primary Schools D. Paling, Oxford Caribbean Primary Mathematics Integrated Mathematics for Primary Schools	

Mathematics

Syllabus

Addition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT								
Expanded Notation	Write figures in expanded form	<p>◆ Write the following in expanded form e.g. 26 = <input type="text" value="20 + 6"/></p> <p>52 = <input type="text"/></p> <p>315 = <input type="text"/></p> <p>135= <input type="text"/></p> <p>200 + 2 + 20 = <input type="text"/></p> <p>◆ Give the value of the underlined digits: 1<u>1</u>3; 9<u>1</u>; <u>3</u>11</p> <p>◆ Add the following</p> <table><tr><td>300</td><td>5</td></tr><tr><td>40</td><td>20</td></tr><tr><td><u>+ 6</u></td><td><u>+ 200</u></td></tr><tr><td><u> </u></td><td><u> </u></td></tr></table>	300	5	40	20	<u>+ 6</u>	<u>+ 200</u>	<u> </u>	<u> </u>	Teaching Mathematics in Primary Schools D. Paling, Oxford Caribbean Primary Mathematics Integrated Mathematics for Primary Schools	
300	5											
40	20											
<u>+ 6</u>	<u>+ 200</u>											
<u> </u>	<u> </u>											

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Addition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Addition of 3-digit to 1-digit numbers without regrouping	Add without regrouping	<ul style="list-style-type: none"> ◆ Order of numbers ◆ Make these numbers greater by 10 ◆ Make these numbers greater by 1 ◆ Make these numbers greater by 100 ◆ Teacher discussion and demonstration ◆ Practical activities involving bundling ◆ Problem solving of everyday situations ◆ Use of work cards for reinforcement <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> H T O 2 4 0 + 6 <hr style="width: 50px; margin: 0 auto;"/> <hr style="width: 50px; margin: 0 auto;"/> </div> <div style="text-align: center;"> H T O 3 0 5 + 6 <hr style="width: 50px; margin: 0 auto;"/> <hr style="width: 50px; margin: 0 auto;"/> </div> </div>	Teaching Mathematics in Primary Schools D.Paling, Oxford Caribbean Primary Mathematics Integrated Mathematics for Primary Schools	

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Addition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Addition of 3-digit numbers to 2-digit numbers without regrouping.	Add without and with regrouping	$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 3 \quad 5 \quad 1 \\ + \quad 2 \quad 6 \\ \hline \end{array}$	Teaching Mathematics in Primary Schools D. Paling, Oxford Caribbean Primary Mathematics Integrated Mathematics for Primary Schools	
Addition of 3-digit numbers to 3-digit numbers without regrouping		$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 2 \quad 1 \quad 5 \\ +4 \quad 0 \quad 1 \\ \hline \end{array}$		
Addition of 2-digit and 2-digit numbers with regrouping in both tens and ones columns		$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ \quad \quad 2 \quad 8 \\ + \quad 8 \quad 2 \\ \hline \end{array}$		
Addition of 3-digit and 3-digit numbers with regrouping		$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad 8 \quad 6 \\ +2 \quad 4 \quad 7 \\ \hline \end{array}$		

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Subtraction

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Subtraction of 3-digit from 3-digit numbers without regrouping Subtraction of 3-digit from 3-digit numbers with regrouping	Subtract without and with regrouping	<ul style="list-style-type: none"> ◆ Teacher Discussion and Demonstration ◆ Practical activities involving bundling ◆ Problem solving of everyday situations ◆ Use of work cards for re-inforcement $\begin{array}{r} \text{H T O} \quad \text{H T O} \\ 646 \quad 639 \\ -231 \quad -407 \\ \hline \end{array}$ $\begin{array}{r} \text{H T O} \quad \text{H T O} \quad \text{H T O} \\ 519 \quad 583 \quad 904 \\ -347 \quad -135 \quad -481 \\ \hline \end{array}$ Multiplication Combining equal groups of 2, 3 and 4 <ul style="list-style-type: none"> ◆ Teacher Discussion and Demonstration ◆ Practical activities involving grouping ◆ Problem solving of everyday situations 	Place Value block Unifix blocks Abacus Integrated Mathematics for Primary Schools Bk 2 Caribbean Primary Mathematics Bk 2	

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Multiplication

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT										
Multiplication	Reinforce concepts of multiplication	<div>◆ Use of work cards for re-enforcement</div> <table><tr><td></td><td>1 bicycle has □ wheels 1 set of 2 wheels =□</td></tr><tr><td></td><td>1 tricycle has □ wheels 1 set of 3 wheels =□</td></tr><tr><td></td><td>1 car has □ wheels 1 set of 4 wheels =□</td></tr><tr><td></td><td>1 hand has □ fingers 1 set of 5 fingers =□</td></tr></table> <div>◆ Repeat the pattern using 2 sets e.g.</div> <table><tr><td></td><td>2 tricycle have □ wheels 2 set of 3 wheels =□</td></tr></table>		1 bicycle has □ wheels 1 set of 2 wheels =□		1 tricycle has □ wheels 1 set of 3 wheels =□		1 car has □ wheels 1 set of 4 wheels =□		1 hand has □ fingers 1 set of 5 fingers =□		2 tricycle have □ wheels 2 set of 3 wheels =□	Counters Egg Boxes Sorting Tray Counting Sticks Interlocking cubes	
	1 bicycle has □ wheels 1 set of 2 wheels =□													
	1 tricycle has □ wheels 1 set of 3 wheels =□													
	1 car has □ wheels 1 set of 4 wheels =□													
	1 hand has □ fingers 1 set of 5 fingers =□													
	2 tricycle have □ wheels 2 set of 3 wheels =□													

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Multiplication

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Multiplication as repeated addition of the same number e.g. $2+2=4$ $2+2+2=6$ $2+2+2+2=8$ etc. Multiplication sign (x) Use language associated with multiplication sets, groups, pairs - add times, multiply, repeat, add, equal	<p>Understands the idea of multiplication and its various aspects</p> <p>Demonstrates multiplication as repeated addition</p>	<ul style="list-style-type: none"> ◆ Use of unifix blocks to show repeated addition ◆ Use of Lego blocks to show repeated addition ◆ Use of egg boxes and egg crates to demonstrate repeated addition ◆ Use of children to demonstrate, repeated addition e.g., ask 4 children to stand in front of class ◆ Ask first child to raise both arms. Communicate with children to establish notion of one set of two. Second child raises 2 arms 2 sets of 2 Third child raises 2 arms 3 sets of 2 etc. ◆ Record statement for each group of 2. Hence: $1 \text{ child} = 1 \text{ set of } 2$ $2 \text{ children} = 2 \text{ sets of } 2$ $3 \text{ children} = 3 \text{ sets of } 2$ $4 \text{ children} = 4 \text{ sets of } 2$ $2+2+2+2=8$ $2 \times 4=8$ ◆ Repeat with feet, eyes, ears, shoes etc. 	<p>Egg boxes, egg crates, drink crates, six pack crates Unifix blocks, lego blocks, sorting trays interlocking cubes, number rods, calculators, number lines, counting stick</p> <p>Peg boards and pegs</p> <p>Materials which allow for repeated addition e.g. Animals 4 legs Vehicles 4 wheels Stools 3 legs Tripods 3 legs Spectacles 2 lenses Pairs e.g. socks, ribbons, shoes etc.</p>	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Conferencing</p> <p>Teacher made test</p> <p>Performance tasks</p>

Mathematics

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Division

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Division as sharing -Knows what is fair sharing -Sharing equally -Shares with remainder Language associated with sharing and division: share divide, groups, remainder equal, odd; even; same amount; equally Finds half of even numbers up to 18	Understands the idea of division and its various aspects	<p>0 1 2 3 4 5 6 7 8</p> <ul style="list-style-type: none"> ◆ Use pegboard and other manipulatives to build up multiples of two ◆ Teacher engages the children in several practical simple everyday sharing problems e.g. Shaka has six lego blocks. He shares them with Kyle and Ryan so that each of them have the same amount. How many does each boy have? ◆ Practical activities to demonstrate fair sharing e.g. Pupils place twelve blocks on a meat tray. They share the blocks into different sets. Use card plates, share the blocks into 2 equal sets. Question how many are in each group? 	Interlocking cubes Number rods Counters, margarine tubs, yogurt cups, vegetable trays, matches, calculators boxes	Observation Checklist Portfolios Conferencing Teacher made test Performance tasks

Mathematics

Syllabus

Division

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Division as Sharing -Knows what is fair sharing -Sharing equally -Shares with remainder Language associated with sharing and division: share divide, groups, remainder equal, odd; even; same amount; equally Finds half of even numbers up to 18	Understands the idea of division and its various aspects	<ul style="list-style-type: none"> ◆ Repeat this activity for other amounts up to 18 ◆ Share bottle caps equally into 2 ice-cream containers ◆ Share match sticks equally into 3 match boxes. ◆ Share large seeds into 4 containers etc. ◆ Record the activity like this 12 makes 2 sets of 6 ◆ Activities involving sharing with a remainder ◆ Use paper plates (or other container) to share an uneven number of counters etc. e.g.15 counters makes 2 sets of 7 remainder 1 counter etc. 	Interlocking cubes Number rods Counters, margarine tubs, yogurt cups, vegetable trays, match, calculators boxes	Observation Checklist Portfolios Conferencing Teacher made test Performance task

Mathematics Syllabus

Division

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Division as Sharing		<ul style="list-style-type: none"> Pupils use rods or sticks or interlocking cubes or lego blocks to investigate which amounts can be divided into halves Worksheet activities used counters to share the number equally <p>4 is ()+()</p> <p>6 is ()+()</p> <p>8 is ()+()</p> <p>10 is ()+()</p> <p>12 is ()+()</p> 		Observation Checklist Portfolios Conferencing Teacher made test Performance tasks
Place Value	Understanding the idea of place value	<ul style="list-style-type: none"> Finger counting games Distribute two sets of number symbols cards to each child. Teacher or leader engages the children in a finger game as indicated below. 	Tens and ones tally boxes Tens and ones Spike abacus with beads	
Bundling	Records numbers using column headings.	Leader opens and closes hands several times to indicate any number, example Open and close hands 4 times to represent 40 Child holds up two cards in one hand to show the number acted out. Example 40.	A Spin Wheel can be used for teaching as well as testing place value.	
The Structure of Numbers	Uses zero as a place holder. Records numbers without column headings	Repeat this activity to indicate numbers such as 25, 47 where sets of ten are combined with sets of fewer numbers.	NB: An Abacus can be made from pieces of wood (oasis or thick foam dowel, pep bottle covers/beads)	

Mathematics Syllabus

Division

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Division equal sharing		<ul style="list-style-type: none"> ◆ Discussion and Demonstration of practical every day situations involving sharing. ◆ Practical activities involving sharing ◆ Oral and written problems involving sharing. ◆ Use of work cards for reinforcement. 	Class room shop	
Language associated with division		<ul style="list-style-type: none"> ◆ Share one banana equally among 2 children. ◆ Oral and written problems involving sharing ◆ e.g. John had 10 marbles. He shared them equally among his five friends. How many did each friend get? 	Counters, cubes, marbles, yogurt, margarine containers, paper plates, paper clips, legos shapes, blocks, pegs, peg board etc	
Share, divide, among, between, each, halving, remainder, sets, groups, equal, quarters.		<ul style="list-style-type: none"> 5 friends got ____ marbles each 10 is ____ sets of 2 		

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TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Unequal sharing	<p>Develops the concept of equal sharing to perform division tasks</p> <p>Develops the concept of division with remainders.</p> <p>Shows understanding of the concept of division</p>	<ul style="list-style-type: none"> ◆ Shares using one to one correspondence e.g. I have 6 sweets. I have 3 friends. How many will each friend get? ◆ Pupils share one sweet at a time to each child. Problem solving involving the sharing of coins e.g. Jason had 14 cents. He shares the money with 2 friends. How much money did Jason and his friends receive? ◆ Use rods, sticks, cakes etc to find which amounts can be halved and which cannot. Record sets of odd and even numbers. ◆ Use cubes and three paper plates to find out which amounts will share equally between the plates leaving no remainder and which will have a remainder. e.g. 15 cubes makes 3 sets of 5 17 cubes makes 3 sets of 5 and 2 remainder ◆ Draw a picture to show division .e.g. $14 \div 2$ and then write the answer. ◆ Use counters to find the answer to $15 \div 2$ ◆ Use the number line to divide $12 \div 3 =$ 	<p>Manipulatives concrete and semi-concrete materials</p> <p>Workcards</p> <p>Workbooks</p> <p>Counters</p> <p>Number line</p>	

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Multiplication

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
The commutative property	Develops the concept of the commutative property of multiplication	<p>e.g. continued</p> <ul style="list-style-type: none"> ◆ Ron has 4 bunches of bananas. There are 3 bananas in each bunch. How many bananas has he in all? Kim has 3 bunches of bananas. There are four bananas on each bunch. How many bananas has she in all? <p>(Emphasize the point that 4×3 gives the same product as 3×4) i.e</p> $4 \times 3 = 12$ $3 \times 4 = 12$ <ul style="list-style-type: none"> ◆ Use work cards/work sheets including the following basic activities and instructions: ◆ Encircle the correct statement in each of the following. ◆ Write the number sentence to show: 2 sets of 3 or 2×3 3 sets of 2 or 3×2 ◆ Draw to show the following: 5 sets of 3 and 3 sets of 5 ◆ Use matrices to develop the commutative property of multiplication. 	<p>Workbooks</p> <p>Work-cards</p> <p>Manipulatives</p> <p>Number line</p>	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Teacher made test</p> <p>Conferencing</p> <p>Performance task</p>
Multiplication using the number line	Uses the number line to solve multiplication problems	<p>Use of the number line to demonstrate multiplication.</p> <p>(Remember always start at Zero)</p>		

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Multiplication

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Multiplication	Builds & uses multiplication tables	<ul style="list-style-type: none"> ◆ Activities involving multiplication by 2 ◆ Building multiplication tables for sets of 2 <div style="margin-left: 20px;"> $1 \text{ set of } 2 = 2$ $1 \times 2 = 2$ $2 \text{ sets of } 1 = 2$ $2 \times 1 = 2$ $2 \text{ sets of } 2 = 4$ $2 \times 2 = 4 \text{ etc}$ </div> ◆ Building number tables for sets of 3, 5, 10 ◆ In one box there are 12 crayons. ◆ How many crayons are there in 3 boxes 	Egg crates Drink crates Teacher made Trays Matrices Work cards Work books	Observation Checklist Portfolios Teacher made test Conferencing Performance task

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Multiplication

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Multiplies 2-digit by 1 digit number with regrouping		<p>◆ On each tray there are 26 cups. How many cups are there in 3 trays</p> $\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 6 \\ \times \quad 3 \\ \hline \end{array}$ <p>◆ Multiplying by five to ten</p> <p>◆ Counting in fives to tens</p> <p>$5 + 5 = 2 \text{ five} =$</p> <p>$2 \times 5 = 10$</p> <p>$10 + 10 + 10 = 3 \text{ ten} =$</p> <p>$3 \times 10 = 30$</p> <p>◆ Use fingers, toes, petals etc to build up multiplication facts.</p>		

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Fractions

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
The Whole Half and quarter	Identifies the whole and parts of the whole Combine fractional parts to make the whole Shares objects & sets of objects into quarters & halves.	Practical activities/Discussion ◆ Discuss how to find out $\frac{1}{2}$ of different shapes; objects, sets ◆ Divide class in $\frac{1}{2}$ - count to verify. ◆ Demonstrate the difference between cutting in half and cutting in two ◆ Discuss and demonstrate how to find $\frac{1}{4}$ of shapes, objects, Groups of objects. ◆ Engage children in paper folding activities ◆ Engage children in shading and colouring activities ◆ Use of inset fraction puzzles	beads, counters, cubes unifix blocks, coins	

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Fractions

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Quarters	Discovers that objects/quantities can be divided into equal parts	<ul style="list-style-type: none"> ◆ Cuts fruit e.g. orange into 2 equal parts. Discussion: The concept of half That 2 halves make a whole (use flannel board) ◆ Let pupils experiment with dividing materials in half – quarter, eight e.g., sheets of paper, ribbon. ◆ While halving objects pupils say "one half" of- ◆ Give paper for pupils to cut into halves, quarters ◆ Experiment with various ways of doing this ◆ Folding paper and Cutting the paper horizontally, vertically and diagonally ◆ Use the Flannel board. ◆ Make sets of parts of circular and rectangular shapes to be put together to form wholes. 	Paper, ribbon and oddments for folding and cutting. Scissors. Flannel Graph	Observation Checklist Teacher Made Test Portfolios Conferencing Anecdotal Records Performance task

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Fractions

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Halves Quarters	Discovers that objects and quantities can be divided into halves and quarters	<ul style="list-style-type: none"> ◆ Provide work sheets for students to colour halves, quarters of pictures. Let children ◆ Engage children in activities similar to those provided below; ◆ Separate a set of counters into halves, quarters. ◆ Share half a cookie with a friend ◆ Pour milk into 4 cups to show a quarter. ◆ Share a set of crayons to 2 or 4 pupils. ◆ Cut sandwiches into halves/quarters ◆ Use these and other activities to show quarters (50 cent piece = quarter dollar) (a 25 cent piece = quarter dollar) 		Observation Checklist Teacher Made Test Portfolios Conferencing Anecdotal Records Performance task

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Measurement

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Basic concepts of length, height and size Vocabulary for measurement; long, short, longer than, tall, taller than, as long as, high, higher, highest	<p>Compares materials and objects of differing lengths and heights</p> <p>Develops and uses vocabulary associated with heights and lengths</p>	<ul style="list-style-type: none"> Compares heights of self, peers, windows, doors and other objects within the environment Compares familiar objects in the environment; lengths of pencils, crayons, paper, ribbons, string, self etc. 	<p>Materials in the environment and the various learning centres</p> <p>Cuisinaire Rods, Stern Rods, Ribbons, Laces, Straw, Plasticine, Lego blocks, pictures of objects, materials for making comparison, measuring strips, charts showing comparison of heights, skipping ropes of varying lengths, hula hoops</p>	<p>Observation</p> <p>Portfolios</p> <p>Projects</p> <p>Conferencing</p> <p>Check lists</p> <p>Teacher Made Test</p> <p>Anecdotal Records</p> <p>Performance task</p>
There are similarities and differences in length, height and size	<p>Measures to compare and match materials of same and different lengths and heights</p>	<ul style="list-style-type: none"> Estimates lengths. Observes and estimates lengths of varying objects. Measures height and length of various objects using hand-spans, footsteps and other non -standard units of measure. 		
Lengths and heights can be estimated		<ul style="list-style-type: none"> Makes queues, and rows for comparison and practice in use of appropriate vocabulary. 		

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Measurement

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Conservation of length and height	Compares lengths and heights using non-standard units of measure	<ul style="list-style-type: none"> Constructs towers and other buildings from blocks, sticks bricks, cotton spools, tissue paper rolls and other discarded materials 	Rulers of different lengths, measuring tapes, thread, beads, spools, paper rolls, straw, ribbons, string, wire playdough, various materials in the environment.	Observation Portfolios Projects Checklists Conferencing Teacher Made Test Anecdotal Records Performance task
	Identifies the metric rule, measure tape, ruler as standard units of measurement	<ul style="list-style-type: none"> Uses practical measuring, involving the use of the body – hands, foot lengths. Uses measures including straws, string, ribbon, sticks, wire, threads beads, compares lengths of different objects, creating booklets using language for measurement (big and little). 	Pictures and old magazines Straws Sticks String Books	
The ruler and measuring tape, metric tape, are standard units used for measuring, length and height	Uses standard measures to measure given lengths	<ul style="list-style-type: none"> Identifies, discusses and handles rulers and other standard units of measure. 	Metric rules Metric Tapes	

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Weight

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Vocabulary associated with weight. Light, lighter, heavy, heavier, solid, more than, less than, same as, kilogram, gram	Measures mass using non-standard units Uses appropriate vocabulary to compare mass of objects	<ul style="list-style-type: none"> Discusses environmental weighing activities/at home, Clinic, school, when shopping Participates in activities using scales and balances, filling containers with sand and other materials, and balancing same. 	Sand-tray, water tray, paddling pool, pictures of various types of scales, measuring spoons, measuring cups, jars of different sizes, hollow blocks, objects from the environment with different weights, Outdoor equipment – sea-saw, balance board, stepping-stones.	Observation Checklists Portfolios Conferencing Teacher Made Test Anecdotal Records Performance task
Weight can be compared with other weights.	Estimates the weight of object using non-standard units	Weighs and balances activities associated with everyday experiences;	Plasticine, play-dough, improvise scales and balances, sand-bags	
Weight can be estimated		<ul style="list-style-type: none"> Role plays weighing dolls at clinic and hospital Weighing ingredients for cooking in dramatic play area Shopping activities involving measurement 		
Conservation of mass.	Recognises the constancy of mass.			
Standard units of measurements; measuring spoons, scale, kilograms, grams	learns names of measuring equipment.	Lifts and rearranges furniture in the classroom to make comparison of heavy, heavier, light, lighter		

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Time

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Perception of time	Demonstrates an understanding of time through daily activities	<ul style="list-style-type: none"> ◆ Discusses time periods ◆ Illustrates time periods ◆ Singing of rhymes, songs 	Rhymes and songs Games Pictures/books Charts related to children's activities at school Large classroom clock Teacher made clock	Observation Checklists Portfolios Conferencing Teacher Made Test Anecdotal Records Performance task
Morning		<ul style="list-style-type: none"> ◆ Getting up, breakfast, time for School, break time (etc.) 		
Afternoon		<ul style="list-style-type: none"> ◆ Matches time on a clock to an event: Lunch time, return to class (etc), prayers, dismissal 		
Evening		Dinner, family time, watch television, Sesame Street, etc.		
Night		Dinner time, bed time		

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Time

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Today Tomorrow Yesterday Next Week Days of the Week Next Month Next Year Months of the Year	Develops an understanding of the passing of time	<ul style="list-style-type: none"> ◆ Notes days/months on the Calendar Celebrates special events <ul style="list-style-type: none"> -Birthdays -Easter -Christmas ◆ Makes gifts cards for special events ◆ Observes, describes and represents the order of events 	Days of the week chart Months of the year charts Birthday chart/ Pictogram Calendar paper, card	

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Time

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
A deadline A short time A long time	Completes a task in a given period	<ul style="list-style-type: none"> ◆ Fixes blocks, puzzles etc. ◆ Spends time on tasks in learning centres ◆ Engages in cooking, playing activities (etc) 	Blocks, games, (etc.) Materials found in learning centres	Observation Checklists Portfolios Conferencing Teacher Made Test
Hour Half hour Quarter Hour Day, Week, Month, Century, Year Minute hand – Long Hour hand – Short Soon, Later, Early, Late, a while	Develops and uses vocabulary associated with time Measures the passing of time using timing device	<ul style="list-style-type: none"> ◆ Practices hands on experiences with the clock ◆ Sets the clock to a given time ◆ Makes individual clocks ◆ Uses the languages in everyday experiences ◆ Sing songs, rhymes, jingles ◆ Observes and discusses time devices used in the home, e.g. whistling kettles, timers, toasters, microwave 	Clocks Teacher made clocks Songs, poetry, rhymes	Anecdotal Records Performance task
Measurement of Time Hour Half hour Quarter hour	Measures time by using the clock in relation to particular activities	<ul style="list-style-type: none"> ◆ Discusses the clock face ◆ Identifies the numbers on the clock face ◆ Recognizes the order of the number on the clock ◆ Indicates given times on clocks – 3 o'clock, 12:30 etc. ◆ Recording time on the hour and half hour 	Clocks	

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Capacity/Volume

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT																																																		
Day Time Night time	Constructs graphical representations and interprets data in relation to use of time	<p>Pictographs</p> <p>Time: Discuss daytime and night time activities.</p> <p>Children construct chart to demonstrate activities undertaken at specific times. e.g. chart indicating times at which children go to bed.</p> <table border="1"> <thead> <tr> <th>Names</th><th>6:00</th><th>7:00</th><th>8:00</th><th>9:00</th></tr> </thead> <tbody> <tr> <td>Mike</td><td></td><td>✓</td><td></td><td></td></tr> <tr> <td>Kim</td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>Joey</td><td></td><td>✓</td><td></td><td></td></tr> <tr> <td>Rom</td><td>✓</td><td></td><td></td><td></td></tr> <tr> <td>Lyn</td><td></td><td>✓</td><td></td><td></td></tr> <tr> <td>Aswa</td><td></td><td></td><td>✓</td><td></td></tr> <tr> <td>Che</td><td>✓</td><td></td><td></td><td></td></tr> <tr> <td>Laura</td><td></td><td>✓</td><td></td><td></td></tr> <tr> <td>Ken</td><td></td><td>✓</td><td></td><td></td></tr> </tbody> </table>	Names	6:00	7:00	8:00	9:00	Mike		✓			Kim			✓		Joey		✓			Rom	✓				Lyn		✓			Aswa			✓		Che	✓				Laura		✓			Ken		✓			<p>Worksheets</p> <p>Clock faces</p> <p>Clock stamps</p> <p>Card clocks with movable hands.</p>	<p>Observation</p> <p>Checklists</p> <p>Portfolios</p> <p>Conferencing</p> <p>Teacher Made Test</p> <p>Anecdotal Records</p> <p>Performance Task</p>
Names	6:00	7:00	8:00	9:00																																																		
Mike		✓																																																				
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Ken		✓																																																				

Mathematics

Syllabus

Time

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT															
Day Time Night time	Understand the concepts of time through everyday activities.	<p>Tally Box</p> <p>Use tally box to tally the number of children who go to bed at specific times.</p> <table border="1"><thead><tr><th>Bedtime</th><th>Tally</th><th>Number</th></tr></thead><tbody><tr><td>6.00</td><td>11</td><td>3</td></tr><tr><td>7.00</td><td>1111</td><td>5</td></tr><tr><td>8.00</td><td>11</td><td>2</td></tr><tr><td>9.00</td><td></td><td>0</td></tr></tbody></table> <p>There are children who go to bed at 6:00 o" clock</p> <p>There are children who go to bed at 8:00 o" clock</p>	Bedtime	Tally	Number	6.00	11	3	7.00	1111	5	8.00	11	2	9.00		0	Worksheets Clock faces Clock stamps Card clocks with movable hands.	Observation Checklists Portfolios Conferencing Teacher Made Test Anecdotal Records Performance Task
Bedtime	Tally	Number																	
6.00	11	3																	
7.00	1111	5																	
8.00	11	2																	
9.00		0																	

Mathematics Syllabus

The Calendar

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
	Understands and uses the calendar. Writes the date	<ul style="list-style-type: none"> Calendar activities Shade all school days in the month Circle birthdays in the month. The first Monday is the <input type="checkbox"/> The last day of the month is <input type="checkbox"/> In which month are the most birthdays? In which month are the least birthdays? Complete block graph. 	Calendars Rhyme: Thirty days has september, April, June and November, All the rest have thirty-one, Excepting February alone, which has twenty eight days clear and twenty nine in each leap year	Observations Checklists Portfolios Conferencing Teacher Made test Performance task

Mathematics

Syllabus

Capacity/Volume

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Pouring Full Half full Empty Holds more Holds less	Demonstrates an understanding that liquids can be dispensed and measured using non-standard measures	<ul style="list-style-type: none"> ◆ Free play with sand and water to provide practice in pouring ◆ Pours water into containers at different levels to show full, half-full, empty, holds more, holds less 	Containers of various sizes and shapes Water trough Pools Sand tray Eye droppers Standard measures Spoons, cups and jugs Sieve Sponge Measuring cup Bottle caps Soda bottles of varying sizes Glasses Cups Litre containers Half litre containers Quarter litre containers	Observation Checklists Portfolios Conferencing Teacher Made Test Anecdotal Records Performance Task
More Less Quarter Half	Uses vocabulary associated with the measurement of liquids	<ul style="list-style-type: none"> ◆ Engages in activities to demonstrate an understanding of measurement ◆ Plays with water and sand using a variety of containers 		

[illegible]

Mathematics

Syllabus

Money

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Coins Notes Cheques	Identifies local currency in various denominations	<ul style="list-style-type: none"> Examines coins and talks about them Describes coins – Colour, shape, size Uses coins to make rubbings Examines notes and talks about them Examines notes of various denominations and describes them – colour Examines cheques and talks about them 	Coins of each denomination Crayons, paper Notes of each denomination Pencils, glue, stock for shop, Milk cartons, soda bottles Cornflake boxes Toothpaste, soap, cream	Observation Checklists Portfolios Conferencing Teacher Made Test Anecdotal Records Performance task
Equivalency Two five cents = one ten cent	Recognizes relationships between the value of different coins	<ul style="list-style-type: none"> Makes money combination up to dollars Exchanges coins for their equivalents Sets up class shop Combines coins 1 cent and 5 cents make 6 cents 10 c and 5c and 1c = 16 cents Exchanges notes for their equivalents Combines notes $\\$1.00 + 5.00 = \\6.00 	Wrappers Scale Cash register Shopping basket Paper/plastic bags Play money Trolley Coins, notes	
Money transactions Addition - Coins and notes Subtraction – coins and notes	Uses coins and notes in money transactions with and without change	<ul style="list-style-type: none"> Engages in Shopping Activities Visits local shop Visits the supermarket Visits Fairchild Street or other Markets Participates in classroom shopping activities Adds and subtracts using coins and notes 		

Mathematics Syllabus

Geometry

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shapes in the Environment	Observes shapes and becomes aware of various shapes in the environment.	<ul style="list-style-type: none"> ◆ Fits shapes into relevant bases and spaces ◆ Fixes jigsaws ◆ Matches shapes ◆ Observes different shapes in the Activity Centres and the school's environment 	Shape trays, sorting trays and boxes. Shape dominoes Jigsaw Puzzles and shapes puzzles. Pegboard patterns collection of articles and pictures with specific shape	Observation Checklist Teacher Made Test Portfolios Conferencing Anecdotal Records Performance task
Names basic shapes - 2-D shapes, square, circle, triangle 3-D shape, cubes cuboids etc.	Recognises and learns the name of different shapes	<ul style="list-style-type: none"> ◆ Names the shapes of things in the environment e.g., round ball, square biscuit, doors, plates, etc. threading beads, blocks, buttons, cotton reels. ◆ Incidental experiences in shape recognition. Makes specific shapes on Pegboard. ◆ Colours squares, circles, triangles on work sheets ◆ Writes names for 3-D shapes ◆ Writes names for 2-D shapes – circles, squares 	Collection of 'junk' material e.g., cotton reels, bottle caps Building blocks and other construction materials. Playground equipment e.g., balls, hoops, skittles etc. 2-D and 3-D shapes wheel toys Attributes blocks Geometric shape-boards - cubes, cones, spheres, cuboid. Collection of relevant video and cassette tapes. Relevant number songs, rhymes, games, finger plays etc.	

Mathematics

Syllabus

Geometry

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Characteristics of specific shapes similarities and differences	<p>Recognises and learns The name of different Shapes</p> <p>Sorts materials/ objects according to shape</p>	<ul style="list-style-type: none"> ◆ Collects, sorts and compares junk' material for shape recognition. Outdoor Activity: Rolls balls, hoops and Wheel toys Throws, catches and kicks Balls and bean bags Compares shapes of bat and ball, skittles, hoops, Boxes Tunnels and barrels (rolls and crawls through). ◆ Art and Craft Experiences; ◆ Colouring and tracing different shapes ◆ Sorts buttons, blocks and other material into sorting trays and boxes. sorts using shape trays. Makes sets. Hunts for shapes in the Activity Centres and the Environment. Groups similar shapes together 		<p>Observation</p> <p>Checklist</p> <p>Teacher Made Test</p> <p>Portfolios</p> <p>Conferencing</p> <p>Rubrics</p> <p>Anecdotal Records</p> <p>Performance task</p>

Mathematics Syllabus

Geometry

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shapes	Demonstrates an understanding of shapes	<ul style="list-style-type: none"> ◆ Makes shapes from oddments. ◆ Makes shape pictures ◆ Mosaics ◆ Collages ◆ Rubbings ◆ Folds and cuts basic shapes Activities using: <ul style="list-style-type: none"> - Constructional material -Blocks, lego interlocking shapes, cardboard and wooden boxes. - Printing and finger-painting Pattern-making: <ul style="list-style-type: none"> - Straight, Zig-Zig, Circular etc. Role-play – Housekeeping e.g. Making cookies in geometrical shapes - Produces shapes through drawings, paintings and other creative activities. Uses shapes to make patterns. 		Observation Checklist Teacher Made Test Portfolios Conferencing Anecdotal Records Performance task
Visual Thinking		<ul style="list-style-type: none"> ◆ Matches the animals with its shadow ◆ Complete the pattern ◆ Colour the shapes used to make the truck ◆ Colour the shape which is exactly like the first shape 		

Mathematics

Syllabus

Statistics

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT								
Gathering Data Recording Data Most; least; more; less same as Makes two or more column graphs	Represents gathered information in a graph Uses tally boxes in gathering information	<ul style="list-style-type: none">◆ Discussions and Demonstration◆ Practical activities◆ Problem solving of everyday situations◆ Use of word cards and work sheets for reinforcement.◆ Representing basic factual information.◆ e.g. represent the number of persons in each child's family◆ Representing favourite fruits and Vegetables <p>Record information on tally sheet and on pictographs</p> <table border="1"><thead><tr><th>NAMES</th><th>FRUITS</th></tr></thead><tbody><tr><td>Kimberley Isabel Kadeem Continue with all Children from class</td><td>◆ ◆ ◆ ◆ ◆ ◆</td></tr></tbody></table> <table border="1"><thead><tr><th>Fruits</th><th>No. of Pupils</th></tr></thead><tbody><tr><td>Apples Oranges Grapes</td><td></td></tr></tbody></table>	NAMES	FRUITS	Kimberley Isabel Kadeem Continue with all Children from class	◆ ◆ ◆ ◆ ◆ ◆	Fruits	No. of Pupils	Apples Oranges Grapes		Construction paper Computer Computer software Templates	Observations Checklists Portfolios Conferencing Teacher Made Test Performance task
NAMES	FRUITS											
Kimberley Isabel Kadeem Continue with all Children from class	◆ ◆ ◆ ◆ ◆ ◆											
Fruits	No. of Pupils											
Apples Oranges Grapes												

Mathematics

Syllabus

Statistics

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT																																												
Gathering Data Recording Data Most, least, more, less, same as.	Gathers and records data Determines whether one set of objects is more/less than or the same as the other set	<ul style="list-style-type: none">◆ Questions: Which fruit is most liked?◆ Which fruit is least liked?◆ Represent information as follows: We visited Mr. Hoad's Farm. We saw these animals. <table border="1"><tr><td>Animals</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Cows</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Sheep</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Chicks</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table> <p>1 2 3 4 5 6 7 8 9 10</p> <p>We saw <input type="text"/> cows</p> <p>We saw <input type="text"/> sheep</p> <p>We saw <input type="text"/> chicks</p> <p>Write more or less in the space below</p> <p>There are _____ sheep more than cows.</p> <p>There are _____ chicks more than sheep etc.</p> <p>Pictographs</p>	Animals											Cows	✓	✓	✓								Sheep	✓	✓	✓	✓	✓						Chicks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Observations Checklists Portfolios Conferencing Teacher Made Test Performance task
Animals																																																
Cows	✓	✓	✓																																													
Sheep	✓	✓	✓	✓	✓																																											
Chicks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																						

Mathematics

Syllabus

Time

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT															
Day time Night time	Discusses the day time and night time activities Records the time of these activities	<p>Time: Discuss daytime and night time activities.</p> <p>Chart Bed times for class</p> <table border="1"><thead><tr><th>Bedtime</th><th>Tally</th><th>Number</th></tr></thead><tbody><tr><td>6.00</td><td>11</td><td>3</td></tr><tr><td>7.00</td><td>1111</td><td>5</td></tr><tr><td>8.00</td><td>11</td><td>2</td></tr><tr><td>9.00</td><td></td><td>0</td></tr></tbody></table> <p><input type="checkbox"/> Children go to bed at 6:00 etc.</p> <p>Give pupils a number of shapes, circles, square, triangles etc. On a block graph let pupils place and colour the number of circles, square, etc, to represent the number of the children's bedtime.</p>	Bedtime	Tally	Number	6.00	11	3	7.00	1111	5	8.00	11	2	9.00		0	Bedtime Chart	Observations Checklists Portfolios Conferencing Teacher Made Test Performance task
Bedtime	Tally	Number																	
6.00	11	3																	
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Mathematics Syllabus

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT



EARLY CHILDHOOD EDUCATION

Health & Family Life

**SCOPE &
SEQUENCE**

Ministry of Education
& Human Resource Development

Models for Curriculum Integration

Part 3

This section of the document outlines ways in which the subject areas can be integrated. Curriculum webs, thematic webs and instructional plans are presented as graphic representations of this integration. It should however be borne in mind that these representations are not exhaustive. Teachers are required to use these as a guide in developing webs designed to meet the needs and abilities of their pupils.

Thematic and curriculum webs have been included to show the specialist teacher in Art, Music and Information Technology how their curriculum area can be integrated in the curriculum. The specialist teacher and classroom teacher will plan and work together.

The webbing approach has been used to afford persons the opportunity to see at a glance how the subject areas have been integrated. The webs however highlight either the concepts or the content to be taught.

To ensure that all components of curriculum are covered, it is still necessary to develop a unit plan/instructional plan based on the webbed information. The instructional plan is the new terminology being used for the traditional unit plan. In this document both

the traditional and instructional plan are presented. The instructional plan takes the integration process another step forward. It removes the subject domains, while the unit plan maintains this division. Use of the instructional plan makes integration more holistic.

The unit plan/instructional plan outlines the broad and specific objectives, the teaching strategies and activities and assessment procedures to be adopted for the particular theme or topic. To facilitate this more detailed planning, syllabuses for the various subject areas have been included.

It must be emphasised that all aspects of curriculum cannot be appropriately covered through the Project Approach. Project work and systematic instruction must provide complementary learning opportunities for the students. In systematic instruction, the children acquire the skills and in the project they apply those skills in a meaningful context. The project work is that part of the curriculum which is planned in negotiation with the children and which supports and extends the more formal teacher directed element. (Chard, Vol. 1 pg.8)

EARLY CHILDHOOD EDUCATION
Models for Curriculum Integration
Part 3

THEMATIC AND CURRICULUM WEBS AND INSTRUCTIONAL PLANS			
TITLE	THEMATIC WEB	CURRICULUM WEB	INSTRUCTIONAL PLAN
The Environment	✓	✓	
Home and Family	✓		
People of other countries	✓	✓	
Communication	✓	✓	
Information Technology	✓	✓	
Our Culture, Our Heritage	✓	✓	✓
Tourism	✓	✓	✓
Independence	✓	✓	
Industries	✓	✓	
Animals	✓	✓	
Plants	✓	✓	✓
Fruit and Vegetables	✓	✓	
Water	✓	✓	✓

Health & Family Life

Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0 PERSONAL HYGIENE				
1.0.1 The body and body functions	◆	✓	✓	✓
1.0.2 Care of the body	◆	✓	✓	✓
1.0.3 The daily bath	◆	✓	✓	✓
1.0.4 Care of the teeth	◆	✓	✓	✓
1.0.5 Care of the hair	◆	✓	✓	✓
1.0.6 Care of the hands and nails	◆	✓	✓	✓
1.0.7 Care of the eyes	◆	✓	✓	✓
1.0.8 Care of the feet and nails	◆	✓	✓	✓
2.0 SENSORY PERCEPTION				
2.0.1 The tongue and the sense of taste	◆	✓	✓	✓
2.0.2 The hands and the sense of touch	◆	✓	✓	✓
2.0.3 Eyes – sight	◆	✓	✓	✓
2.0.4 Ears – hearing	◆	✓	✓	✓
2.0.5 Nose – smelling	◆	✓	✓	✓
3.0 ENVIRONMENTAL HEALTH				
3.0.1 Use of toilet facilities (private and public)	◆	✓	✓	✓
3.0.2 Garbage disposal	◆	✓	✓	✓
3.0.3 Beautification of Environment (Home, School, Community)	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Health & Family Life
Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0 CONSUMER HEALTH				
4.0.1 Community Workers	◆	✓	✓	✓
4.0.2 Health care facilities	◆	✓	✓	✓
5.0 INTERPERSONAL RELATIONSHIPS				
5.0.1 Types of families	◆	✓	✓	✓
5.0.2 Individual differences (valuing and respecting)	◆	✓	✓	✓
6.0 FOOD AND NUTRITION				
6.0.1 The importance of food	◆	✓	✓	✓
6.0.2 Energy-giving foods	◆	✓	✓	✓
6.0.3 Body repairing foods	◆	✓	✓	✓
6.0.4 Foods from animals	◆	✓	✓	✓
6.0.5 Foods from plants	◆	✓	✓	✓
6.0.6 A balance diet	◆	✓	✓	✓
6.0.7 Foods associated with mealtimes	◆	✓	✓	✓
6.0.8 Food preparation and handling	◆	✓	✓	✓
6.0.9 Foods grown around the home	◆	✓	✓	✓
6.0.10 Choosing wholesome snacks	◆	✓	✓	✓
6.0.11 Making wholesome snacks	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

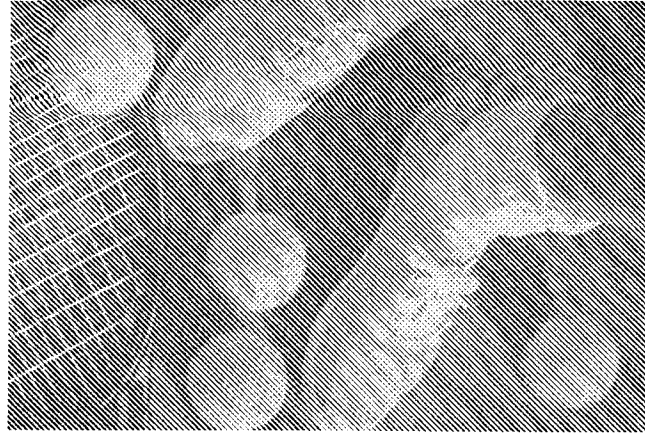
✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Health & Family Life
Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
7.0 SAFETY EDUCATION				
7.0.1 Dangerous behaviours and play	◆	✓	✓	✓
7.0.2 What makes a place safe	◆	✓	✓	✓
7.0.3 Safe play	◆	✓	✓	✓
7.0.4 Household hazards	◆	✓	✓	✓
7.0.5 Handling emergencies	◆	✓	✓	✓
7.0.6 At risk behaviours	◆	✓	✓	✓
8.0 DENTAL HEALTH				
8.0.1 Use of the teeth (appropriate and inappropriate)	◆	✓	✓	✓
8.0.2 What makes healthy teeth	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Health & Family Life

**ATTAINMENT
TARGETS**

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION
Health & Family Life
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0	PERSONAL HYGIENE				
1.0.1	Recognise the importance of the daily bath	◆	✓	✓	✓
1.0.2	Demonstrate a knowledge of how to care for the teeth	◆	✓	✓	✓
1.0.3	Demonstrate the ability to dress and undress self	◆	✓	✓	✓
1.0.4	Recognise the importance of keeping hair clean and well groomed	◆	✓	✓	✓
1.0.5	Recognise the importance of having nails clean and well cut	◆	✓	✓	✓
1.0.6	Recognise the importance of wearing clean socks	◆	✓	✓	✓
1.0.7	Recognise the importance of wearing clean undergarments	◆	✓	✓	✓
1.0.8	Recognise the importance of wearing clean clothes	◆	✓	✓	✓
1.0.9	Recognise the importance of changing clothing on a daily basis	◆	✓	✓	✓
1.0.10	Recognise the importance of washing hands before eating	◆	✓	✓	✓
1.0.11	Recognise the importance of washing hands after using the bathroom	◆	✓	✓	✓
1.0.12	Recognise the importance of brushing teeth	◆	✓	✓	✓
1.0.13	Demonstrate an awareness of how to care for the eyes	◆	✓	✓	✓
2.0	SENSORY PERCEPTION				
2.0.1	Show an awareness of different sense organs	◆	✓	✓	✓
2.0.2	Exercise care in dealing with sense organs	◆	✓	✓	✓
2.0.3	Identify the various sense organs and their uses	◆	✓	✓	✓
2.0.4	Use the sense of taste to select foods	◆	✓	✓	✓
2.0.5	Use the sense of hearing to identify various sounds in the environment	◆	✓	✓	✓
2.0.6	Use the sense of touch to classify objects according to textures	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
**Health & Family Life
Attainment Targets**

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.0.7 Know that eyes are used for seeing	◆	✓	✓	✓
2.0.8 Demonstrate healthy habits as they relate to the care of the eye	◆	✓	✓	✓
2.0.9 Appreciate the importance of good eyesight	◆	✓	✓	✓
2.0.10 Understand the danger of prolonged television viewing	◆	✓	✓	✓
2.0.11 Empathize with peers who are visually impaired and the blind	◆	✓	✓	✓
2.0.12 Recognize that eye glasses, mirrors, magnifying glasses, microscopes, binoculars are instruments used for assisting one to see clearer	◆	✓	✓	✓
2.0.13 Recognize the need to rest ones eyes	◆	✓	✓	✓
2.0.14 Show an awareness of activities which can damage ones eyes (throwing missiles)	◆	✓	✓	✓
2.0.15 Know that ears are used for hearing	◆	✓	✓	
2.0.16 Demonstrate healthy habits as they relate to the care of the ear	◆	✓	✓	✓
2.0.17 Understand the dangers of putting foreign objects in the ear	◆	✓	✓	✓
2.0.18 Understand the danger of listening to excessively loud sounds	◆	✓	✓	✓
2.0.19 Empathize with the hearing impaired and the deaf	◆	✓	✓	✓
2.0.20 Show an awareness that the senses of taste, smell and touch are other channels through which one relates to ones environment	◆	✓	✓	✓
2.0.21 Understand the dangers of poking foreign objects in the nostrils	◆	✓	✓	✓
2.0.22 Understand the dangers of putting unknown liquids, tablets and other substances in the mouth	◆	✓	✓	✓
2.0.23 Demonstrate knowledge of different tastes: sweet, sour, acid, bitter, salty	◆	✓	✓	✓
2.0.24 Demonstrate knowledge that the nose is used for breathing and smelling	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
**Health & Family Life
 Attainment Targets**

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
3.0 ENVIRONMENTAL HEALTH				
3.0.1 Use bathroom facilities correctly	◆	✓	✓	✓
3.0.2 Dispose of garbage correctly	◆	✓	✓	✓
3.0.3 Identify animals and insects that carry diseases	◆	✓	✓	✓
3.0.4 Engage in beautification programmes at home, school and community	◆	✓	✓	✓
4.0 CONSUMER HEALTH				
4.0.1 Name and identify people who keep us healthy: Doctor, Dentist, Nurse, Sanitation Worker, Health Inspector, Janitors	◆	✓	✓	✓
4.0.2 Describe the roles of people who keep us healthy	◆	✓	✓	✓
5.0 INTERPERSONAL RELATIONSHIPS				
5.0.1 Develop concept of gender (boy, girl)	◆	✓	✓	✓
5.0.2 Give correct names to parts of the body	◆	✓	✓	✓
5.0.3 Value and appreciates individual differences	◆	✓	✓	✓
5.0.4 State differences between boys and girls (bodies, clothes, etc)	◆	✓	✓	✓
5.0.5 State correct names for bodily functions (urination, stool)	◆	✓	✓	✓
5.0.6 Identify the varying family structures	◆	✓	✓	✓
6.0 FOOD AND NUTRITION				
6.0.1 Recognise the importance of food for living	◆	✓	✓	✓
6.0.2 Recognise a wide variety of foods	◆	✓	✓	✓
6.0.3 Identify different sources of food	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Health & Family Life
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
6.0.4	Classify foods according to groups	◆	✓	✓	✓
6.0.5	Identify and select animals used for food	◆	✓	✓	✓
6.0.6	Demonstrate a knowledge of the nutritional value of each food group	◆	✓	✓	✓
6.0.7	Recognise and appreciate the importance of a balanced diet	◆	✓	✓	✓
6.0.8	Develop healthy habits in relation to food preparation and food handling	◆	✓	✓	✓
6.0.9	Appreciate cultural and religious differences related to food preferences	◆	✓	✓	✓
6.0.10	Demonstrate the knowledge of foods eaten at different times of the day (Breakfast, Lunch, Dinner, Snacks)	◆	✓	✓	✓
6.0.11	Identify foods which are eaten on different occasions (conkies, hot cross buns, Jug-jug, Christmas cake, Easter eggs.)	◆	✓	✓	✓
6.0.12	Demonstrate a knowledge of common foods	◆	✓	✓	✓
6.0.13	Recognise various kinds of foods	◆	✓	✓	✓
6.0.14	Recognise the importance of choosing foods from the various food groups to maintain a healthy living	◆	✓	✓	✓
6.0.15	Demonstrate the knowledge that foods differ in colour, size, shape, taste, texture and nutritional value	◆	✓	✓	✓
6.0.16	Recognise the importance of cultivating food crops around the home	◆	✓	✓	✓
6.0.17	Show an awareness of various ways foods may be presented	◆	✓	✓	✓
6.0.18	Recognise the danger of eating too many sweets	◆	✓	✓	✓
6.0.19	Engage in the selection of wholesome snacks	◆	✓	✓	✓
6.0.20	Engage in the preparation of salads, drinks and simple dishes	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
**Health & Family Life
Attainment Targets**

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
7.0.1 Recognise the danger of playing with matches, electrical equipment, outlets, sharp objects etc.	◆	✓	✓	✓
7.0.2 Recognise the danger of playing with polythene bags, abandoned large appliances etc.(stoves, refrigerators)	◆	✓	✓	✓
7.0.3 Recognise the danger of speaking with food in the mouth	◆	✓	✓	✓
7.0.4 Demonstrate the knowledge of selecting safe places to play	◆	✓	✓	✓
7.0.5 Demonstrate an awareness of the danger of throwing stones and other objects (blocks, books, crayons etc.)	◆	✓	✓	✓
7.0.6 Demonstrate the ability to walk the streets safely	◆	✓	✓	✓
7.0.7 Avoid play which might be harmful to self and others	◆	✓	✓	✓
7.0.8 Demonstrate the correct procedure in handling emergencies (fire at home, falls and cuts at school etc.)	◆	✓	✓	✓
7.0.9 Know how to access help when in danger	◆	✓	✓	✓
7.0.10 Know the emergency numbers – Police 211, Fire 311, Ambulance 511	◆	✓	✓	✓
7.0.11 Demonstrate an awareness of household hazards	◆	✓	✓	✓
7.0.12 Recognise the danger of accepting gifts from strangers	◆	✓	✓	✓
7.0.13 Recognise the danger of taking rides (car, cycle, bus) from strangers	◆	✓	✓	✓
7.0.14 Recognise the danger of sitting on laps of strangers when a responsible adult is not present	◆	✓	✓	✓
7.0.15 Recognise the danger of approaching strangers	◆	✓	✓	✓
7.0.16 Recognise the danger of playing in water without adult supervision	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Health & Family Life
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
8.0 DENTAL HEALTH				
8.0.1 Use teeth appropriately for biting and chewing food	◆	✓	✓	✓
8.0.2 Show awareness that babies have no teeth	◆	✓	✓	✓
8.0.3 Understand the importance of drinking milk to help build strong teeth	◆	✓	✓	✓
8.0.4 Recognise that teeth need proper care	◆	✓	✓	✓
8.0.5 Demonstrate the correct use of the toothbrush	◆	✓	✓	✓
8.0.6 Identify the difference between healthy gums (pink) and teeth (strong, smooth, white) and unhealthy gums (bleeding) and teeth cavities	◆	✓	✓	✓
8.0.6 Understand the danger of using teeth inappropriately (sucking thumb and fingers, biting hard objects, chewing pencils, biting nails)	◆	✓	✓	✓
8.0.7 Recognise the importance of brushing teeth after eating meals	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Health & Family Life

SYLLABUS

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION
**Health & Family Life
 Syllabus**

Personal Hygiene

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Myself and Others Concept of Self Whom am I? - boy or girl/male or female	Recognises the differences between male and female Identifies body parts and state their specific functions Uses correct terms for body poarts and their functions - e.g. penis vagina, urinate, stool Uses toilet facilities properly Dresses and undresses in a sensible or practical manner	<ul style="list-style-type: none"> ◆ Teacher and pupil engege in discussions about the body, its parts and their functions ◆ Uses photographs of self and others to establish differences ◆ Recites relevant health action rhymes and songs with finger plays ◆ Views, videos, tapes and filmstrips to teach body parts and their functions 	Large boy/girl puzzles Photograph of self Photographs of class Puzzles with parts of the body	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
Health & Family Life
Syllabus

Personal Hygiene

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
The Body Body parts and their specific functions: Care Daily bath Dental hygiene Hair Nails Skin Handkerchief Tissue Respect and regard respecting each other's privacy	Develops and practices a daily routine by: taking daily baths caring the teeth caring the body	<ul style="list-style-type: none"> ◆ Physical exercises - indoor and outdoor-to highlight body parts ◆ Listening to relevant stories ◆ Activities in the learning centres (e.g.) dressing -buttoning, fastening back and front of garment - male and female garments, unisex garments ◆ Dramatisation of stories, poems, etc. related to the body. ◆ Role playing using dolls - male and female ◆ Practical experiences in correct toilet/ bathroom behaviour (small groups) ◆ Large posters depicting "Boy" and "Girl" 	Finger paints, powder paints Large crayons Varied collection of rhymes, poems songs and finger plays Musical tapes Materials for 'dressing-up.' Play dough, modelling clay Simple pictorial charts	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets

Health & Family Life Syllabus

Personal Hygiene

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Correct use of toilet facilities and materials e.g. toilet tissue The Importance of soap and clear water in personal cleanliness The Importance of washing the hands after the use of the toilet The dangers of eating and drinking in toilets/bathrooms Correct use of cubicles Correct use of wash basins	Develops and practices a daily routine by: taking daily baths caring the teeth caring the body	<ul style="list-style-type: none"> ◆ Practical experiences in care of the teeth, nails, hands, etc. as a role play ◆ Visits by resource personnel in health care ◆ Encouraging the use of correct language and practices on a daily basis ◆ Viewing of self and others in the mirror to ascertain cleanliness ◆ Drawing, painting and modelling the parts of the body ◆ Centres of Interest - e.g. the hair dressing salon, the boutique should be set up for playing 	Items relating to dental health - tooth brushes, floss, tooth paste Combs, brushes, shampoos and other hairdressing items Mirror to view self Basins/pans for bathing dolls and for washing Handkerchiefs and boxes of tissues Soap, wash cloths and bath towels Resource personnel - the nurse, hairdresser, dentist, photographer Relevant audio video tapes	Observation Checkiist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
Health & Family Life
Syllabus

Sensory Perception
The Sense Organs

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
The External Senses Sight Hearing Smell Taste Touch Other Senses Which Give Information About Body Needs are: Hunger Pain Thirst Identifying sense organs	States the various sense organs and their uses Appreciates the various processes involved in sensory perception Exercises care in dealing with sense organs Selects foods according to certain attributes (colour, texture, etc.) Identifies various sounds in the environment Classifies objects according to textures	<ul style="list-style-type: none"> ◆ Teacher/pupil discussions about the body, its parts and their functions ◆ Cooking activities -tasting of foods ◆ Music and movement activities ◆ Related rhymes, poems and jingles ◆ Role playing - ice-cream melting ◆ Art activities - hand painting, drawing, etc. ◆ Feeling of objects for descriptions 	Charts depicting eye, ear, nose and mouth Musical/percussion instruments Audio/Videos tapes Materials of various textures for touching Scented materials for smelling Simple foods for tasting	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
**Health & Family Life
 Syllabus**

**Sensory Perception
 The Sense Organs**

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Sense of Sight How we see Composition of eyes Values of eye-lids and eye-lashes Care of eyes Instruments used to improve sight Spectacles Microscope Telescope Magnifying glasses	Recognises a deficiency in a sense organ	<ul style="list-style-type: none"> ◆ Field trips ◆ Discusses a chart about the eye ◆ Examination of instruments ◆ Teacher/Pupil discussions on instruments ◆ Game: Blind Man's Bluff 	Charts Spectacles Microscope Telescope Magnifying Glasses	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets
The Sense of Hearing The Ear: How we hear Care of the ear Diseases of the ear Sounds in the environment Making sounds	Recognises a deficiency in a sense organ	<ul style="list-style-type: none"> ◆ Field Trips ◆ Discusses a chart about the ear ◆ Examination of hearing aids ◆ Listens to various natural and taped sounds ◆ Identifies sounds heard 	Chart on the ear Cassette Recorder Tapes Pictures Audio Visual Aids Materials	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
**Health & Family Life
Syllabus**

**Sensory Perception
The Sense Organs**

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
The Sense of Taste The Tongue Function of the tongue Care of the tongue Diseases of the tongue Differentiating between, the various tastes: sweet, bitter, sour; and salty	Recognises a deficiency in a sense organ	<ul style="list-style-type: none"> ◆ Discusses pictures on the tongue ◆ Engages in activities of tasting - sweet, sour bitter etc. ◆ Engages in activities of tasting to identify salty, bitter, etc. 	Water (plain) water with sugar added Water with salt added Candy sugar Salt Chocolate Fruits	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets
The Sense of Smell The Nose: Function of the nose Caring for the nose How things smell	Recognises a deficiency in a sense organ	<ul style="list-style-type: none"> ◆ Discusses a chart about the nose ◆ Smells various substances ◆ Identifies substances by their scents 	Chart Plant Perfume Alcohol Alcolado	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets
The Sense of Touch Uses of the skin Diseases which affect the skin/ feeling e.g. diabetes The hands - nerve endings Textures - rough, smooth, hard, soft	Recognises a deficiency in a sense organ	<ul style="list-style-type: none"> ◆ Engages in activities of touching ◆ Examines the skin, hands ◆ Discusses the disease diabetes and its effects 	A variety of materials with varying textures - smooth, rough Hands	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets

Health & Family Life Syllabus

Elements of a Healthy Lifestyle

Food and Nutrition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Importance of food</p> <p>All living things need food for: energy; growth and protection against diseases.</p> <p>Food can be obtained in different forms.</p> <p>Foods differ in colour, taste, size, texture, smell and shape.</p> <p>Foods are prepared and eaten in different ways - raw, cooked, dried, frozen and canned.</p> <p>Foods eaten at various times of the day e.g. breakfast, snack, lunch, dinner.</p>	<p>Recognises the importance of food to living organisms.</p> <p>Recognises a variety of foods.</p> <p>Identifies the different sources of foods.</p> <p>Classifies foods according to food groups.</p> <p>Identifies and selects animals used for food.</p> <p>Demonstrates a knowledge of the nutritional value of each food group.</p>	<ul style="list-style-type: none"> ◆ Discussions about living things - people, animals and plants. ◆ Observing people, animals, birds and fish - how they feed and move. ◆ Illustration of stories and poems. ◆ Model making of fruits and vegetables. ◆ Observing vegetables in a garden. ◆ Nature walks, field trips, markets, Pine Hill Diary, Poultry Farm and Zoo. ◆ Assembling puzzles of animals, fruits, etc. Relevant stories, rhymes and songs. ◆ Cooking activities. ◆ Drawing, colouring, modeling foods. ◆ Observing and discussing pictures of plants and animals. ◆ Have pupils arrange foods in different groups and forms e.g. milk - raw, Corn - pop, on the cob, cornmeal. 	<p>Sample of foods</p> <p>Charts</p> <p>Class aquarium</p> <p>Collection of pictures of foods and food labels.</p> <p>Relevant cassettes and video tapes</p> <p>Tape recorders</p> <p>Resource persons</p> <p>Models of foods</p> <p>Pep-bottle and tyre gardens:</p>	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Anecdotal Records</p> <p>Teacher-Made Test</p> <p>Attainment Targets</p>

EARLY CHILDHOOD EDUCATION
**Health & Family Life
Syllabus**

**Elements of a Healthy Lifestyle
Food and Nutrition**

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Source of Food Plants and animals are sources of food. Food may be classified into two (2) different categories: a) Foods from animals Milk: - Where it comes from - Milk as a Complete food: - as a food use with Milk Meat, Fish, Eggs Poultry b) Foods from Plants: Fruits, Vegetables, Grains, Seeds, Nuts Different parts of the plant are used for food Roots: Carrots, beets, onions Leaves: Lettuce, cabbage, spinach Stems/stalks: celery, broccoli Seeds: Nuts, corn, grains	Recognises and appreciates the importance of a balance diet. Develops healthy habits in relation to food preparation and handling. Appreciates cultural and religious differences related to food preferences. Identifies food eaten at different times of the day. Identifies food which are eaten on special occasions - e.g. conkies, great/wedding/Christmas cake, hot cross buns.	<ul style="list-style-type: none"> ◆ Role Playing ◆ Learning centre activities e.g. the school shop e.g. shopping for breakfast foods. ◆ Planning, observing and recording the growth of foods. ◆ Project displays. ◆ Compiling picture booklets and simple charts. ◆ Have pupils identify various kinds of foods within a particular group - fruits, vegetables, snack, etc. ◆ Identify foods which are disliked and liked and graphically display them. ◆ Poster making competitions ◆ Caring and observing the growth and development of pets ◆ Discuss foods eaten at snack, lunch, dinner and supper time ◆ Table etiquette ◆ Weighing of pupils. ◆ Recording of weight ◆ Reading, interpreting and discussing pictures related to the topic ◆ Compiling booklets ◆ Practical experiences in cleaning e.g. putting away toys and teaching aids/ tidying bookshelves and learning centres etc. 	- Scales - Tapes - Ribbon - Cooking - Utensils - Oven Story books/ rhymes, poems and jingles Resource personnel - Health Inspector and Sanitation Worker Picture related to healthy and unhealthy environment Videos, tape/films Posters and pictures showing the correct ways to dispose of garbage Field trips Tyre gardens/pep-bottle gardens Stems Stalks Celery Broccoli Seeds Nuts Grains Corn	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
**Health & Family Life
 Syllabus**

Elements of a Healthy Lifestyle
Food and Nutrition

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Food Groups Good foods are important to health for growth, energy. We need the right foods to grow. A balanced diet includes a variety of foods from each food group. Growth Food/ Proteins Meat Poultry Fish Eggs Growth Foods/ Vitamins and Minerals Fruits and vegetables Where and how fruits and vegetables grow. Identify and name fruits and vegetables. Growth Foods/ Carbohydrates Bread, Pasta, Potatoes, Rice and Yam	Recognises and appreciates the importance of a balance diet. Develops healthy habits in relation to food preparation and handling. Appreciates cultural and religious differences related to food preferences. Identifies food eaten at different times of the day. Identifies food which are eaten on special occasions - e.g. conkies, great/wedding/Christmas cake, hot cross buns.	<ul style="list-style-type: none"> ◆ Participating in stories and rhymes relevant to concept formation ◆ Field trips to various farms ◆ Using words and picture games ◆ Writing of poems/stories ◆ Designing and constructing pep-bottle and tyre gardens ◆ Small and large group discussions ◆ Talks by related personnel ◆ Examines various fruits and vegetables ◆ Tastes various fruits and vegetables ◆ Illustrates various fruit and vegetables ◆ Makes fruit/vegetable salad ◆ Examine various carbohydrate foods ◆ Makes dishes using carbohydrates 	Charts on food groups Examples of food from food groups Pep-bottle tyres Soil Pictures of various types of foods Meat poultry Fish Egg etc. Various Fruits and vegetables Charts/pictures of fruits and vegetables Cutlery Salad bowls Platters Pictures/charts Microscope Bread Pasta Potatoes Rice Yam Kitchen equipment	Observation Checklist Portfolios Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
Health & Family Life
Syllabus

Disease Prevention and Control
Germs and their mode of control

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Washing of hands with soap and water after:</p> <ol style="list-style-type: none"> 1. Playing outdoors/indoors; 2. using the bathroom; and 3. before eating etc <p>Wear shoes outdoors</p> <p>Wash fruits and vegetables before eating</p> <p>Avoid playing in dirty water</p> <p>Avoid handling discarded objects e.g. condoms, etc.</p>	<p>States ways by which diseases can be prevented</p>	<ul style="list-style-type: none"> ◆ Demonstrations by teacher ◆ Role playing ◆ Making posters ◆ Illustrations ◆ Video/slide presentations ◆ Discussions 	<p>Water</p> <p>Soap</p> <p>Poems</p> <p>Songs</p> <p>Rhymes</p> <p>Charts</p> <p>Shoes</p> <p>Fruits</p> <p>Vegetables</p>	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Rubrics</p> <p>Anecdotal Records</p> <p>Teacher-Made Test</p> <p>Attainment Targets</p>

Syllabus**Disease Prevention and Control****Germs and their mode of control**

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Transmission of Diseases Air Water Bodily contact Insects Animals Body waste -faeces (stool)/urine (spit) saliva Personal Public Hygiene Control	Demonstrates an awareness of the ways in which germs are spread	<ul style="list-style-type: none"> ◆ Discussions ◆ Examinations ◆ Talks by resource Personnel ◆ Video Presentation ◆ Slide Presentation ◆ Interviews ◆ Uses handkerchiefs/tissues to prevent transmission by sneezing and climbing ◆ Role playing 	Charts Microscope Television V C R Tapes Slides Questionnaires Handkerchiefs Tissues	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
Health & Family Life
Syllabus

Disease Prevention and Control
Germs and their mode of control

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Infectious Diseases Signs, Symptoms and Remedies The common cold Measles Influenza Chicken pox AIDS Tuberculosis Communicable Diseases Leptospirosis Dengue fever	Understands the importance of immunization in the fight against diseases.	<ul style="list-style-type: none"> ◆ Role playing ◆ Related poems and rhymes ◆ Video presentation ◆ Making of posters ◆ Talking by Resource Personnel ◆ Discussions ◆ Role Playing ◆ Related poems and rhymes ◆ Video presentation ◆ Making posters ◆ Talks by resource personnel ◆ Discussions ◆ Role playing 	Poems Songs Rhymes Charts Pictures Crayons Paper Paints Cards Television V C R Tapes	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
Health & Family Life
Syllabus

Disease Prevention and Control
Germs and their mode of control

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>What are Germs? Germs are tiny living organisms (creatures too small to see with the naked eyes).</p> <p>Where are Germs Found? Germs are found - in the air, in the water, in foods, in and on the body, etc.</p>	<p>States clearly what germs are and where they may be found.</p> <p>Identifies Infectious diseases.</p> <p>Discusses the ways in which Infectious diseases are spread.</p> <p>Lists the symptoms of some common childhood Infectious diseases.</p> <p>States ways in which infections may be prevented.</p>	<ul style="list-style-type: none"> ◆ Group discussions ◆ Using microscopes to observe germs ◆ Dramatisation and role playing ◆ Drawing/poster making ◆ Reading and interpreting pictures ◆ Poster making competitions ◆ Reading simple graphs ◆ Visit to the polyclinic. ◆ Field trips. ◆ Talks by a public health nurse/inspector ◆ Making illustrations 	<p>Microscopes</p> <p>Resource personnel: Health Inspector, Nurse Video/slides Pictures Puzzles Posters</p>	<p>Observation</p> <p>Checklist</p> <p>Portfolios</p> <p>Rubrics</p> <p>Anecdotal Records</p> <p>Teacher-Made Test</p> <p>Attainment Targets</p>

EARLY CHILDHOOD EDUCATION
**Health & Family Life
 Syllabus**

Disease Prevention and Control

HIV/AIDS

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
HIV/AIDS Virus Body fluids Severe illness Death Suffering	<p>Defines in simple terms the meaning of HIV and AIDS.</p> <p>Shows compassion for any persons afflicted with the virus.</p> <p>States ways in which the disease can be passed from one person to another.</p> <p>Demonstrates responsible behaviours by avoiding actions which are likely to expose them to infection to HIV/AIDS virus.</p>	<ul style="list-style-type: none"> ◆ Composed guided discussion ◆ Role playing as a nurse and patient ◆ Draws to show emotions ◆ Small group and one to one discussions ◆ Dramatisation to show from where blood can be taken for testing ◆ Dramatisation: correct behaviours/ ways of coping with loss. ◆ Role playing 	Diagram of the body - flow of blood Poster depicting: - correct and incorrect behaviours; - covering of exposed wounds; - the wearing of gloves when handling exposed blood; and - giving comfort to those who have suffered loss	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
Health & Family Life
Syllabus

Disease Prevention and Control
HIV/AIDS

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Causes HIV/AIDS Virus Transmission Blood contact, unclean (unsterilised) needles, syringes Breast feeding	Talks freely about loss and its effects on them	<ul style="list-style-type: none"> ◆ Views and discusses of posters depicting correct and incorrect behaviours ◆ Talks by resource persons - nurse ◆ Views video tapes ◆ Repetition and singing of simple rhymes and songs ◆ Dramatisation using dolls to show the correct way to handle exposed blood ◆ Grab bay method: ◆ Pupils write/draw anonymously how they feel about loss, and drop in box. Select several feelings and discuss the best way to cope with them 	Video tapes Dolls Condoms Balloons Antiseptic Syringe Simple rhymes Resource persons	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
Health & Family Life
Syllabus

Disease Prevention and Control
HIV/AIDS

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Detection Blood testing Prevention and Control of AIDS Handling Cuts Wound Harmful drugs Effects of HIV/AIDS Death Unemployment Separation Involvement in leisure time activities		<ul style="list-style-type: none"> ◆ Video presentation ◆ Talks by resource personnel ◆ Discussions ◆ Demonstration by teacher ◆ Talks by Resource Personnel ◆ Video/slide ◆ Presentations ◆ Role playing ◆ Talk by Resource Personal ◆ Discussion ◆ Role Playing ◆ Video/Slide presentation 	Booklets containing cartoons which depict feelings Gloves Television Tapes V C R Slide projector Charts Pictures	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets

Health & Family Life Syllabus

Safety Education Safety in the Home, School and Community

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Safety in the Home Safe use of matches by adults. The hot stove, pot, iron and the dangers they can present. Fire hazards:- the open flame - stoves and candles. Fire hazards:- electrical equipment. Hot substances and the injury which can result from contact with them.	Recognises that It is dangerous to play with matches, electrical equipment/outlets and sharp objects. Demonstrates the correct procedures in handling emergencies e.g. fire drill.	<ul style="list-style-type: none"> ◆ Teacher/pupil discussions and incidental charts ◆ Dramatic activity ◆ Role playing in learning centres Relevant rhymes, songs, poems, jingles and stories ◆ Compiling and discussing news sheets ◆ Practical exercises and drills ◆ Games and riddles ◆ Compiling of friezes charts, booklets ◆ Demonstrations/presentations by relevant resource personnel e.g. lifeguard ◆ Video presentations ◆ Fire drill - practical demonstrations using fire hoses where available ◆ Drawing and painting ◆ The making of collages ◆ Project work units ◆ Field trips e.g. to the fire department, to the beach to observe lifeguard stations 	Charts - depicting traffic lights etc. Picture books Story books Clothes' iron and other electrical equipment Matches Knives and tapes Collection of rhymes, songs, jingles Videos and film strips Play material found in learning centres Seat belts Relevant resource personnel Floaters, life belts, life rafts Television V C R Tapes Fire extinguishers Sand Water Foam	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets

EARLY CHILDHOOD EDUCATION
Health & Family Life
Syllabus

Safety Education
Safety in the Home, School and Community

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Other Hazards in the Home Misuse of polythene bags. Swallowing harmful substances e.g. bleach, chewing or swallowing medication which belongs to others. Swallowing found objects. Danger in playing with sharp and/or heavy objects. Choking on unchewed and large pieces of food. Falling on stairs. Swinging on doors. Playing 'hide and seek' in cupboards and unused refrigerators.	Explains the dangers of playing with polythene bags e.g. placing over their heads. States why it is unsafe to speak with food in the mouth. Selects safe places to play. Recognises that throwing stones and other objects present a danger. Avoids play which might be harmful to themselves and others e.g. Jump-kicking. Demonstrates the correct procedures in handling emergencies e.g. fire drill.	<ul style="list-style-type: none"> ◆ Story telling ◆ Rhymes ◆ Collage representing safety scenarios ◆ Demonstrations of Safety Regulations ◆ Role Playing ◆ Discussing hazardous situations 	Video tapes & VCR Safety personnel Posters	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets

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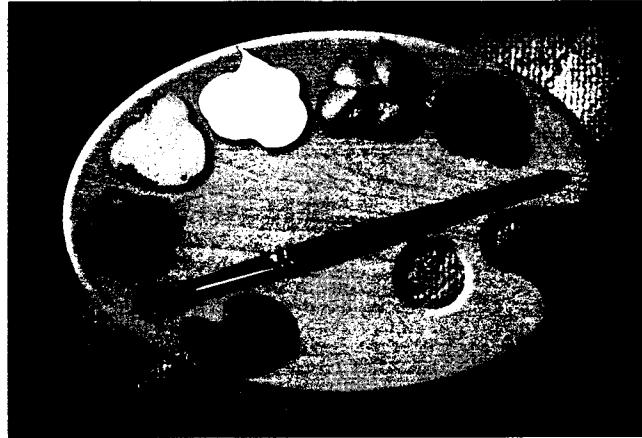
Safety Education**Safety in the Home, School and Community**

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Safety in the Wider Community Road safety. Crossing the street - the traffic lights and pedestrian crossings. Walking along the street. Riding along the street. Driving along the street - safety locks and seat belts. Danger of playing in the street. Chasing after balls and pets in the street. Eating food which has fallen in the street. Playing in water (pools, sea) without adult supervision.	Selects safe places to play. Recognises that throwing stones and other objects present a danger. Demonstrates the correct/safe way to walk and cross the street. Avoids play which might be harmful to themselves and others e.g. jump-kicking. Demonstrates the correct procedures in handling emergencies e.g. fire drill.	<ul style="list-style-type: none"> ◆ Demonstration of safety rules by teacher ◆ Demonstration of correct use of materials by teacher ◆ Discussions ◆ Role Playing ◆ Charts on Road Safety ◆ Demonstration on crossing the street by teacher ◆ Talks by Resource Personnel ◆ Discussions ◆ Video Presentations ◆ Demonstrations ◆ Pictures ◆ Discussions ◆ Role playing ◆ Video presentations ◆ Illustrations 	Tape Pictures Rhymes Songs Balls Charts Photographs Television V C R	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets

Health & Family Life Syllabus

Safety Education Safety in the Home, School and Community

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Learning About Strangers Accepting/asking for rides from strangers. Talking and going with strangers. Accepting money and gifts from strangers. Sitting on the lap of a stranger, when mother is not present. The meaning of a 'bribe'.	Explains who is a stranger. Discusses the dangers of talking or going with strangers. Explain what is meant by a bribe	<ul style="list-style-type: none"> ◆ Role playing ◆ Demonstration by teachers ◆ Talks from Resource Personnel ◆ Discussion ◆ Video presentations ◆ Making posters 	Tape Pictures Charts Television V C R Tapes Paper Card Crayons Paints	Observation Checklist Portfolios Rubrics Anecdotal Records Teacher-Made Test Attainment Targets



EARLY CHILDHOOD EDUCATION

Visual Arts

SCOPE & SEQUENCE

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION

Visual Arts

Scope & Sequence

CONCEPTS/SKILL

CLASS

		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0	DRAWING				
1.1	LINE				
1.1.1	Perception of line: Form and length	◆	✓	✓	✓
1.2	SHAPE DISCRIMINATION				
1.2.1	Shape Identification: Regular	◆	✓	✓	✓
1.2.2	Irregular	◆	✓	✓	✓
1.2.3	Scribbling	◆	✓	✓	✓
1.2.4	Early representational drawings	◆	✓	✓	✓
1.2.5	Drawing shapes	◆	✓	✓	✓
1.2.6	Representational drawings, etching	◆	✓	✓	✓
1.2.7	Creating patterns, designs, and pictures using lines and shapes	◆	✓	✓	✓
1.2.8	Observational drawings	◆	✓	✓	✓
1.2.9	Portraits of self and family members, friends	◆	✓	✓	✓
2.0	PAINTING				
2.1	COLOUR				
2.1.1	Primary	◆	✓	✓	✓
2.1.2	Secondary	◆	✓	✓	✓
2.1.3	Colour mixing	◆	✓	✓	✓
2.1.4	Brush techniques	◆	✓	✓	✓
2.1.5	Media	◆	✓	✓	✓
2.1.6	Surfaces	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Visual Arts

Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.1.7 Blow painting	◆	✓	✓	✓
2.1.8 Spatter painting	◆	✓	✓	✓
2.1.9 Block painting	◆	✓	✓	✓
2.1.1.0 Blob painting	◆	✓	✓	✓
3.0 PRINTING				
3.0.1 Hand, finger and foot prints	◆	✓	✓	✓
3.0.2 Printing with found objects	◆	✓	✓	✓
3.0.3 Stencil printing	◆	✓	✓	✓
3.0.4 Block printing	◆	✓	✓	✓
3.0.5 Designs using prints	◆	✓	✓	✓
4.0 PAPER CRAFT				
4.0.1 Folding	◆	✓	✓	✓
4.0.2 Tearing	◆	✓	✓	✓
4.0.3 Cutting	◆	✓	✓	✓
4.0.4 Collages	◆	✓	✓	✓
4.0.5 Mosaics	◆	✓	✓	✓
4.0.6 Masks	◆	✓	✓	✓
4.0.6.1 Use line, shape, and colour to create masks	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

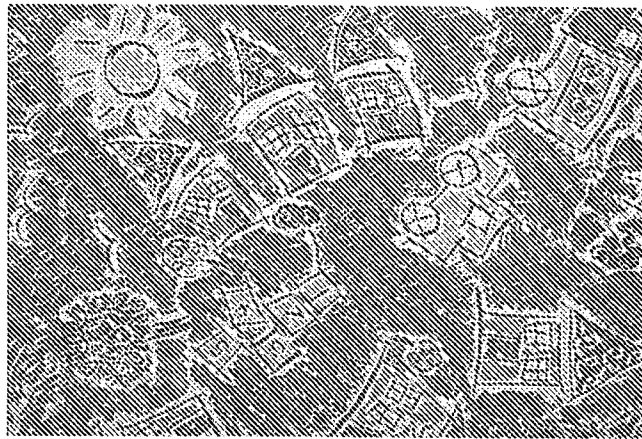
Visual Arts

Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.0 MODELLING				
5.0.1 Play dough, plasticine, clay	◆	✓	✓	✓
5.0.2 Papier mache	◆	✓	✓	✓
5.0.3 Sculpture	◆	✓	✓	✓
6.0 TOY MAKING				
6.0.1 Paper toys	◆	✓	✓	✓
6.0.2 Rag dolls	◆	✓	✓	✓
6.0.3 Toys from variety of discarded materials	◆	✓	✓	✓
7.0 PUPPETRY				
7.0.1 Simple puppets – stick, paper bags, finger	◆	✓	✓	✓
7.0.2 Elaborate puppets, sock, variety of discarded materials	◆	✓	✓	✓
7.0.3 Puppet show/creations	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Visual Arts

ATTAINMENT TARGETS

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION
Visual Arts
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.0	PAINTING				
2.0.1	Acknowledge colour in everyday life	◆	✓	✓	✓
2.0.2	Identify the primary colours	◆	✓	✓	✓
2.0.3	Experiment with different media and observes the various effects	◆	✓	✓	✓
2.0.4	Show effective use of brush, finger, and other objects in painting	◆	✓	✓	✓
2.0.5	Paint to the sound of various types of music	◆	✓	✓	✓
2.0.6	Use dots (pointillism) to create designs for greeting cards and pictures	◆	✓	✓	✓
2.0.7	Demonstrate correct grasp of paint brush for painting	◆	✓	✓	✓
2.0.8	Wipe brush appropriately before applying paint to surface	◆	✓	✓	✓
2.0.9	Apply paint to surfaces using a variety of tools (fingers, hand, foot, sponge, string, stencils, found objects, marbles, comb, natural objects, corrugated card, spray bottles)	◆	✓	✓	✓
2.0.10	Communicate feelings through the use of colour	◆	✓	✓	✓
2.0.11	Demonstrate visual awareness of space and shape	◆	✓	✓	✓
2.0.12	Demonstrate the ability to listen attentively and carry out instructions	◆	✓	✓	✓
2.0.13	Trail string and other pliable materials to create designs	◆	✓	✓	✓
2.0.14	Demonstrate originality and expressiveness	◆	✓	✓	✓
2.0.15	Use brushes to demonstrate backward and forward movement	◆	✓	✓	✓
2.0.16	Apply paint smoothly and evenly to surfaces	◆	✓	✓	✓
2.0.17	Paint on a variety of surfaces (wet paper, newspaper, wood, glass, wire, etc)	◆	✓	✓	✓
2.0.18	Paint with various media (water, poster paint, food dyes, fabric paint, berries)	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

Visual Arts Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0	DRAWING				
1.0.1	Create an awareness of a variety of lines	◆	✓	✓	✓
1.0.2	Discover, observe and become sensitive to lines in nature and the environment	◆	✓	✓	✓
1.0.3	Discover the use of lines in creating shapes	◆	✓	✓	✓
1.0.4	Develop eye-hand coordination	◆	✓	✓	✓
1.0.5	Use geometric and regular shapes to create designs	◆	✓	✓	✓
1.0.6	Create shapes using various techniques	◆	✓	✓	✓
1.0.7	Create line designs using the computer	◆	✓	✓	✓
1.0.8	Use shapes to create designs, patterns and pictures (using the same, or a combination of shapes)	◆	✓	✓	✓
1.0.9	Make observational drawings of objects, things and scenes from the environment.	◆	✓	✓	✓
1.0.10	Draw portraits of self, family members and friends	◆	✓	✓	✓
1.0.11	Combine two or more letters or figures to create a design	◆	✓	✓	✓
1.0.12	Manipulate various media to create compositions	◆	✓	✓	✓
1.0.13	Demonstrate creative thought through the visual arts	◆	✓	✓	✓
1.0.14	Demonstrate personal expression through the visual arts	◆	✓	✓	✓
1.0.15	Create unique designs by using a variety of media and materials	◆	✓	✓	✓
1.0.16	Represent the visual arts in the study of various topics across the curriculum	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION

Visual Arts

Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.0.19	Use technology to compose	◆	✓	✓	✓
2.0.20	Demonstrate an ability to control the flow of paint as he or she works	◆	✓	✓	✓
2.0.21	Experience the emergence of new colours as paints are mixed	◆	✓	✓	✓
3.0 PRINTING					
3.0.1	Create prints using fingers and hands	◆	✓	✓	✓
3.0.2	Use natural and found objects to create prints	◆	✓	✓	✓
3.0.3	Use stencils in the printing process	◆	✓	✓	✓
3.0.4	Create prints using block printing methods	◆	✓	✓	✓
3.0.5	Use prints to create designs and pictures	◆	✓	✓	✓
4.0 PAPER CRAFT					
4.0.1	Tear paper to create pictures (collage)	◆	✓	✓	✓
4.0.2	Fold paper/card to create various objects (booklets, greeting cards, fans, baskets, hats, flowers, boats)	◆	✓	✓	✓
4.0.3	Cut paper to create objects/pictures (boats, hats, aeroplanes, loop chains, beads, flowers, lanterns, etc)	◆	✓	✓	✓
4.0.4	Create pictures and designs by tearing, folding and manipulating paper	◆	✓	✓	✓
4.0.5	Weave simple patterns from paper, card (over-under techniques)	◆	✓	✓	✓
4.0.6	Thread and lace card-shapes	◆	✓	✓	✓
4.0.7	Prepare and use paper for papier maché	◆	✓	✓	✓
4.0.8	Complete collages using different materials (e.g. torn/cut paper; newspaper etc.)	◆	✓	✓	✓
4.0.9	Tear paper to make mosaic patterns on bottles and other containers	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Visual Arts
Attainment Targets

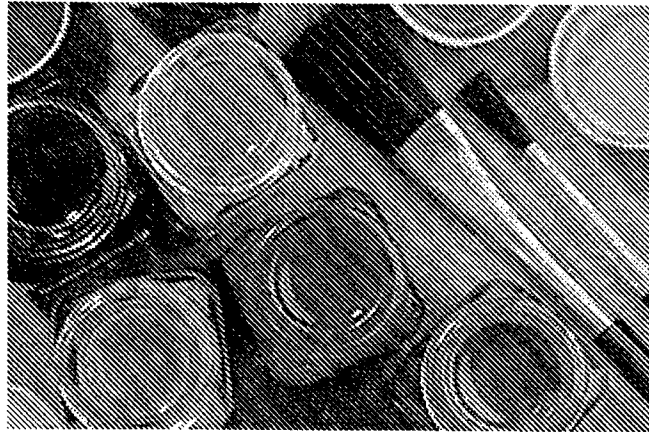
PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0.10 Use paper bags to create masks, etc.	◆	✓	✓	✓
4.0.11 Create greeting cards from card and other oddments	◆	✓	✓	✓
4.0.12 Create puppets from paper bags and other junk materials	◆	✓	✓	✓
4.0.2 Crush paper to develop fine motor coordination	◆	✓	✓	✓
5.0 MODELLING				
5.0.1 Identify and use various textures found in the environment	◆	✓	✓	✓
5.0.2 Work individually on projects	◆	✓	✓	✓
5.0.3 Work cooperatively on projects with peers	◆	✓	✓	✓
5.0.4 Demonstrate creative thought through the visual arts	◆	✓	✓	✓
5.0.5 Create unique designs by using a variety of media and materials	◆	✓	✓	✓
5.0.6 Model animals, birds, fishes and fruits using malleable materials (e.g. play dough, clay, plasticine etc.)	◆	✓	✓	✓
5.0.7 Experience form, space and texture	◆	✓	✓	✓
5.0.8 Demonstrate understanding of the terms (a) modelling (b) model	◆	✓	✓	✓
5.0.9 Design and create colourful masks using papier maché	◆	✓	✓	✗
5.0.10 Create toys from re-usable materials	◆	✓	✓	✓
5.0.11 Create puppets from socks, pet bottles, paper bags, boxes	◆	✓	✓	✓
5.0.12 Demonstrate imaginative skills through dramatization with puppets	◆	✓	✓	✓
5.0.13 Demonstrate originality through the use of stick and finger puppets	◆	✓	✓	✓
5.0.14 Demonstrate expressiveness through the use of stick and finger puppets	◆	✓	✓	✓
5.0.15 Create mobiles from re-usable materials	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Visual Arts

SYLLABUS

Ministry of Education
& Human Resource Development

Visual Arts Syllabus

DRAWING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Line: Perception of line: Form Length Eye-hand co-ordination Shape discrimination: Identification Manipulation	Creates an awareness of a variety of lines. Discovers, observes and becomes sensitive to lines in nature and the environment. Discovers the use of lines in creating shapes. Develops eye-hand co-ordination.	<ul style="list-style-type: none"> ◆ Grasping art tools (pencils, brushes, crayons and other drawing materials) appropriately to develop psycho-motor skills. ◆ Manipulating art tools to form lines. ◆ Tearing, cutting and sorting paper for shape discrimination. ◆ Discussing lines in nature such as designs on leaves, veins, branches, etc. based on observation. ◆ Tracing shapes of leaves with fingers. ◆ Taking a line for a walk, run, hop, skip, loop, etc. using non-traditional drawing tools to create lines e.g. feathers, craft sticks, etc. ◆ Trailing 	Crayons Pencils Markers Chalk Pictures Flowers Leaves and shapes Paint brushes Feathers Craft Sticks Khus-khus grass Arrows Bamboo Objects of different shapes	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

DRAWING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Line: Perception of line: Form Length Eye-hand co-ordination Shape discrimination: Identification Manipulation	Discovers, observes and becomes sensitive to lines in nature and the environment. Discovers the use of lines in creating shapes. Develops eye-hand co-ordination	<ul style="list-style-type: none"> ◆ String pulling ◆ Drawing to music ◆ Painting ◆ Create patterns: using a variety of lines (Thick lines, thin lines, etc.) using writing forms ◆ Drip painting ◆ Blow painting ◆ Finger painting ◆ Reading and reciting poems and stories about shapes. ◆ Engaging in nature walks and field trips. ◆ Making pictures using a variety of lines. ◆ Experimenting with non-traditional tools (e.g. Khus Khus grass, bamboo). 	Crayons Pencils Markers Chalk Pictures Flowers Leaves and shapes Paint brushes Feathers Craft Sticks Khus-khus grass Arrows Bamboo Objects of different shapes	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Perception of shape: Regular Irregular	Recognises that shapes are found everywhere. Identifies various geometric shapes. Identifies the use of shapes found in the environment to create different designs/patterns using geometric and regular shapes. Groups a number of geometric shapes together until they form a picture. Combines two or more letters or figures, scenes or designs to create a novel design.	<ul style="list-style-type: none"> ◆ Making cards using shapes ◆ Creating mobiles using a variety of shapes. ◆ Participating in an observational tour to discover and identify shapes found in the school environment. ◆ Experiments with geometrical and irregular shapes in creating designs and patterns. ◆ Gain knowledge of other countries by discussing shapes on maps. ◆ Use maps to find different shapes. ◆ Manipulate shapes of various materials to create Mosaic pictures. ◆ Sponge painting. ◆ Selecting, sorting and. printing patterns using hand prints, leaf prints, corrugated card, and found objects. ◆ Crayon rubbings. 	Newspaper Old magazine Crepe paper Glue Paints Clay Dough Old telephone directories	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Perception of shape: Regular Irregular	Discovers, observes and becomes sensitive to lines in nature and the environment. Discovers the use of lines in creating shapes. Develops eye-hand co-ordination	<ul style="list-style-type: none"> ◆ Making cards using shapes ◆ Creating mobiles using a variety of shapes. ◆ Arranging torn/cut shapes in a creative manner on paper/ card, etc. ◆ Finger painting ◆ Doodling to find and outline shapes. ◆ Monochromatic painting using shapes. ◆ Mask-/puppet making ◆ Arranging shapes to create new designs or patterns. ◆ Creating new shapes in drawings ◆ Using clay, plasticine and play dough to make models of letters and shapes. ◆ Paper folding and tearing ◆ Creating toys from shapes 	Newspaper Old magazine Crepe paper Glue Paints Clay Dough Old telephone directories	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Perception of shape: Regular Irregular	Discovers, observes and becomes sensitive to lines in nature and the environment. Discovers the use of lines in creating shapes. Develops eye-hand co-ordination	<ul style="list-style-type: none"> ◆ Tearing and cutting irregular shapes or geometric shapes from used gift paper, coloured magazine, newspaper, etc. ◆ Creating wall hangings ◆ Making puzzles using shapes ◆ Finger painting. ◆ Decorating shoe boxes and paper bags. ◆ Doodling exercises - find shapes in doodles. Outline the shapes found. ◆ Monochromatic painting using shapes. ◆ Making masks/puppets. ◆ Modelling using clay, plasticine, flour. Dough. ◆ Paper folding and tearing. ◆ Creating toys from shapes. ◆ Card shapes, making patterns and using the same to create regular and irregular shapes. ◆ Making Christmas cards, Birthday and Mother's and Father's Day cards. ◆ Using Torn paper shapes to create pictures. ◆ Mobile making using a variety of shapes - two & three dimensional shapes using papier mâché. ◆ Making puzzles. ◆ Create wall hangings. 	Newspaper Old magazine Crepe paper Glue Paints Clay Dough Old telephone directories	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

COLOUR

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Colour: Primary Secondary Colour mixing	Identifies the Primary and Secondary colours. Develops creative techniques in applying colour to a given surface. Appreciates the use of colour in everyday life. Expresses emotions through the use of colour. Discovers colour in nature. Develops an awareness of colour mixing to create new colours. Develops eye-hand coordination and fine motor skills through the manipulation of art tools and Movement of body parts.	<ul style="list-style-type: none"> ◆ Identifying colours in a painting. ◆ Discussing observations as colours are mixed. ◆ Engaging in 'Show and tell' and then paints interpretations. ◆ Experimenting with coloured chalk on black construction paper. ◆ Dressing up in colourful costumes and describes them. ◆ Using a brush to create a variety of shapes using different colours. ◆ Illustrating any aspect of a story or poem using the primary colours. ◆ Engages in Blow painting with overlapping shapes. ◆ Painting wood blocks and smooth stones. ◆ "Print making" using vegetables or found objects. 	Paint mix Chubbie stumps Coloured chalks Finger paints Different types of paper Newsprint Newspaper Junior bond sugar paper Wood blocks Black construction paper	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

COLOUR

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Colour: Turn taking Cooperation/ sharing	Appreciates working in groups to develop social skills.	<ul style="list-style-type: none"> ◆ In small groups, experiments with water and paint by blowing on a piece of paper held in hand, to see how it moves. ◆ On junior art paper, drops water and blows it around. Observes how the water moves. ◆ Puts a primary colour on the same sheet of paper and states what happens. ◆ Dramatises movement to soft soothing music; thunderous and loud music using paint. 	Black construction paper Paint mix Chubbie stumps Coloured chalks Finger paints Different types of paper Newsprint Newspaper Junior bond sugar paper	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

MODELLING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Texture: Hand-eye coordination. Texture-related vocabulary: Rough/smooth Hard/soft, etc.	Develops observational skills through identification of various textures found in their environment. Explores the visual and tactile qualities of selected material.	<ul style="list-style-type: none"> ◆ Identifying various textures in the school community ◆ Feeling objects placed in a container without being able to see them. Determines the texture of each object and uses the correct terminology to describe the texture of the objects felt. ◆ Collecting objects and uses their tactile qualities to identify them (e.g. books, cardboard boxes, ◆ Discovering the texture of objects found in the environment (leaves, seeds, stones, shells, bottle caps, bark from trees, coins, etc.) ◆ Developing eye-hand coordination to create textured impressions in clay and plasticine. 	Clay Plasticine Play dough Seeds Shells Leaves Sand Magazines Photographs Pictures Plastic: Spoons Forks Knives Craft sticks can be used as tools	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement

Visual Arts Syllabus

MODELLING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Texture: Hand as a tool Effect of pressure: Fingers Finger tips Finger nails Palm Knuckles	Creates a variety of textures using different tools.	<ul style="list-style-type: none"> ◆ Discussing the source of selected objects. ◆ Sorting objects according to texture. ◆ In a group, each child examines a finished piece of work to identify the various textures by touching, feeling, etc. ◆ Manipulating various tools to create patterns and designs. ◆ Works cooperatively with others to build relief patterns on slabs of clay using the addition method. ◆ Createing textures on slabs of clay by: Making impressions using various objects - Subtractive method 	Newspaper Toilet tissue Clay Plasticine Play dough, etc. Samples of textured objects made from clay, porcelain, etc.	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement

Visual Arts Syllabus

MODELLING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Texture: Hand as a tool Effect of pressure: Fingers Finger tips Finger nails Palm Knuckles	Creates a variety of textures using different tools.	<ul style="list-style-type: none"> ◆ Viewing and discussing what kinds of tools were used to create the patterns and textures ◆ Using pliable substances (clay, plasticine, play dough) to create faces and objects familiar to students. ◆ Creating unique designs with various textures by gluing seeds, sand and other found objects on various surfaces. ◆ Creating various textures using paper, foil, bristol board, etc. by punching holes, crumpling, cutting or tearing regular and irregular shapes 	Clay Plasticine Play dough, etc. Samples of textured objects made from clay, porcelain, etc.	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work sample

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Curves Sides Points/Corners	Creates an awareness of shape and how shapes are used in everyday life. Develops the ability to use various media to create compositions.	<ul style="list-style-type: none"> ♦ Observing shapes and identifies objects inside and outside the classroom ♦ Collecting objects of various shapes for discussion. ♦ Discussing the appropriateness of various materials for the given projects. ♦ Uses modelling clay, plasticine, dough, paper, etc. to create: Irregular shapes pre-determined shapes. ♦ Selecting, assembling, glues, and joining objects together to create regular and irregular shapes (to make masks, sculptured 3D objects.) 	Clay Plasticine Paper Play dough A collection of bisque-fired objects of various shapes and sizes Redi-mixed colour Shells, Seeds Wire, Foil, Cardboard, Bristol board, Old newspapers Paper cups, Bamboo and other found objects.	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Assembling Sorting Arranging Cutting Gluing Manipulation Simple tools Squeezing Modelling with hands	To create various shapes using various techniques.	<ul style="list-style-type: none"> ◆ Gluing and joining parts together to create various shapes. ◆ Reproducing simple objects with which students are familiar. ◆ Describing in detail the shapes of various objects without naming them. ◆ Identifying the objects so described. 	Clay Plasticine Play dough Shells Seeds Wire Foil Found objects Books Magazines Pictures	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

MASKS

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Masks: Perception of line Eye-hand coordination Shape discrimination Colour Texture Effect of pressure Shape	The child: Exhibits free expression through the visual arts. Develops personal expression through the visual arts. Develops imaginative skills through dramatisation. Creates unique designs by using a variety of media and materials.	<ul style="list-style-type: none"> ◆ Dramatizing various moods and expressions e.g. sad, happy, vexed, surprised and fearful faces. ◆ Cutting, tearing, sticking, arranging, designs, and applying paints and materials to create masks. ◆ Viewing a short video presentation of revellers in a Kadooment band, to study the uses of shape, colour and texture ◆ Identifying and mimicking characters. ◆ Observing and applying colour to a mask ◆ Displaying pictures photographs and samples for discussion. ◆ Using line, shape and colour, to create faces showing various moods and expressions. 	Crayons Paints Markers Variety of: drawing papers inks food dyes Corrugated card (from boxes) Assorted construction paper Scissors (round tip) Glue Found materials (seeds, beads, coconut mid-ribs) Buttons Feathers Cord	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work sample

Visual Arts Syllabus

MASKS

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Masks: Perception of line Eye-hand coordination Shape discrimination Colour Texture Effect of pressure Shape	The child: Exhibits free expression through the visual arts. Develops personal expression through the visual arts. Develops imaginative skills through dramatisation. Creates unique designs by using a variety of media and materials.	<ul style="list-style-type: none"> ◆ Creating masks (characters from Sesame Street; Kadooment; Animals and Halloween). ◆ Creating masks using paper bags, paper plates, small card boxes, fabric, plasticine, clay and papier mache. ◆ Creating masks for story-telling, display, as a response to literature 	Wool Ribbon Braid Cloth Sequins Colourful magazine pages Disposable plates Card boxes Sponge	Observation Checklist Teacher-student conferencing Portfolios Parental involvement Work sample

Visual Arts Syllabus

PUPPETRY

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Puppetry:	Demonstrates a knowledge of puppetry.	<ul style="list-style-type: none"> ◆ Discussing characteristics of puppets ('Sesame Street' and 'The Muppets' Characters among others.) ◆ Discussing characteristics of family members and imaginary characters for making puppets. ◆ Exploring the material (feeling, rolling, etc.) 	Finger tips Polar sticks Felt tip pens Paper-bags Disposable plates Card Eyes Ears Hair Sponge Clay Play dough, Plasticine	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples
Eye-hand coordination Rolling Stretching Kneading Cutting Pasting	Develops manipulative skills through puppetry.	<ul style="list-style-type: none"> ◆ Creating a cast of family and fantasy characters for a puppet show. ◆ Drawing facial features on: Fingers Sticks Paper-bags Disposable plates, etc. 	Felt Large needles Card Crayons Markers Paint Glue	

Visual Arts Syllabus

PUPPETRY

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Turn taking Sharing Observation Emotion Shape Size Features	Constructs puppets as part of a group. Interacts with peers through the use of puppets. Demonstrates imaginative skills and originality through dramatization with puppets.	<ul style="list-style-type: none"> ◆ Using sponge on puppets. ◆ Forming shapes to fit on finger tips. ◆ Tracing hand, and draws on features on fingers parts. ◆ Drawing puppets on card. ◆ Cutting and pasting same on stick. ◆ Pasting of: Eyes, ears, hair, etc. ◆ Dramatizing different emotions (e.g. happy; sad) to observe of expressions. ◆ Observing and discussing the different shapes and sizes of faces. ◆ Sharing materials, thoughts and ideas with peers. ◆ Organizing elements within a theatrical background. ◆ Discussing aspects of a puppetry production. ◆ Telling a story for dramatization. ◆ Making different kinds of puppets: Walking Felt Card Decorative paper bags Disposable plates ◆ Using puppets in topics related to Social Studies, Religious Education, (e.g. "The Feeding The Five Thousand.") 	Paper bags Disposable plates Cotton buds Raffia Wool Seeds Sticks Card Scissors Crayons Markers Glue Scrap materials Cardboard boxes Discarded material Tempera paints Large brushes String Cord Glue Lace	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

PAPER CRAFT

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Paper Craft: Cut Tear Stick Arrange Fold Pleat Colour Motor skills Problems solving Hand-eye coordination Design Apply	Develops an awareness of the use of paper in creating designs and functional objects in every day life. Develops fine motor skills by handling paper. Discovers ways of correlating craft work with other subject areas.	<ul style="list-style-type: none"> ◆ Folding and tears paper to create pictures and objects. ◆ Grouping, tearing and painting paper for use. ◆ Decorating paper by: Drip painting, Blow painting, Paper cutting to create abstract and geometrical shapes. ◆ Creating shapes and two dimensional objects e.g. birds, fishes, animals, human figures. ◆ Creating two and three dimensional paper and box sculpture. ◆ Engaging in paper quilling to create a picture, design or 3D objects. ◆ Engaging in Paper pleating to create fans and decorations. ◆ Curling and arranging paper to create shapes, designs and pictures. 	Bristol board Card board Glue Scissors Paints Brushes Crayons Newspapers Foil boxes Juice boxes Construction paper Magazine pages	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

PAPER CRAFT

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Construction Assemblage Production Design Responsibility Task completion Team spirit Problem solving	Maintains concentration through accurate tearing, cutting, folding and assembling. Creates works of art using different types of paper. Enjoys working individually. Develops team spirit through group work. Develops positive self-esteem and self-motivation. Works with a wide range of materials including the recycling of materials.	<ul style="list-style-type: none"> ◆ Discussing a variety of paper craft objects selected by the student and teacher. ◆ Making: <ul style="list-style-type: none"> Boats Fans Windmills Paper bags Gift bags Planes Birds, etc. ◆ Creating pop-up designs. ◆ Paper dyeing ◆ Creating paper batik designs using flour paste. ◆ Making paper flowers, fruits and vegetables. ◆ Making paper collage designs using a variety of papers, including newspaper. ◆ Paper weaving. ◆ Making Papier mâché items (fruits, animals, etc) 	Food dyes Dylon dyes Foil wrap Wax paper Flour Glue A variety of paper ice-cream/butter tubs Paint brushes Clothes pegs Sponge	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

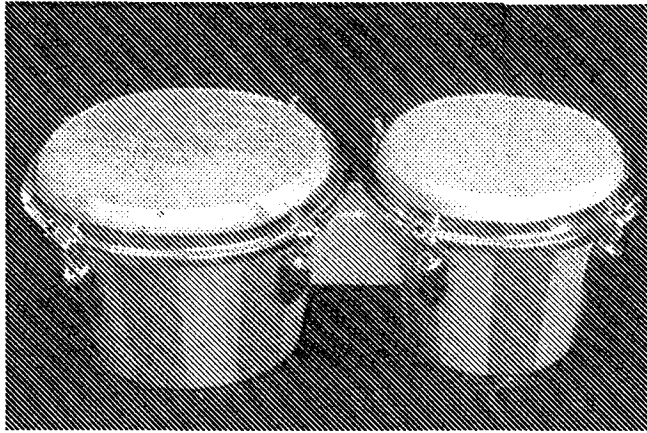
TOY MAKING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Toy-making: Sensory perception Imagination Selecting Observation Planning Sorting Sequence Analysing Creating Cutting Assembling Organising Manipulating	Then child: Demonstrates creative and mental development. Creates toys from recycled materials. Develops imaginative thought. Exhibits self-expression and individuality. Co-operates through group work. Develops an awareness of good designs.	<ul style="list-style-type: none"> ◆ Discovering ways in which materials may be used through touching, feeling, viewing, and exploring ◆ Viewing video presentations depicting various toys (e.g. examining costumes and dress from other countries). ◆ Creating plants, animals and other objects seen in the environment e.g. paper trees, felt and sponge, animals, miniature, furniture - using match boxes, card, paper cups, boxes and ice-cream or butter tubs. ◆ Making rag dolls, paper dolls, pep bottles and papier mache dolls. ◆ Constructing socks and stocking dolls, figurines using off-cuts of wood to create a toy truck, cars, buses etc. ◆ Creating: Animals from card boxes and paper towel rolls. 	A variety of boxes Sponge Styrol foam Wool Felt Seeds Socks Stockings Spools Pep bottles Off cuts of wood and fabric Newspaper Magazine pages Cored Sisal Straw Shredded paper Card Coloured paper Glue Bottle caps	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

TOY MAKING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Detailing Texturing Expression Dialogue Interaction Cooperation Dramatising	Demonstrates creative and mental development. Creates toys from recycled materials. Develops imaginative thought. Exhibits self-expression and individuality. Co-operates through group work. Develops an awareness	<p>♦ Creating:</p> <p>Rockets from foil and paper towel rolls.</p> <p>Musical instruments using glass, tin and plastic jars, guitars, tambourines, using wire and flattened bottle caps, triangles, using wire bamboo.</p> <p>Percussion instruments using a variety of seeds in plastic jars and jugs, making fishing boats, pin wheels.</p> <p>Mobiles depicting fishes, birds, butterflies and other animals.</p> <p>A box-car and skittles.</p>	Paints Crayons Buttons Ribbon Sequins Craft Scissors Burlap VCR equipment Paper bags Straws from the Coconut mid-ribs Sticks and twigs Rope Shells Clothes pegs Foam vegetable trays Cotton balls Cellophane Tree bark	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples



EARLY CHILDHOOD EDUCATION

Music

SCOPE & SEQUENCE

Ministry of Education
& Human Resource Development

Music

Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0 SOUND				
1.0.1 Awareness of sound	◆	✓	✓	✓
1.0.2 Familiarity with everyday sounds in the environment	◆	✓	✓	✓
1.0.3 Experimenting with sounds	◆	✓	✓	✓
1.0.4 Selecting sounds made by a variety of sounds sources	◆	✓	✓	✓
2.0 RHYTHM				
2.0.1 Rhythm Patterns	◆	✓	✓	✓
2.0.2 Even and Uneven Patterns	◆	✓	✓	✓
2.0.3 Rhythm of the melody	◆	✓	✓	✓
2.0.4 Memorize and internalize rhythms	◆	✓	✓	✓
2.0.5 Imitate and recall simple rhythms	◆	✓	✓	✓
2.0.6 Rhythmic scores	◆	✓	✓	✓
3.0 PULSE				
3.0.1 Steady Pulse/beat	◆	✓	✓	✓
3.0.2 Metre (two's, three's and four's)	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Music

Scope & Sequence

CONCEPTS/SKILL

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0 MELODY				
4.0.1 High, low and medium pitches	◆	✓	✓	✓
4.0.2 Loud/soft	◆	✓	✓	✓
4.0.3 Colour/texture	◆	✓	✓	✓
4.0.4 Long/short	◆	✓	✓	✓
4.0.5 Wide ranging repertory of songs	◆	✓	✓	✓
4.0.6 Alphabetical, counting, sorting, cumulative songs	◆	✓	✓	✓
4.0.7 Nursery and folk songs	◆	✓	✓	✓
4.0.8 Singing games	◆	✓	✓	✓
4.0.9 Religious songs	◆	✓	✓	✓
4.0.10 Modern, calypso, pop and fun songs	◆	✓	✓	✓
5.0 ACCENT				
5.0.1 Demonstrating of accent through use of body movement		◆	✓	✓
5.0.2 Demonstrating accent through play percussion instruments		◆	✓	✓
6.0 PHRASING				
6.0.1 Performing a variety of motor activities to demonstrate understanding of phrasing in music	◆	✓	✓	✓
6.0.2 Performing a variety of rhythm activities to demonstrate understanding of phrasing in music		◆	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

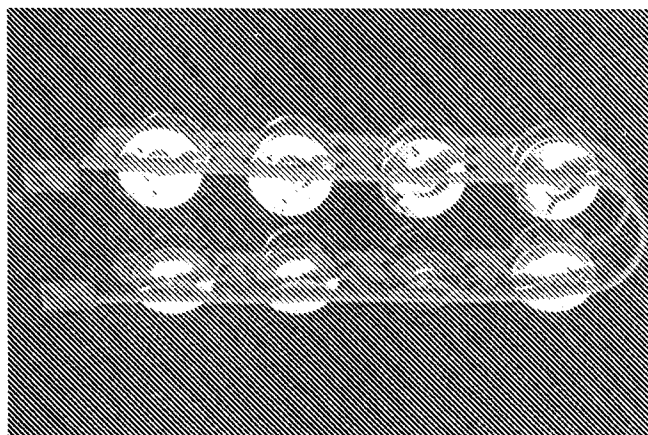
Music

Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
7.0 INFORMATION TECHNOLOGY AND MUSIC				
7.0.1 Identifying hardware and software	◆	✓	✓	✓
7.0.2 Using software to solve musical problems	◆	✓	✓	✓
7.0.3 Using software to compose	◆	✓	✓	✓
8.0 RELAXATION				
8.0.1 Body awareness	◆	✓	✓	✓
8.0.2 Spatial awareness	◆	✓	✓	✓
8.0.3 Breath control	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Music

ATTAINMENT TARGETS

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION

Music

Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0	SOUND				
1.0.1	Demonstrate a general awareness of sound	◆	✓	✓	✓
1.0.2	Demonstrate a familiarity with everyday sounds in the environment	◆	✓	✓	✓
1.0.3	Experiment with sounds	◆	✓	✓	✓
1.0.4	Select sounds made by a variety of sound sources	◆	✓	✓	✓
1.0.5	Describe sounds made by a variety of sound sources	◆	✓	✓	✓
2.0	RHYTHM				
2.0.1	Imitate and recall simple rhythmic patterns by clapping and by playing on untuned percussion instruments	◆	✓	✓	✓
2.0.2	Imitate and recall simple melodic patterns by singing	◆	✓	✓	✓
2.0.3	Imitate and recall simple melodic patterns by playing on tuned percussion	◆	✓	✓	✓
2.0.4	Combine an arrangement of rhythmic patterns in order to provide a simple accompaniment to a song	◆	✓	✓	✓
2.0.5	Combine an arrangement of melodic patterns in order to provide a simple accompaniment to a song	◆	✓	✓	✓
3.0	PULSE				
3.0.1	Perform appropriate body movement to chants poem, songs or recorded music	◆	✓	✓	✓
3.0.2	Walk to beat of songs and poems	◆	✓	✓	✓
3.0.3	Use percussion instrument to play pulse of songs or recorded music	◆	✓	✓	✓
3.0.4	Co-ordinate hands to play games involving pulse activity	◆	✓	✓	✓
3.0.5	Perform specific movement to the beat of music	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Music
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0 MELODY				
4.0.1 Recognise pitch (high/low)	◆	✓	✓	✓
4.0.2 Recognise dynamics (loud/soft)	◆	✓	✓	✓
4.0.3 Recognise timbre (colour/texture)	◆	✓	✓	✓
4.0.4 Recognise duration (long/short)	◆	✓	✓	✓
4.0.5 Recall and participate in a wide ranging repertory of songs appropriate to the age groups in as many as possible of the following categories:	◆	✓	✓	✓
4.0.5.1 alphabetical, counting, sorting, cumulative songs	◆	✓	✓	✓
4.0.5.2 nursery and folk songs	◆	✓	✓	✓
4.0.5.3 singing games	◆	✓	✓	✓
4.0.5.4 religious songs	◆	✓	✓	✓
4.0.5.5 modern, calypso, pop and fun songs	◆	✓	✓	✓
4.0.6 Participate in simple improvisation using voice in response to a direct stimulus	◆	✓	✓	✓
4.0.7 Participate in simple improvisation using instruments in response to a direct stimulus	◆	✓	✓	✓
4.0.8 Play by ear on percussion instruments or recorders or both	◆	✓	✓	✓
4.0.9 Invent a melody or a short composition using voice	◆	✓	✓	✓
4.0.10 Invent a melody or a short composition using instruments	◆	✓	✓	✓
4.0.11 Participate as a member of a group involved in making music	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Music Attainment Targets

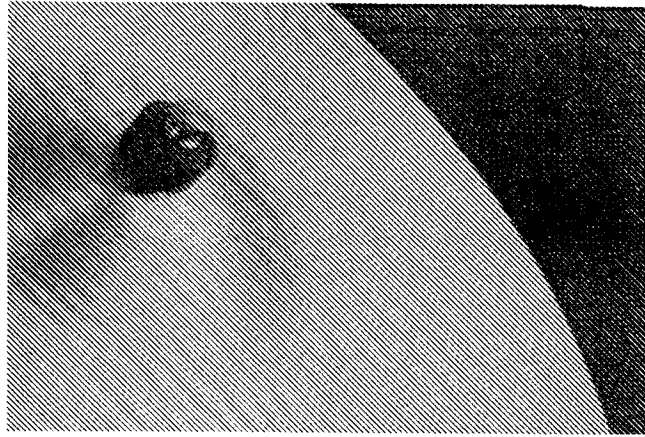
PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.0 ACCENT				
5.0.1 Recognise isolated accent beat by performing appropriate movement		◆	✓	✓
5.0.2 Respond to the accented beat appropriately		◆	✓	✓
5.0.3 Identify the accented word		◆	✓	✓
6.0 PHRASING				
6.0.1 Perform specific actions during specific phrasing of a song	◆	✓	✓	✓
6.0.2 Identify the beginning and ending of musical phrasing	◆	✓	✓	✓
6.0.3 Identify the number of phrases in a song or poem	◆	✓	✓	✓
7.0 INFORMATION TECHNOLOGY AND MUSIC				
7.0.1 Select appropriate software and inserts correctly in the computer	◆	✓	✓	✓
7.0.2 Solve musical problems using appropriate software			◆	✓
7.0.3 Compose a tune using appropriate software			◆	✓
8.0 RELAXATION				
8.0.1 Participate in activities which will decrease tension	◆	✓	✓	✓
8.0.2 Engage in activities to develop body control	◆	✓	✓	✓
8.0.3 Develop the ability to "unwind"	◆	✓	✓	✓
8.0.4 Distinguish between a tensed and relaxed body	◆	✓	✓	✓
8.0.5 Participate in activities to enhance vocal tone	◆	✓	✓	✓
8.0.6 Respond to musical selections appropriately	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Music

SYLLABUS

Ministry of Education
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Music Syllabus

3 - 5 Age Group

Rhythm

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Develops a movement vocabulary Performs/ responds to movement activity centered on self Moves/ expresses responses to: a) Sustained sounds b) Staccato sounds c) legato sounds d) lets' pretend Ideas	Expressive/directed movement Movement, vocabulary walk, run, jump, hop, skip, gallop, slide, sway, twirl. Directionality forward/ backward, etc. Levels: high, low. Co-ordination.	<ul style="list-style-type: none"> ◆ Exploring various ways in which their fingers, heads, shoulders, feet, etc. can move ◆ Using locomotor movements freely in their own space, e.g. walking, running, jumping, skipping, hopping, galloping, sliding, etc. ◆ Instructing children while moving to: <ul style="list-style-type: none"> a) vary levels-high-mid- line low. b) Change direction - forward, backward sideways etc. c) change body positions: armsstretched high, outstretched, body slanted forward, backward, sideways. 	Markers to define boundaries in which children are to move	Observation Performance Tasks

Music Syllabus

Level One

General Objective: The child develops effective listening and speaking skills.

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Develops motor skills so that rhythmic concepts can be experienced through music Demonstrates through a variety of movement activities, their understanding of the basic pulse of music	Listening - Auditory perception (discrimination, sequencing, memory)	<ul style="list-style-type: none"> ◆ Give each child a feather or a balloon. Have the child keep it in the air by hitting it with the hands or blowing. 	Feathers, balloons.	Performance Tasks Observation
	Perform appropriate body movements to rhythmic chants, poems, songs or recorded music	<ul style="list-style-type: none"> ◆ Moving like a rag doll or some floppy animal. Alternate this with moving stiffly like a soldier or a robot 	Rag doll, floppy toy, wind-up toy	Reflections
	Walk to the beat of songs and poems.	<ul style="list-style-type: none"> ◆ Stamping, walking, jumping to the beat of simple poems and tunes. 	Objects for listening, e.g. keyboard, recording of sounds.	
	Use rhythm percussion instruments to play the pulse of songs or recorded music.	<ul style="list-style-type: none"> ◆ Listening to environmental sounds with a steady beat e.g. ticking of a clock; dripping water; and reproducing same 	Poems, songs.	

Music Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Demonstrates through a variety of movement activities, their understanding of the basic pulse of music	<p>Perform appropriate body movements to rhythmic chants, poems, songs or recorded music</p> <p>Walk to the beat of songs and poems.</p> <p>Use rhythm percussion instruments to play the pulse of songs or recorded music.</p>	<p>♦ Keep the beat of rhymes, poems and songs using simple body percussion</p> <p>e.g.</p> <p>a. pat knees</p> <p>b. clapping - using different parts of the hands - edges, two fingers in palm</p> <p>c. combine (a) and (b) e.g. pat, pat, pat, pat clap, clap, clap, clap</p> <p>OR</p> <p>pat, clap, pat, clap</p> <p>OR</p> <p>pat, clap, clap, clap</p> <p>d. snapping fingers</p> <p>e. combine (a) (b) and (d)</p> <p>f. stamp feet.</p> <p>Children may suggest combination of these.</p>	<p>Poems, Songs</p> <p>Percussion Instruments</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Reflections</p>

Music

Syllabus

RHYTHM PATTERN

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Recognises, reproduces and creates rhythm patterns.	<p>Tap the pattern represented by pictures, words, poems, songs e.g. ball apple</p> <p>Echo clap after the teacher.</p> <p>Use line notation. Z represents a rest then compare/ match with graphic notation e.g.</p> <p>Create own answering rhythm</p>	<ul style="list-style-type: none"> ♦ Listening to sounds in the environment and repeating/ reproducing pattern by clapping, stamping, and playing on instruments. ♦ Sounds such as raindrops, someone walking, running, skipping; the gallop of horses' hoofs. ♦ Teacher claps or plays a simple rhythm pattern on a drum or other rhythm instrument e.g. And children echo the pattern by clapping, tapping, playing on a rhythm instrument. 	<p>Things in the environment</p> <p>Rhythm instruments</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Oral Interviews</p>

Music Syllabus

DYNAMICS

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Sings, moves and plays rhythm instruments to show their understanding of dynamics in music</p> <p>Demonstrates understanding of tempo in music by singing, moving, and playing rhythm instruments</p>	<p>Some music gets louder, some music gets softerA variety of objects; taped recordings of environmental sounds.</p> <p>Carnival of the Animals - by Saint Saens</p> <p>Peter and the Wolf. (PROKOFIEV)</p> <p>Recognise and identify fast/ slow movements in objects, words, poems and songs</p> <p>Recognise that a piece of music may be fast or slow</p>	<ul style="list-style-type: none"> ♦ Imitating and comparing loud and soft environment sounds. ♦ Play music, which is at times distinctly loud and at others distinct soft. Ask the children to stamp feet when the music is loud and tip-toe when it is soft ♦ Initiating movements to indicate fast, slow, heavy, light. Movements of animals, machines falling rain, popping corn, etc. ♦ Children listen to selected classical music pieces and initiate in movement the animals described in the music. 	<p>A variety of objects; taped recordings of environmental sounds.</p> <p>Carnival of the Animals - by Saint Saens</p> <p>Peter and the Wolf. (PROKOFIEV)</p>	<p>Observation</p> <p>Performance Tasks</p> <p>Reflections</p> <p>Oral Interviews</p>

Music Syllabus

TIMBRE

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Demonstrates recognition of tone colour by exploring and using a variety of sound sources.	Distinguish differences in tonal quality of sounds.	<ul style="list-style-type: none"> ◆ Environmental walk - children close eyes and listen in order to identify, initiate and the various environmental sounds heard. ◆ Room Tap - tap objects around the room. Children identify each while their eyes are closed. ◆ Create a 'sound box' with the children. The teacher or a child selects and makes a sound with an object from the box. Children will identify the object. 	<p>Objects in the room.</p> <p>Sticks, stones, sand, bottles, caps, old utensils, wood, paperclips.</p>	<p>Performance Tasks</p> <p>Reflections</p> <p>Observations</p>

Music Syllabus

RHYTHM

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
uses the elements of line notation to read, play and create rhythmic phrases.	<p>Notation and instrumental work.</p> <p>Read and tap rhythms illustrated by graphic notation.</p>	<ul style="list-style-type: none"> ◆ Pulse and pattern - playing by ear (refer to sections on pulse and rhythmic pattern). ◆ Begin with speech and graphic symbols. 	<p>Pictures of familiar objects with one and two syllables e.g. Cat, rab-bit/</p>	

Music Syllabus

ACCENT

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Demonstrates understanding of accent through the use of body movements and play percussion instruments	<p>Recognise the isolated accented beat by performing appropriate movements.</p> <p>Recognise and respond to the accented beat.</p>	<ul style="list-style-type: none"> ◆ Teacher plays a series of pulse beats on a percussion instrument, accenting some of the beats. Children walk in one direction on the accented beat and change direction on the accented beat. ◆ Teacher plays softly on a percussion instrument, while the children are out of sight. On each accented beat, one child enters with a spring until all are in and moving. The children can walk, run or skip. 	Percussion instruments	<p>Observation</p> <p>Performance Tasks</p> <p>Reflections</p>

Music Syllabus

PHRASING

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Demonstrates understanding of phrasing in music by performing a variety of motor/rhythmic activities	<p>Identify the number of phrases in a song or poem.</p> <p>Perform specific actions during specific phrases of a song.</p> <p>Identify the beginning and ending of musical phrases.</p>	<ul style="list-style-type: none"> ◆ Teacher reads nursery rhyme or song text to pupils. Re-read making arcs on the chalk board to indicate phrases. ◆ Pupils recite or sing a nursery rhyme, breathing at the beginning of each phrase. ◆ Choose suitable nursery rhymes or songs and let pupils step to the beat making a gesture at the phrase ends. 	<p>Song books, text, nursery rhymes and songs e.g. Tom, Tom, Incy, Wincy Spider, Humpty Dumpty.</p> <p>Piggy on the Railway, Fudge, Fudge call the Judge.</p>	<p>Observations</p> <p>Performance Tasks</p> <p>Reflections</p> <p>Oral Interviews</p>

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Demonstrates recognition of high and low sounds by:</p> <p>relating high and low objects in the environment.</p> <p>Body movement.</p>	<p>Recognise and initiate sounds in the environment.</p> <p>identify relative highness and lowness of tones.</p>	<ul style="list-style-type: none"> ◆ Listen to a variety of environmental sounds e.g. birds tweeting, dogs barking, sirens, aeroplanes, someone hammering, etc. <ul style="list-style-type: none"> a. Name source of each sound; b. recognise related pictures; c. initiate sounds. ◆ Identify and initiate: <ul style="list-style-type: none"> a. High pitched sounds e.g. siren, children screaming at play; b. Low pitched sounds, e.g. drum. ◆ Sound stories - Create or select a story in which the children can use their voices effectively to initiate high/low rising and falling sounds, e.g. a hurricane, a party. 	<p>Pre-recorded tape with environmental sounds.</p> <p>pictures depicting sound sources.</p> <p>The Three Bears</p> <p>Billy Goats Gruff</p> <p>The Lion and the Mouse</p> <p>The Three Little Pigs</p>	<p>Creations</p> <p>Observations</p> <p>Performance Tasks</p> <p>Oral Interviews</p>

Music Syllabus

MELODY

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Memorises and internalizes songs and musical ideas of increasing length. Sing an expanding repertoire of songs requiring a variety of vocal technique.	Recognise melody of familiar songs. Initiate pitches. Sing answering phrases.	<ul style="list-style-type: none"> ◆ Children identify familiar songs by listening to melody (tune) only. ◆ Teacher or children hum familiar tunes for others to identify. ◆ Perform singing exercises using the pentatonic scale to: ni, ning, ungh and combination of the above with: <ul style="list-style-type: none"> I) ay-eg ni-ay, ning-ayugh-ay; II) ni-a, ning-a, ungh-a; III) sing to noo-no. 	Pentatonic scale Do, re, me, sol, la.	Observation Performance Tasks Reflections

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Find own singing voices participates in class/ group vocal singing. Develops awareness of phrase length.	<p>Sing simple songs with gradually improving pitch and tonal quality</p> <p>sing simple unison songs with some control of breathing.</p>	<ul style="list-style-type: none"> ◆ The child operates the cassette at will, singing, improvised songs within the feeling of tonality established by the sounds of the instruments. ◆ Teacher sings greetings, names of children (while marking the Attendance Register) and children initiate and respond appropriately e.g. Hello Please Stop; Teacher - 'Mary Joseph' Child - 'I am here'. 	<p>Tape Recorder</p> <p>Tapes</p> <p>Percussion Instruments</p> <p>Register</p>	<p>Observations</p> <p>Performance Tasks</p> <p>Reflections</p> <p>Creations</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Cultivates a controlled, unbroken singing sound, using one breath per melodic phrase</p> <p>Acquires a storehouse of muscular experiences, which will give meaning to the learning of musical concepts.</p>	<p>Breath control. Relaxation. Body awareness. Spatial awareness. Breath control.</p>	<ul style="list-style-type: none"> ◆ Raise one or both arms while breathing through the mouth slowly. As the arm(s) reaches overhead, stop breathing and hold for a brief movement. ◆ Slowly lower arm(s) while breathing out through the mouth with slightly parted teeth making an unvoiced 'sssss' sound. ◆ Breathe like a fat man (stomach and chest move out, shoulders remain still). ◆ Children move like rag dolls or some floppy animal. ◆ Alternate this with moving stiffly like a wooden soldier or robot. 	<p>Rag dolls, Wind up/wooden toys,* Charts Raggedy Ann, Soldier Brave, Soldier True</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Participates in activities, which will decrease tension, enhance vocal tone, eliminate shallow breathing and develop control.</p> <p>Develops the ability to unwind and senses the difference between a tense and a relaxed body.</p>	Breath control	<p>♦ Teacher plays, while some children sing the song and others respond to the rhythm and mood of the song.</p>	Balloons Waltzes- Blue Danube The Skaters	Observation
	Relaxation		Waltz by Strauss Scarves Chart-shake your fingers	Performance Tasks
	Body awareness			
	Spatial awareness			

Music Syllabus

5 - 7 Age Group

RHYTHM-PULSE REGULARITY

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Demonstrates through a variety of physical movement the ability to respond to the regular throb or beat of the music.	<p>Perform various physical movements to songs and pre-recorded music.</p> <p>Create/perform appropriate actions to song and hand clapping games.</p>	<ul style="list-style-type: none"> Walking, clapping, clicking, snapping to the beat of poems and songs. Engage children in a variety of activities using bean bags, lummi sticks, balls and hoops. Children move and repeat word patterns to help keep the beat. e.g. walk, walk, clap, clap stamp, clap, clap up down, up down. Use recording of local and regional songs for hand clapping games. Performing appropriate movements to keep the beat. 	<p>Pre-recorded tapes and booklets.</p> <p>Lummi stick activities.</p> <p>Folk song selections</p>	<p>Performance Tasks</p> <p>Observations</p> <p>Creations</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Demonstrates through a variety of physical movement the ability to respond to the regular throb or beat of the music.	Recognise strong and weak beats in music.	<ul style="list-style-type: none"> ◆ Pupils listen to recorded selections to determine the various groupings by the use of body. ◆ A drum could then be played on the accented beat and a triangle or softer sounding instrument, played on the weak beats. E.g. percussion instruments. 	<p>Pre-recorded tape with graded examples of songs and instrumental music in difficult metres.</p> <p>Rhythm instruments.</p>	<p>Observations</p> <p>Performance Tasks</p>

Music Syllabus

RHYTHM NOTATION

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Reads and plays rhythm patterns involving the following:-</p> <p>a. graphic notation</p> <p>b. line notation</p> <p>c. standard</p> <p>d. notation</p> <p>Participates in activities to demonstrate their knowledge and understanding of the above.</p>	<p>Note values - the duration value of musical tones/sounds are represented by symbols called notes and rests.</p> <p>Orally associate movement names with durations.</p>	<ul style="list-style-type: none"> ◆ Choose two nursery rhythms or songs; a 'walking' tune and a 'running' tune'. ◆ While playing/singing the walking tune, teacher invites pupils to 'walk' the rhythm. The same procedure is used for the 'running' tune. ◆ Introduce tunes, which are played very slowly and have children walk the rhythm. ◆ Select a tune and notation it on board either in crochets - walk; quavers - run, minims - step-wait. <p>Baa, Baa, Black Sheep</p> <p>Have you Any Wool</p>	<p>I am walking</p> <p>Polly Put the Kettle on.</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Reads and plays rhythm patterns involving the following:-</p> <p>e. graphic notation</p> <p>f. line notation</p> <p>g. standard notation</p> <p>h. notation</p> <p>Participates in activities to demonstrate their knowledge and understanding of the above.</p>	<p>Note values - the durational value of musical tones/sounds are represented by symbols called notes and rests.</p> <p>Orally associate movement names with durations.</p>	<p>◆ Instructions: If the tune 'walks', walk anywhere. If the tune 'runs', run on the spot. If the tune step/waits walks and bend</p>	<p>I am walking</p> <p>Polly Put the Kettle on.</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Participates in activities to demonstrate their knowledge and understanding of the above	<p>Identify rests and perform specific actions on them.</p> <p>Create, read and play percussion scores.</p>	<ul style="list-style-type: none"> ◆ Choose a poem where the rest occurs at the end of a phrase. Recite and tap fingers to the beat. On the silent beat (rest) put hands on shoulders/ open hands/ gently blow e.g. Tick Tock (Appendix) ◆ Pupils read and play a variety of unison, two part and three part percussion scores. ◆ Pupils create and record, with teachers' assistance, percussion scores for known songs and poems. 	<p>Poems:</p> <p>Four Little Monkeys Teddy Bear</p> <p>Wee Little Winkie</p> <p>Here Sits The Brigadier</p> <p>Tick Tock</p> <p>Refer: Percussion scores at end of syllabus (Appendix)</p>	<p>Observation</p> <p>Creations</p> <p>Performance Tasks</p> <p>Reflections</p>

Music Syllabus

STYLE AND EXPRESSION

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Identifies a variety of musical styles and their functions Makes musical judgements about style and expression.	Recognise and respond to differences in dynamic levels	<ul style="list-style-type: none"> ◆ Teacher dictates, by clapping, simple rhythm patterns at different dynamic levels. ◆ Children echo each pattern vary the activity by giving patterns to each child and by repeating each pattern at a different dynamic level. ◆ Recite familiar chants and poems, experimenting with varying dynamic levels. e.g. loudly - f softly - p ◆ start softly, gradually get louder or vice versa. 	Poems	Observation Performance Tasks Creations

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Makes musical judgements about style and expression.	Develop knowledge of terminology, abbreviations and signs.	<ul style="list-style-type: none"> ◆ Use appropriate abbreviations and terminology to suit songs p, ppp, f, ff, fff. < > crescendo decrescendo ◆ Singing tunes at varying dynamic levels. Compare differences and note effect on mood. ◆ Creating a story using body percussion e.g. rainstorm wind -rub palms together small -raindrops - click tongues big raindrops - pat knees. 	Manuscript Books	Observation Performance Tasks Reflections Creations

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Makes musical judgements about style and expression.	Respond to various styles of music by: listening discussing singing moving creating	<ul style="list-style-type: none"> ◆ Children listen to recordings of music of different styles, from different cultures and music used for various occasions and festivals e.g. church, films, National Anthem, Christmas, etc. i. Discuss the characteristics of the music i.e. tempo, harmony, melody, rhythm, dynamics, etc. ii. Describe the mood and the story it conveys/implies. iii. Perform appropriate movements to accompany the music. 	<p>The Nutcracker Suite by Peter Tchaikovsky</p> <p>Peter and the Wolf by Prokofiev</p> <p>Carnival of the Animals by Saint Saens</p> <p>Waltz of the Flowers from the Nutcracker Suite</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p>

Music Syllabus

TEMPO

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Performs, sings, moves and plays rhythm instruments appropriately, to demonstrate sensitivity to changes in the tempo of music.	Distinguish between fast and slow tempo.	<ul style="list-style-type: none"> ◆ Children find their own slow/quick walking speeds, without a predetermined tempo ◆ Use ideas to encourage slow/fast steps. ◆ Teacher sings/plays a tune, several times, to a slow pulse, then to a quick pulse. ◆ Have a child set the tempo of songs they are about to sing, by tapping or walking an agreed number of pulses before the song starts. ◆ Teacher recites appropriate rhymes/poems. ◆ Pupils state at which tempo they should be said. ◆ Recite again, while tapping the pulse, pupils join in. 	Poems: Snail, Snail Fox is Running Little Pony Hush My Babe Parade of the Animals	Performance Tasks Observation Creations Reflections

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Performs, sings, moves and plays rhythm instruments appropriately, to demonstrate sensitivity to changes in the tempo of music	Distinguish between fast and slow tempo.	<ul style="list-style-type: none"> ◆ Arrange pupils in three groups: <ul style="list-style-type: none"> a. bicycles move when their tempo is played on a triangle, slowing when the triangles music slow; b. cars move to drum beat; c. jets move to a castanets beat. ◆ Each group stands in a line holding hands. 	Percussion Instruments	Performance Tasks Observation Creations Reflection

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Distinguishes the quality of:</p> <p>Environmental sounds</p> <p>the human voice</p> <p>percussion and orchestral instruments.</p>	<p>Recognise and initiate environmental sounds</p> <p>Associate names with actual instruments or pictures of instruments</p>	<ul style="list-style-type: none"> ◆ Teacher prepares a tape of pre-recorded sounds and pictures of farm/wild animals, musical instruments, vehicles, machines, etc, and display on chalk/felt board. Pupils - <ol style="list-style-type: none"> a) listen to recorded sounds and point to the picture associated with the sounds heard b) Make the appropriate sound as teacher points to the picture. ◆ Teacher arranges pupils in groups each representing a farm animal. ◆ Pupils recites poem "The Barnyard" and invites the group to participate at appropriate places by: 	<p>Pictures: pre-recorded music</p> <p>Tape with animal sounds e.g. Come to the Zoo with Me Old McDonald Had a Farm.</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Oral interviews</p> <p>Creations</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Distinguishes the quality of: Environmental sounds the human voice percussion and/or orchestral instruments	Identify animal sounds Classify musical instruments	a) Making the sound of the animal c) Creating an appropriate chant for each animal sound. ♦ Display percussion instruments, and allow pupils to sort according to: i) way instrument is played; ii) sound of instrument; iii) materials from which instrument is made. ♦ Create compositions using instruments to produce contrasting or similar tones ♦ Tape pupils compositions, listen and discuss.	Poem: 'The Battyard' Percussion Instruments Tape Recorder Tapes	Performance Tasks Observations Creations Reflections

Music Syllabus

MELODY- A line of single notes which move up, down or repeat, i.e. a tune

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Acquires an understanding of melody and demonstrate it through a variety of musical activities.	<p>Recognise that</p> <ol style="list-style-type: none"> 1. there are several sounds of various pitches in the environment; 2. musical tones may be high, medium or low pitched. <p>Recognise and compare environmental sounds.</p>	<ul style="list-style-type: none"> ◆ Strike various materials including instruments and objects, either in the classroom or brought from home, and have children <ol style="list-style-type: none"> a) name the object or instrument heard b) select the object or instrument that produces the same sound. ◆ Classify environmental sounds and tones of rhythm instruments as being high or low pitched. e.g. Compare bells with the sound of a drum. ◆ Teacher plays familiar tunes in low, middle and high pitches. Discuss and compare pitches and overall mood. 	<p>A variety of metal, wooden and plastic objects</p> <p>percussion instruments.</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Acquires an understanding of melody and demonstrates it through a variety of musical activities	<p>Recognise that</p> <p>3. there are several sounds of various pitches in the environment;</p> <p>4. musical tones may be high, medium or low pitched.</p> <p>Recognise and compare environmental sounds</p>	<ul style="list-style-type: none"> ◆ Select recorded music that is predominately high or low ◆ Children respond with high or low body movements ◆ Extend the activity by using music that illustrates medium pitch ◆ Small groups and individuals sing songs in high, medium and low pitches 	<p>Tape Recorded</p> <p>Tapes</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Reflections</p>

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Responds to harmonic sounds by moving singing playing tuned instruments with a reasonable degree of auditory discrimination and creativity.	Listen to: i) environmental sounds ii) accompanied and unaccompanied music to distinguish between harmony and melody.	<ul style="list-style-type: none"> ◆ Pupils listen to examples of harmony in the environment e.g. simultaneous sounds of barking, chirping, machines, and equipment in the nutrition/ lunch room, horns, siren, radios and vehicles together. ◆ Discuss the effects of the sounds heard. ◆ Listen to well known tunes accompanied and unaccompanied. ◆ Discuss with pupils which tune have a single melody and which have more parts added. ◆ Pupils raise hands when the single melody is heard and tap or clap when harmony is produced. 	Pre-recorded tape of environmental sounds. Recordings of accompanied and unaccompanied melodies	Observation Performance Tasks Creations Oral Interviews

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Responds to harmonic sounds by: moving singing playing tuned instruments with a reasonable degree of auditory discrimination and creativity	Sing and/or play melodic ostinato patterns.	<ul style="list-style-type: none"> ◆ Select well-known pentatonic songs. Sing a two or three note ostinato pattern while pupils sing the song. ◆ Choose a small group of pupils to sing the ostinato pattern while the rest of the class sings the song. 	<p>Songs: Rain, Rain, Go Away Ostinato - Go Away</p> <p>Hot Cross Buns Ostinato - Hot Cross Buns</p> <p>Are You Sleeping Ostinato - Ding, Dong Bell</p> <p>Jingle At The Window Ostinato - Window, Window</p>	<p>Observation</p> <p>Performance</p> <p>Reflections</p> <p>Oral Interviews</p>

Music Syllabus

TERNARY FORM

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Demonstrates understanding of form through listening, moving and composing.	<p>Recognise that some music is written in three sections; the first and third are similar, the second contrasting (ABA)</p> <p>(Many songs in form repeat A or B more than once e.g. AABA or ABBA or AABBA.</p>	<ul style="list-style-type: none"> ◆ Divide the class into two groups. (A and B) Distribute rhythm instruments to group one. The other group will sing. Teacher plays the tune, 'A' sings and 'B' plays the rhythm. Roles can be reversed. ◆ Select a song with three sections e.g. "Shoo Fly!" Pupils sing the first section while tapping the beat. ◆ In Section B - I feel, I feel - pupils alternate a knee slap and finger snap. ◆ Upon repeating Section A pupils resume clapping the beat. ◆ Group 2 has none. Teacher plays the tune. Group I will sing Section A while Group II will play rhythm (pulse of Section B. Roles can be reversed. 	See Appendix	<p>Performance Tasks</p> <p>Creations</p> <p>Reflections</p> <p>Oral Interviews</p>

Music Syllabus

FORM - The overall plan of a piece of music

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Pupils will recognise and respond to musical phases by: performing bodily movements singing playing instruments and other forms of expression.	<p>Recognise and respond to musical phrases by means of body movement/ other forms of expression.</p> <p>Identify phrases in two and four phrase songs/ rhymes/ poems.</p>	<ul style="list-style-type: none"> ◆ Prepare pictures to accompany songs/rhymes. Each picture must represent a phrase of the song. ◆ Place (each group representing a phrase of the song/rhyme), and then place a picture on the floor in front of each group. ◆ Sing/play the song or recite the rhyme and pupils tap/ play musical instruments when their phrase is sung/recited. 	<p>Pictures related to songs/ rhymes percussion instruments</p> <p>Songs/rhymes:</p> <p>Georgie Porgie</p> <p>Hickory, Dickey Dock</p> <p>Incy, Wincy, Spider</p> <p>Hey Diddle Diddle</p>	<p>Creations</p> <p>Oral interviews</p> <p>Performance Tasks</p>