# REPUBLIC OF TRINIDAD AND TOBAGO

# MINISTRY OF EDUCATION

# PRIMARY SCHOOL CURRICULUM

# CURRICULUM GUIDES

# INFANTS 1

**Curriculum Planning and Development Division**
**2013**

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# Primary School Curriculum

# Agricultural Science

# Infants 1

# Agricultural Science

## Rationale
### WHAT IS AGRICULTURAL SCIENCE?

Agricultural Science teaches the principles and practices of growing plants and rearing animals for food and other valuable products.

### WHY STUDY AGRICULTURAL SCIENCE?

Agricultural Science develops students' understanding of the natural environment and the constantly changing cycles of nature.

The development of a love of learning is one of the major purposes of primary education, and Agricultural Science is an ideal vehicle to facilitate the attainment of this goal. Students will learn to care for plants and animals associated with agriculture, and how and why these are important to us.

This subject provides opportunities for students to develop their social, emotional, communication and technological skills, and a caring attitude towards the environment. Furthermore, it allows students to feel a sense of accomplishment, which boosts their confidence and self-esteem.

The study of Agricultural Science also caters to the development of social and emotional intelligences, and helps to build positive character traits and values such as respect, responsibility, caring and kindness. The programme of learning affords opportunities for developing interpersonal skills, and includes cooperation and collaboration as learning outcomes.

# HOW IS AGRICULTURAL SCIENCE STRUCTURED?

The curriculum emphasizes food security and preservation of the environment, with a focus on Good Agricultural Practices (GAP). It provides the means by which our students are sensitised to the value and importance of agriculture to themselves, our communities, our country, and the world at large.

The integration of Agricultural Science with other curriculum subjects provides an excellent opportunity for linking theory to practice. Agricultural Science contributes to student literacy and numeracy as well as their skills in observing, manipulating, comprehending, recording, analysing and reporting, through enjoyable activities.

As important as food security and our inalienable rights to food and nutrition, is a global concern about our fragile planet. The introduction of environmental awareness and the development of stewardship education becomes an important component in every child's Agricultural Science learning.

Agricultural Science is structured around a number of interconnected topics.  These include:

- Agriculture as a Business

- Crop Science

- Livestock Science

- The Environment

- People in Agriculture

The topics and practical activities described in the curriculum are selected because they provide a coherent learning process and promote an understanding that places agriculture within an integrated holistic perspective of the local, regional and global community.

| AGRICULTURAL SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 1.1.1 Identify plants associated with agriculture. | 1.2.1 Classify plants into those that are eaten and those that are not eaten. | 1.3.1 Enjoy agricultural activities.<br><br>1.3.2 Value the importance of plants in agriculture.<br><br>1.3.3 Co-operate with team members.<br><br>1.3.4 Show respect to others. | 1a. Classify agricultural plants into those that are eaten and those that are not eaten.<br><br>1b. Describe the importance of plants in the lives of humans.<br><br>1c. Enjoy agricultural activities. | • Select agricultural plants from a given collection - real or virtual (1.1.1)<br><br>• Indicate at least two plants, real or virtual, that are eaten and two that are not eaten (1.2.1)<br><br>• Display enthusiasm, inclusivity and courtesy while engaging in activities (1.3.1, 1.3.3, 1.3.4)<br><br>• Describe two ways in which life would be difficult without plants (1.3.2) |
| 2.1.1 Identify animals that are associated with agriculture. | 2.2.1 Classify animals into those that are eaten and those that are not eaten.<br><br>2.2.2 List three products that are obtained from farm animals. | 2.3.1 Value the importance of animals in agriculture. | 2a. List animals that are reared on a farm.<br><br>2b. Classify animals into those that are eaten and those that are not eaten.<br><br>2c. Recall products of farm animals.<br><br>2d. Relate the value of | • Select at least three animals that are reared on a farm from a set of pictures of animals (2.1.1)<br><br>• Group six pictures of animals into those that are eaten and those that are not eaten (2.2.1)<br><br>• List three products obtained from farm animals (2.2.2) |

## AGRICULTURAL SCIENCE: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---------|--------|--------------|----------|--------------|
| Students will: | | | | |
| | | | rearing animals. | • Communicate the need for rearing animals (2.3.1) |
| 3.1.1 Identify objects related to agriculture. | 3.2.1 Classify objects into buildings, tools and equipment.<br><br>3.2.2 Draw agricultural objects. | 3.3.1 Value the importance of buildings, tools and equipment used in agriculture.<br><br>3.3.2 Co-operate with team members.<br><br>3.3.3 Show respect to others. | 3a. Name objects used in agriculture.<br><br>3b. Place agricultural objects into named categories.<br><br>3c. Illustrate agricultural objects.<br><br>3d. Relate reasons for the importance of farm objects.<br><br>3e. Collaborate respectfully with team members to perform activities. | • Name at least three objects found on a farm (3.1.1)<br><br>• Categorize six farm objects into buildings, tools and equipment, while working in groups (3.2.1)<br><br>• Draw one example of an agricultural object from each category (3.2.2)<br><br>• Relate one reason each for the importance of buildings, tools and equipment in agriculture (3.3.1)<br><br>• Display enthusiasm, inclusivity and courtesy while engaging in activities (3.3.2, 3.3.3) |
| 4.1.1 Identify places where plants are grown for food. | 4.2.1 Make models of various types of farms/gardens.<br><br>4.2.2 Draw different types of | 4.3.1 Show appreciation for places where plants are grown for food.<br><br>4.3.2 Display responsibility when making models. | 4a. Identify the places where plants are cultivated for food.<br><br>4b. Construct/draw models of various farms/gardens. | • Infer three places where plants are grown for food after observation of pictures and/or videos (4.1.1)<br><br>• Construct two models: one of a small farm/garden and one of a large |

# AGRICULTURAL SCIENCE: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---------|--------|--------------|----------|--------------|
| Students will: | | | | |
| | farms/gardens. 4.2.3 Classify farms/gardens into small and large. | | 4c. Classify farms into stated categories. 4d. Display responsible behaviours when constructing models. 4e. Respect places where plants are grown. | farm/garden (4.2.1) • Illustrate, through drawings, a small and a large farm (4.2.2, 4.2.3) • Name two ways in which we can show respect for the garden (4.3.1) • Display responsible behaviours while engaging in activities (4.3.2) |
| 5.1.1 Identify places where animals are reared for food. | 5.2.1 Collect pictures of places where animals are reared. 5.2.2 Classify farms based on the animals reared. | 5.3.1 Recognize the value of animal farms. 5.3.2 Collaborate with team members in a fun and enjoyable way. | 5a. Identify various types of animal farms and their products. 5b. Collect relevant pictures for activities. 5c. Describe benefits of animal farms. 5d. Collaborate with team members to execute activities with enjoyment. | • Name two places where animals are reared for food (5.1.1) • Collect and classify appropriate pictures of places where animals are reared (5.2.1, 5.2.2) • Orally describe two benefits of having animal farms (5.3.1) • Participate in a positive manner with team members in group activity while gathering appropriate pictures (5.3.2) |
| 6.1.1 Provide examples of people who produce and | 6.2.1 Dramatize scenarios illustrating people who produce | 6.3.1 Display teamwork in dramatization activities. | 6a. Depict occupations of people who produce and sell various foods. | • Elicit the jobs or occupations of at least three people who produce and sell food (uncooked, cooked, |

| AGRICULTURAL SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| sell food. | and sell food. | 6.3.2 Enjoy dramatization activities. | 6b. Enjoy dramatization and role-playing activity while displaying teamwork. | processed), from listening to songs, jingles or rhymes, or from viewing pictures and/or videos (6.1.1) <br><br> • Play the role of at least one person who produces and/or sells food (6.2.1) <br><br> • Display enthusiasm and enjoyment while co-operating and participating in the execution of role-playing activities (6.3.1, 6.3.2) |
| 7.1.1 Describe foods eaten at different meal times. <br><br> 7.1.2 Explain activities engaged in, before eating meals. | 7.2.1 Create main meals eaten at different times of the day using models and/or pictures. <br><br> 7.2.2 Demonstrate proper hygiene before eating meals. <br><br> 7.2.3 Recite prayers before and after eating meals. | 7.3.1 Demonstrate courtesy to each other. <br><br> 7.3.2 Display responsibility at meal times. <br><br> 7.3.3 Practise positive behaviours at meal times. | 7a. Explain activities done before having meals. <br><br> 7b. Assemble the main meals of the day. <br><br> 7c. Demonstrate courtesy, responsibility and other positive behaviours at meal times. | • Describe the composition of a typical breakfast, lunch and dinner (7.1.1) <br><br> • Explain why hands are cleaned and prayers are said before meals are eaten (7.1.2) <br><br> • Assemble at least one main meal using models, pictures, or links from web quest (7.2.1) <br><br> • Simulate two main activities of cleaning hands while singing a related jingle, and praying before |

| AGRICULTURAL SCIENCE: INFANTS 1 | | | | |
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| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | meals (7.2.2, 7.2.3)<br><br>• Demonstrate at least two courteous behaviours practised while eating with others (7.3.1)<br><br>• Display at least one responsible action at meal time (7.3.2)<br><br>• Illustrate, at minimum, two examples of good table etiquette (7.3.3) |
| 8.1.1 Recognize foods eaten on special occasions. | 8.2.1 Display foods served on a special occasion.<br><br>8.2.2 Plan and celebrate a special occasion. | 8.3.1 Co-operate with others to celebrate a special occasion.<br><br>8.3.2 Work in a safe manner when handling food.<br><br>8.3.3 Respect others' cultural and religious differences.<br><br>8.3.4 Participate in, and enjoy celebrating special | 8a. Recognize foods associated with special occasions.<br><br>8b. Plan and celebrate special occasions by co-operating and respecting each other's religious and cultural differences.<br><br>8c. Handle food in a safe and hygienic manner. | • Select, from a set of pictures of foods or real foods, at least three foods eaten on a special occasion (8.1.1)<br><br>• Participate in planning, through discussion and co-operation, a display of foods relevant to a special occasion (8.2.1, 8.2.2, 8.3.1)<br><br>• Display at least one safe action and two hygienic practices when handling foods (8.3.2) |

| AGRICULTURAL SCIENCE: INFANTS 1 | | | | |
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| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | occasions. | | • Listen to and celebrate with each other during their cultural and religious observances (8.3.3, 8.3.4) |

# Primary School Curriculum

# English Language Arts

# Infants 1

# English Language Arts

## Rationale

The National Primary English Language Arts curriculum is intended to motivate students to study, use and enjoy English language and literatures written in English. Learning English includes learning the language, learning through the language, and learning about the language. Its study involves understanding the internal integration of the skills (listening, speaking, reading and writing) and understanding language itself as a tool for learning. Language provides access to learning. When students understand language they automatically access the entire curriculum.

As the curriculum is enacted, the cross-curricula functional use of language is also illustrated. Students use language to master what they learn in different subjects and while doing so each subject in turn helps students to sharpen their language skills. Additionally, students learn at different rates so their acquisition of language and literacy skills varies. All students however, must develop mastery of the English language skills which is critical to their overall development. The English Language Arts curriculum seeks to facilitate this developmental process through a systematic, integrated, learner-centred approach.

It is to be noted that throughout the National Primary Curriculum an intra-disciplinary, theme-based approach has been adopted. This is intended to facilitate students' language and literacy development and is a key focus of the curriculum. Language learning is intended to be continuous as the curriculum is enacted on any given day. Students can acquire language and subject content simultaneously as they engage in learning activities. This approach helps students connect language across learning areas, see language in effect in real contexts and use language for meaningful purposes; however, the teaching of language through content is not exclusive. **Planned and explicit teaching of core reading, writing and grammar skills must continue using creative and dynamic strategies.** Importantly, the curriculum is not prescriptive with regard to the teaching of grammar. Approaches will vary but **presenting grammar in context is highly recommended**. Students are to be guided in applying their grammar learning in their own writing, reading and speaking. In this way, grammar becomes relevant and alive in students' consciousness and psychological resistance to its study can decline.

The National Primary English Language Arts curriculum is designed to support students throughout the processes of acquiring, developing and mastering requisite skills and knowledge for effective communication. In Trinidad and Tobago, the co-existence of two major linguistic systems, English Creole and Standard English, poses specific problems for some learners. The English Language Arts curriculum explicitly recognizes the nature of this challenge and seeks to address it through a student-centred approach to learning which respects students' linguistic experiences. The language children bring to the classroom - their first language, is a tool for building their awareness of the target language. The students' first language becomes a natural support if communication breaks down when teaching Standard English; this is because both languages are supportive of students' overall linguistic development. Awareness of the two major linguistic systems, English Creole and Standard English is in-built in the ELA programme. The teaching of grammar is central to students' understanding of English language structures and of the grammatical patterns in English Creole. Students need also to understand explicitly, the nature of the relationship between English Creole and Standard English. When this understanding occurs, students will avoid confusing the two and the perception of 'bad English use' or 'broken English' will be minimised. Trinidad and Tobago is a linguistically diverse country. Consequently, understanding of both English Creole and Standard English contributes to the development of positive attitudes towards languages and language users. The National Primary English Language Arts curriculum facilitates this understanding.

Development in English Language Arts is essential to students' intellectual, social, and emotional growth.

Among others, the teaching of ELA will:

- Help students make connections between classroom learning and out-of-class language use.
- Motivate students to become proactive and independent in their learning.
- Provide the language base for the development of competence in all subject areas.
- Encourage students to interact comfortably and competently in different speech contexts.
- Develop students' ability to code switch between Standard English and English Creole.
- Develop students' confidence in their linguistic heritage.
- Build self-esteem and empowerment through the development of a personal voice.
- Equip students to engage in reflection and self-awareness and develop awareness of their world.
- Develop an appreciation for literature.
- Provide a tool for the development of imagination.

# ORGANIZATIONAL STRUCTURE OF THE ENGLISH LANGUAGE ARTS CURRICULUM

READING

LITERARY APPRECIATION

WRITING

MEDIA AND INFORMATION LITERACY
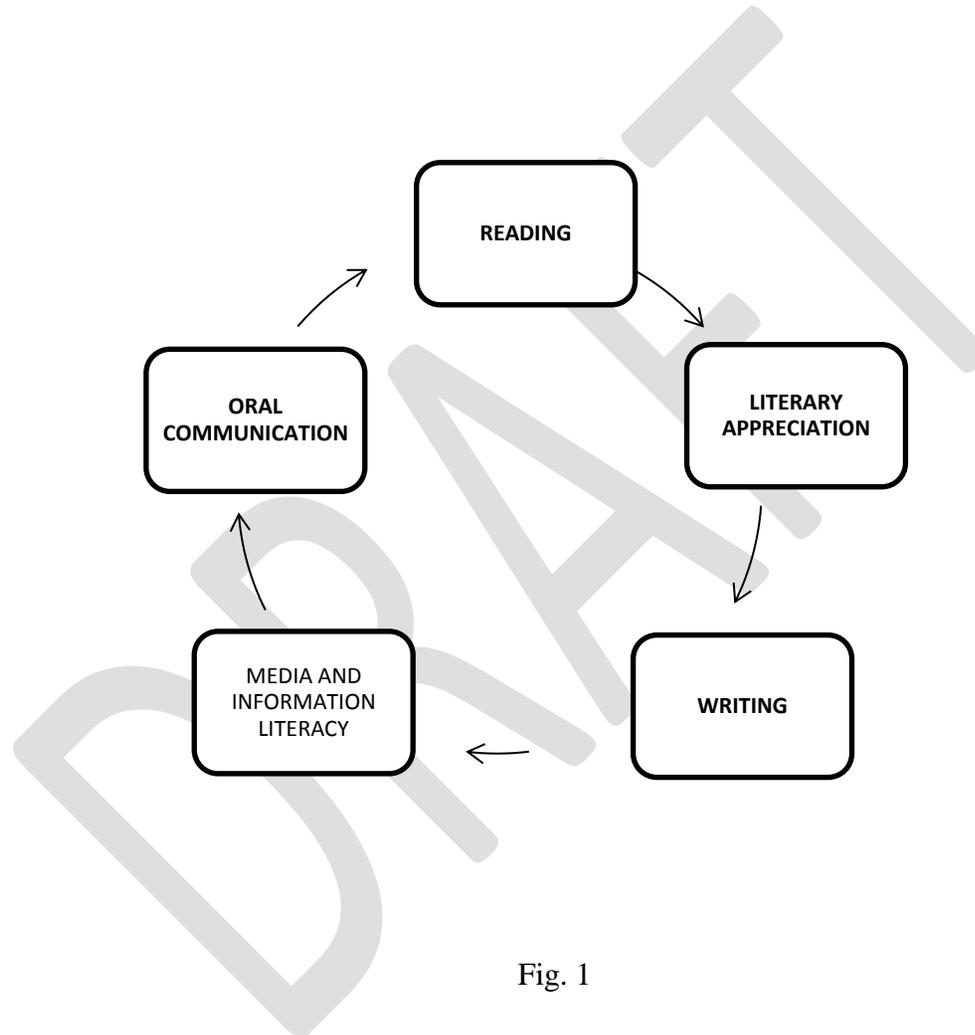
ORAL COMMUNICATION

Fig. 1

# Oral Communication

Well-developed listening and speaking skills enable students to communicate their ideas, feelings and experiences effectively. As a result, learners who engage in class discussions, using both Creole English and Standard English, are more in control of and involved in their own learning. Through oral communication instruction and opportunities for interaction, young learners also develop sensitivity to and respect for others and their opinions - two qualities that make for a more humane society. Students also need opportunities to engage in critical listening and thinking. This support gives them the opportunity to question what they are learning and ask for clarification to enhance their learning. Students must be supported to ask good questions, to identify problems in thinking as they attempt to learn, and be able to correct problems they encounter. In this way, they will be better prepared for the world they live in and for their future. Additionally, through the mastering of verbal and non-verbal communication skills, students will have opportunities to communicate, understand, interpret and evaluate information.

# Reading

Reading empowers learners, boosts their self-esteem and is critical to successful learning at school. During the early years, oral language development and reading development are tightly linked. As students continue to progress, their acquisition of reading skills is complemented and supported by the development of other literacy skills of writing, speaking and listening. All students will learn to read if systematic and explicit reading instruction is inherent within an enriching literary environment. Reading is developmental and students progress through the different stages at individual rates; such differences must be respected and catered to. Learners whose first language is English Creole may need additional support to build their oral English language skills as they learn to read books in Standard English. Reading materials that are culturally relevant and age-appropriate will stimulate learners' interests. Helping students connect what they read to their own experiences and background knowledge will support and enhance their reading efforts. The intention is for all students to become literate and be able to understand and process oral, written, electronic and multimedia texts. Consequently, the ultimate goals of the reading programme are: to help students become strategic and critical readers, to empower them to achieve independence in reading and to use literacy as a tool for life-long learning.

# Literary Appreciation

Literary Appreciation cultivates the ability to make sense of, experience unconscious delight in and, appreciate and evaluate the quality of literary works. Literature enhances students' behaviour, emotions, attitudes and social values thereby acknowledging differences in personalities, patterns of relationships, and philosophies. In appreciating literature from a variety of cultures, the learner gains pleasure and benefits from listening to, viewing, reading and interacting with literary works. Consequently, literature is a means of education and enlightenment, as it broadens students' knowledge bases, strengthens their thinking skills, and develops their awareness of new words and language. Literature also engenders appreciation for local and international culture, helps develop citizenship, builds patriotism, and fosters awareness of self and the environment.

# Writing

Writing is a recursive, cognitive process that can help students to make meaning of their learning experiences. The writing programme is carefully designed to develop students' ability to: think and write creatively and coherently and communicate effectively using the accepted conventions of written language. A systematic and explicit approach to writing across the curriculum enhances students' abilities to use written language for authentic purposes. Students are guided in understanding writing as a process during which their efforts are supported by oral and descriptive feedback. As a result, it is expected that learners will benefit from a more stimulating learning environment that encourages their creativity. In this curriculum, effective writing and reading are naturally connected and are supported by the other literacy skills of speaking and listening.

# Media and Information Literacy

Young people today are immersed in a world of written, electronic and multimedia texts and as a result, the English Language Arts curriculum reflects this paradigm. As both conscious and unconscious consumers and producers of media, it is essential for young learners to be multi-media literate. Much of the media in our environment are aimed at selling products or ideologies; therefore, students as media consumers must be taught how to critically interpret the information they receive. Media and Information Literacy emphasizes the development of

enquiry-based skills and the ability to engage meaningfully with media and information channels in whatever form and technologies they appear *(UNESCO, 2011)*. Consequently, the goal of Media and Information Literacy within the ELA curriculum is to develop a literate person who is able to read, analyse, evaluate, and produce communications in a variety of media forms.

# ENGLISH LANGUAGE ARTS GENERAL OUTCOMES – INFANTS 1

**ORAL COMMUNICATION**

- Demonstrate an understanding of appropriate listening etiquette.
- Demonstrate an understanding of appreciative and discriminative listening skills and respond creatively to a variety of audio/audio-visual aesthetic materials.
- Demonstrate listening and speaking skills needed to gain meaning, and to retell.
- Demonstrate appropriate nonverbal communication skills.
- Demonstrate common courtesies in conversations.
- Explore the co-existence of Creole and Standard English in Trinidad and Tobago.

**READING**

- Detect and manipulate sounds at three levels of sound structure (syllables, onset and rime, and phonemes) in spoken words.
- Engaging with Text
- Understand concepts about print such as directionality in text and book orientation using fiction and non-fiction texts.
- Understand that the blending of sounds produces words that have meaning.
- Understand the use of high-frequency words in different contexts.
- Gain knowledge of new words.
- Display proficiency in reading appropriate-level texts with purpose and understanding.
- Demonstrate the ability to use Reading Comprehension skills and strategies explicitly taught, to make meaning.

**LITERARY APPRECIATION**

- Recognise and experience delight with different genres in literature (fiction & nonfiction).

- Respond imaginatively to their experiences with literature.


**WRITING**

- Demonstrate the skills of handwriting readiness.
- Demonstrate neatness and legibility in their handwriting.
- Demonstrate their knowledge of the function of punctuation marks and capitalization.
- Demonstrate knowledge of high frequency words across content areas.
- Demonstrate the ability to compose simple sentences using grammatical patterns explicitly taught.


**MEDIA AND INFORMATION LITERACY**

- Display an understanding of Media (anything that gives us information).
- Display an understanding of selected forms of media.
  (audio – radio; visual – pictures; audio - visual-TV.; print-books etc.)
- Determine the purpose and intended audience of simple media texts (e.g., signs in the immediate environment, pictures and illustrations in books, advertisements in newspapers etc.).
- Demonstrate techniques in creating media
- Demonstrate the ability to use Reading Comprehension skills

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Oral Communication**<br><br>1.1.1 Know appropriate listening behaviours. | 1.2.1 Display appropriate listening behaviours for a sustained period of time:<br><br>a) *maintaining eye-contact*<br>b) *appropriate sitting or standing posture*<br>c) *appropriate facial expressions*<br>d) *showing interest by gestures*<br>e) *not speaking while listening*<br>f) *showing appreciation after listening*<br><br>1.2.2 Create mental images based on given stimuli.<br><br>1.2.3 Connect stimuli to | 1.3.1 Be eager and respectful listeners.<br><br>1.3.2 Be appreciative of audio/audio-visual aesthetic materials. | 1. Demonstrate level-appropriate listening behaviours and speaking conventions when communicating. | 1. Display the following listening behaviours:<br>• maintain eye contact;<br>• keep upright posture;<br>• make appropriate facial expressions;<br>• show interest by gesture;<br>• do not speak while listening; and<br>• show appreciation after listening by applauding or complimenting.[1.1, 1.2.1].<br><br>• Use appropriate eye contact, body language and gestures when speaking [6.2]. |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | personal experiences.<br><br>1.2.4 Connect 'self' to Literature (characters). | | | |
| 2.1.1 Know appropriate appreciative and discriminative listening behaviours. | 2.2.1 Imitate sounds, rhymes, poems and simple pieces of music.<br><br>2.2.2 Perform nursery rhymes and simple poems.<br><br>2.2.3 Individually and in peer-groups with attention to basic pronunciation and enunciation skills.<br><br>2.2.4 Express 'self' through at least one of the following: speech, drama or visual representations. | 2.3.1 Be comfortable to express 'self' to a familiar group. | 2. Display understanding of appropriate appreciative and discriminative listening behaviours. | 2. Imitate:<br><br>• sounds (from the environment, people, animals, and letters), rhymes and poems [2.1.1]<br><br>• perform nursery rhymes, simple poems and action songs [2.2.2]<br><br>• express self through creative dance movement (locomotion- fast/slow, and mood- happy/sad/scared) for specific pieces of music heard [2.2.4]. |
| 3.1.1 Know basic skills of oral expression applicable to this level. | | 3.3.1 Be imaginative.<br><br>3.3.2 Be comfortable to | 3. Display confidence and comfort in imaginatively expressing | 3. Comfortably:<br><br>• perform by reciting a rhyme or |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | perform for a familiar group. | self to familiar groups of people. | poem, or singing to a familiar group [2.3.1, 3.3.1, 3.3.2, 5.3.1]<br><br>• orally expresses self in both language forms with attention to pronunciation and enunciation skills [2.2.3]<br><br>• be respectful and courteous when interacting with others [6.3.1]<br><br>• take turns in expressing self [3.1.1]. |
| 4.1.1 Know how to use the "5Ws+H" to gain meaning from aural texts. | 4.2.1 Use "5Ws+H" questions to derive meaning.<br>4.2.2 Answer "5Ws+H" questions (to derive meaning).<br><br>4.2.3 Indicate the main idea of simple audio-visual texts. | 4.3.1 Be eager and respectful listeners.<br><br>4.3.2 Be budding meaning-makers. | 4. Use comprehension strategies taught to gain meaning from texts. | 4. Use:<br>• the "5Ws+H" and simple graphic organizers to gain meaning from texts [4.1.1, 4.2.1, 4.2.2]<br><br>• orally answer at least two literal and one inferential questions about texts presented [4.2.2]<br><br>• give one main idea from simple audio-visual texts |

## ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | | | | [4.2.3]. |
| 5.1.1 Know how to follow and provide directions and instructions. | 5.2.1 Follow and provide simple one-step to three-step directions and instructions. | 5.3.1 Be comfortable speakers among familiar people. | 5. Demonstrate an understanding of directions and instructions. | 5. Follow: <ul><li>simple three-step directions and instructions [5.1.1]</li><li>provide simple three-step directions and instructions [5.2.1]</li></ul> |
| 6.1.1 Know how to use and interpret simple non-verbal communication. | 6.2.1 Use appropriate gestures, facial expressions, proxemics, haptics, body language and eye contact when communicating. | 6.3.1 Be respectful and courteous when interacting with others. | 6. Communicate ideas using oral expression and non-verbal forms. | 6. Use and interpret: <ul><li>simple non-verbal communication [6.1.1]</li><li>use appropriate verbal expressions to introduce self, greet others, express thanks; ask and respond to questions [6.2.1].</li></ul> |
| 7.1.1 Know how to use common courtesies when interacting with a variety of audiences. | 7.2.1 <br> a) Introduction of self <br> b) Greetings <br> c) Expression of thanks <br> d) Response to questions | 7.3.1 Be comfortable speakers among familiar people. | 7. Demonstrate uses of common courtesies, in the Standard English form, when interacting with others. | 7. Use: <ul><li>common courtesies when speaking to peers and adults [7.1.1]</li></ul> |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | | | | • Standard English form to communicate courtesies [7.2.1]. |
| 8.1.1 Know that two main English Language forms co-exist in Trinidad and Tobago. | 8.2.1 Speak freely in classroom discussions and conversations in both the Creole and Standard English. 8.2.2 Convert commonly used Creole Languages to Standard English. *See writing strand for sentence structures at this level* | 8.3.1 Be comfortable to use both Creole and Standard English. 8.3.2 Show respect for the Creole as a legitimate language. 8.3.3 Be comfortable speakers among familiar people. | 8. Speak comfortably and appropriately in both the Creole and Standard English to a variety of audiences. | 8. Appropriately: • address a variety of audiences in both language forms [8.1.1, 8.3.1] • discuss topics in the classroom in Standard English form [8.2.1]. |
| **Reading** 9.1.1 All the letter sounds of the English alphabet individually and in text. | 9.2.1 Recognise letter sounds. 9.2.2 Pronounce the sounds of letters of the English alphabet. 9.2.3 Generate rhymes and | 9.3.1 Be confident in making sound connections. | 9. Demonstrate knowledge of spoken words, syllables and sounds by reading level-appropriate texts with fluency; and confidently | 9. Recognize and pronounce: • the letter sounds of the English alphabet [9.1.1, 9.2.1, 9.2.2] • recognize and produce rhyming words [9.2.3, 9.2.6, |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 9.1.2 Speech constitutes a series of individual sounds. | rhyming patterns.<br><br>9.2.4 Link sound and letter patterns, exploring rhyme, alliteration and other sound patterns.<br><br>9.2.5 Discriminate between words which differ in their: initial sounds, medial sounds, and final sounds.<br><br>9.2.6 Use onset, rime and phonemes to spell words.<br><br>9.2.7 Recognize rhyme, syllables and phonemes in spoken words.<br><br>9.2.8 Segment and blend sounds orally to pronounce words.<br><br>9.2.8a Orally substitute, | . | show reading fluency skills. | 9.2.7]<br><br>• recognize rhyme, syllables and phonemes in spoken words [9.2.7]<br><br>• discriminate between words that differ in one phoneme[9.2.5, 9.2.8, 10.2.2]<br><br>• link sound and letter patterns [9.2.4].<br><br>• Explore alliteration and other pattern sounds [9.2.4]<br><br>• isolate and pronounce the initial, medial vowel and final sounds in three-phoneme words [9.2.5]<br><br>• identify letter-sound correspondence and apply knowledge of one-to-one letter-sound correspondence |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | isolate and delete phonemes in words. | | | to blend simple word parts [9.2.8, 10.2.1, 10.2.3]<br><br>o add, delete or substitute individual sounds in simple, one-syllable words to make new words [9.2.8, 9.2.8a]<br><br>• use differing pronunciations of some letters appropriately in reading [9.2.1, 9.2.2, 9.2.5, 10.2.7]<br><br>• blend and segment onsets and rimes of single- and two-syllable spoken words and in spelling [9.2.8, 9.2.8a, 10.2.4]<br><br>• read and spell CVC pattern words [9.2.8, 9.2.8a, 10.2.8]<br><br>• use onset and rime, and phonograms to form new words and to read words |

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|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | [10.2.9, 10.2.10]<br><br>• select and apply appropriate phonic skills to decode words and read literary texts [10.1.1, 10.1.2]<br><br>• distinguish long from short vowel sounds in spoken single-syllable words [10.2.5]<br><br>• associate the long and short sounds with common spellings [10.2.5]<br><br>• blend words with long and short sounds and apply knowledge to form new words [10.2.5, 10.2.6]<br><br>• read grade level texts from a variety of genres [10.2.11]<br><br>• show patience when developing reading skills [10.3.1, 12.3.1] |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | <ul><li>show respect for self and others as developing readers and creative thinkers [10.3.1, 13.3.1]</li><li>express thoughts, ideas and feelings with confidence [9.3.1, 13.3.2].</li></ul> |
| 9.1.3 The sequence of the alphabet.<br><br>9.1.4 The differences between the shapes and forms of letters. | 9.2.9 Differentiate between uppercase letters and lower-case letters.<br><br>9.2.10 Print both lower and uppercase letters of the English alphabet.<br><br>9.2.11 Arrange letters of the English alphabet in sequence.<br><br>9.2.12 Make words.<br><br>9.2.13 Recognize letters individually and in text. | 9.3.2 Be enthusiastic when engaging with text. | 10. Demonstrate knowledge of letters of the alphabet, directionality of print and features of books. | 10. Display:<br><ul><li>confidence when making letter-sound connections [9.3.1]</li><li>recognize and read the letters of the English alphabet in sequence [9.1.3]</li><li>arrange letters of the English alphabet in sequence [9.2.11]</li><li>distinguish between the shapes and forms of letters of the English alphabet [9.1.4, 9.2.14]</li></ul> |

## ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---------|--------|--------------|----------|--------------|
| Students will: | | | | |
| 9.1.5 How to apply directionality to print.<br><br>9.1.6 Know the features of a book. | 9.2.14 Recognise that letters have different shapes.<br><br>9.2.15 Hold and open a book correctly.<br><br>9.2.16 Discover the layout of texts e.g., front and back covers, title, author and illustrator.<br><br>9.2.17 Differentiate between the terms *letter* and *word.*<br><br>9.2.18 Differentiate between the terms, *beginning of sentence* and *top of page.*<br><br>9.2.19 Recognize that sentences have spacing between words. | | | • differentiate between and print the lower- and upper-case letters of the alphabet [9.2.9, 9.2.10]<br><br>• recognize and read letters individually and in text [9.2.13]<br><br>• differentiate between letter and word [9.2.12]<br><br>• recognize words as letters with no spacing [9.2.12]<br><br>• make 2- and 3-letter words using letters of the English alphabet [9.2.12]<br><br>• know the parts of books [9.1.6,  9.2.16]<br>    o hold books and keep correct posture for reading [9.2.15]<br><br>• examine the layout of texts in |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | 9.2.20 Move finger from left to right, top to bottom when reading to demonstrate directionality of print.<br><br>9.2.21 Distinguish between print (letters and words) and illustrations.<br><br>9.2.22 Use illustrations to make meaning of print.<br><br>9.2.23 Make connections between spoken and printed words.<br><br>9.2.24 Explain why punctuation and capitalization are used. | | | a variety of books [9.1.6, 9.2.16]<br><br>• read text from left to right and top to bottom [9.2.20]<br><br>• distinguish between print and illustrations [9.2.21]<br><br>• differentiate between the terms *letter* and *word,* and *beginning of sentence* and *top of page* [9.1.5, 9.2.17, 9.2.18]<br><br>• know that words in sentences have spaces between them [9.2.19]<br><br>• make connections between the spoken and printed word [9.2.23]<br><br>• recognize the features of a sentence and how to vary reading with end marks [9.2.24] |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | • show enthusiasm when engaging with texts [9.3.2, 11.3]. |
| 10.1.1 Apply phonic skills to reading.<br><br>10.1.2 Read grade level texts. | 10.2.1 Identify letter-sound correspondence.<br><br>10.2.2 Discriminate between words that differ by one phoneme (e.g., hat, hot, hit; mat, rat, sat).<br><br>10.2.3 Apply knowledge of one-to-one letter-sound correspondences to blend simple word parts together to form a word.<br><br>10.2.4 Blend consonant sounds at the beginning and end of words.<br><br>10.2.5 Associate the long and short sounds with the | 10.3.1 Be confident as developing readers. | | |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | common spellings (graphemes) for the five major vowels.<br><br>10.2.6 Apply knowledge of long and short vowel sounds to blend word parts together to form words.<br><br>10.2.7 Use differing pronunciations of some letters appropriately (e.g., ceiling, cake).<br><br>10.2.8 Read and spell CVC pattern words.<br><br>10.2.9 Use onset and rimes to create words.<br><br>10.2.10 Use phonograms to form new words. | | | |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | 10.2.11 Read grade level texts from a variety of genres. | | | |
| 11.1.1 Demonstrate recall of high-frequency words and apply vocabulary knowledge in speaking, reading and writing.<br><br>11.1.2 Apply knowledge of new words. | 11.2.1 Recognize familiar vocabulary explicitly taught in a variety of contexts to promote understanding of texts.<br><br>11.2.2 Use picture clues to infer the meaning of words.<br><br>11.2.3 Experiment with familiar vocabulary explicitly taught to deepen and widen understanding of a variety of texts.<br><br>11.2.4 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas. | 11.3.1 Be confident in expressing themselves in enjoyable and creative ways. | 11. Apply vocabulary in context to demonstrate understanding of texts. | 11. Use:<br><br>• picture clues to infer meanings in context and apply in speaking, reading and writing [11.1, 11.2.1, 11.2.4]<br><br>• apply definition clues to gain meaning. [11.2.2] Supply high frequency words in context to complete a two-line cloze passage [11.2.3]<br><br>• apply familiar vocabulary to gain understanding of texts [11.2.1]<br><br>• construct sentences orally and in writing using synonyms, antonyms and high frequency words common to this level [11.2.5] |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | 11.2.5 Compose simple factual and descriptive sentences. | | | • apply knowledge to answer questions orally and in writing [11.2.5]. |
| 12.1.1 Read familiar appropriate-level texts with proficiency. | 12.2.1 Read accurately high frequency words with automaticity.<br><br>12.2.2 Read in context inflectional forms, s, ed, ing and words with contractions e.g., isn't and I'm.<br><br>12.2.3 Apply relevant decoding and word recognition strategies with proper phrasing to read fluently and monitor meaning.<br><br>12.2.4 Use correct pronunciation; clear enunciation, intonation, | 12.3.1 Be proud of one's accomplishments in reading. | 12. Apply level-appropriate phonics and word analysis skills to read fluently and monitor meaning.<br><br>. | 12. Identify:<br><br>• key words in texts and decode target words accurately [12.1.1, 12.2.1]<br><br>• apply word analysis skills to unfamiliar words [12.2.1]<br><br>• associate the written form of the words with the spoken form and use in many modalities [11.2.4]<br><br>• associate the spelling with the pronunciation of the words[12.2.3]<br><br>• distinguish between similarly spelled words by identifying the sounds of the letters that differ [12.2.3, 11.2.4] |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | rhythm, pace, expression and phrasing to read aloud fluently.<br><br>12.2.5 Self-correct miscues. | | | <ul><li>read with appropriate phrasing, intonation, emphasis and expression, at a rate appropriate for comprehension [12.2.2]</li><li>read common high-frequency words by sight</li><li>read words in a text accurately and with fluency [12.2.2]</li><li>select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [12.2.5]</li><li>respect peers' attempts at reading and in applying vocabulary knowledge [12.3.1].</li></ul> |
| 13.1.1 Read to gain meaning. | 13.2.1 Answer literal and inferential type questions orally based on a given | 13.3.1 Be critical and creative thinkers in responding to text. | 13. Apply level-appropriate reading comprehension skills and | 13. Activate:<br><ul><li>prior knowledge to make text-to-self, text-to-text and</li></ul> |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| 13.1.2 Use comprehension skills and strategies to understand texts.<br><br>. | stimulus.<br><br>13.2.2 Identify explicit main idea of fiction and informational texts.<br><br>13.2.3 Describe the relationship between illustrations and the story in which they appear.<br><br>13.2.4 Sequence details or events in a variety of genres.<br><br>13.2.5 Predict outcomes using title, pictures, or prior events in the text.<br><br>13.2.6 Use text structure to understand texts (titles, beginning, middle, and end).<br><br>13.2.7 Compare and contrast | 13.3.2 Engage in conversations about stories. | strategies to gain understanding from texts. | text-to-world connections [13.2.6]<br><br>• read title and study illustrations to gain understanding of or make predictions about the text [13.2.5]<br><br>• predict what happens next in a story using clues presented in the reading [13.2.2, 13.2.5]<br><br>• generate questions about the main idea/event/message of the text using pictures/illustrations [13.2.3]<br>• modify or refine main idea/event/message as the story develops [13.2.12]<br><br>• state one main idea/message [13.2.3]<br><br>• sequence details up to three events [13.2.4] |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | the adventures and experiences of characters in familiar stories and their own experiences.<br><br>13.2.8 Make text-to-self connections using information from selected text and a variety of media.<br><br>13.2.9 Interpret information presented in a variety of media.<br><br>13.2.10 Discuss the organizational features of stories (beginning, middle, end, characters, setting).<br><br>13.2.11 Infer meaning from a variety of genres (fiction and non-fiction). | | | • analyse simple details from illustrations and symbols [13.2.2, 13.2.8]<br><br>• re-tell favourite parts of the story in own words or through the eyes of a favourite character [13.2.7]<br><br>• chat about how the situation in the text could affect other characters [13.2.13]<br><br>• suggest one aspect of a conflict that could be done differently for a better outcome [13.2.13]<br><br>• interpret information presented in a variety of media [13.2.11]<br><br>• read level-appropriate literary and media texts with fluency |

## ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | 13.2.12 Make judgments and form opinions using explicit information from selected texts and media. | | | • answer two literal and one inferential question orally [13.2.1] <br><br> • show critical thinking in questioning and responding [13.3.1]. |
| **Literary Appreciation** <br><br> 14.1.1 Experience various literary genres through interactions with the literature. <br><br> a. <u>Traditional</u> <br><br> - Folk tales <br> - Fables <br> - Myths <br> - Legends <br> - Fantasies <br> - Literary fairy tales <br> - Science | 14.2.1 Participate in the selection of literature based on interest. <br><br> 14.2.2 Engage in readings from various genres. <br><br> 14.2.3 Discuss the lessons learnt from favourite texts. <br><br> 14.2.4 Describe simple physical features of literary characters. | 14.3.1 Be appreciative of the various genres of literature. <br><br> 14.3.2 Happy interacting with the literature. | 14. Participate in reading and listening activities from various genres. | 14. Engage: <br> • in readings from various genres showing listening skills [14.2.2] <br><br> • select literature of choice to read [14.2.1] <br><br> • volunteer to re-tell or demonstrate one part of a story or poem most interesting to self [14.2.2] <br><br> • Discuss lessons learnt from stories and poems. [14.2.3] <br><br> • Talk about the personal |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| b. <u>Poetry forms</u><br><br>- Nonsense verse<br>- Humorous verse<br>- Nursery rhymes<br>- Riddles<br>- Jokes<br><br><br>c. <u>Non-Fiction books</u><br><br>- Concept books<br>- Information books | 14.2.5 Imagine self and others as characters in the texts.<br><br>14.2.6 Role-play characters encountered in texts. | | 15. Demonstrate an appreciation of the various genres of literature and an eagerness to interact with a range of level appropriate texts.<br>. | lesson learnt from favourite texts. [14.2.3]<br><br>15. Show:<br><br>• appreciation for reading and being read to from the various genres of literature [14.3.1]<br><br>• show happiness when interacting with the literature and role-playing characters [14.3.2]<br><br>• volunteer or willingly accept to read individually or be part of a reading unit [15.3.1]. |
| 15.1 Know that meaning can be derived from interacting with literary | 15.2.1 Share feelings and thoughts about the settings, events and characters in texts with peers and adults. | 15.3.1 Be eager to interact with a range of level appropriate texts. | 16. Demonstrate that meaning can be derived from interacting with literary works. | 16. Relate:<br>• text to self to help make meaning [15.2.1] |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| texts. | 15.2.2 Retell and discuss events in stories sequentially. | | 17. Perform specific tasks related to the materials read using varied modes of representation. . | • talk about creating a setting for stories [15.2.1]<br><br>• orally describe two key features of settings studied [15.2.1]<br><br>• identify two to three events of a story [15.2.1]<br><br>• re-tell up to two events sequentially [15.2.2].<br><br>17. Describe:<br><br>• three simple features of literary characters [14.2.4]<br><br>• use self in place of the characters to understand the text character and how others feel [14.2.6]<br><br>• share personal feelings and thoughts about the characters, |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | settings and events of favourite stories and poems [15.2.1] <br><br> • represent personal thoughts and feelings through varied modes to whole groups [15.2.1]. |
| **Writing** <br><br> 16.1.1 Copy basic shapes and patterns in preparation for writing numerals and letters. <br><br> 16.1.2 Know how to extend and practice motor skills through drawing, painting and tracing. <br><br> 16.1.3 Know how to write some lower and | 16.2.1 Show the Handwriting Readiness skills of grasp of pencil, line awareness, directionality, correct stroke, appropriate size, and spatial and temporal words. <br><br> 16.2.2 Reproduce letters, numerals, words and simple sentences using correct strokes and patterns, direction, neatness and appropriate size. | | 18. Show handwriting readiness by writing neatly and legibly showing proper formation of letters and numbers, and appropriate letter case application. | 18. Copy: <br><br> • shapes and patterns of letters in the upper- and lower-cases and numerals [16.1.1, 16.1.3] <br><br> • print letters and numerals with neatness, correct strokes, direction and size [16.1.1, 16.1.2, 16.1.3, 16.1.4, 16.2.1, 16.2.2] <br><br> • use capital letters for first letter of names, days of the week and of sentences [17.1.1, 17.2.1] |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| upper case letters of the alphabet, and numerals.<br><br>16.1.4 Know how to write neatly and legibly. | 16.2.3 Produce drawing, painting and writing in response to stories and rhymes. | | | • write neatly and legibly, using appropriate punctuation and capitalization [16.1.4, 18.1.1, 18.2.1]. |
| 17.1.1 Know to use capital letters for appropriate words. | 17.2.1 Use a capital letter for: the first letter in their names, days of the week, and the first letter of sentences. | 17.3.1 Be proud of their writing. | 19. Show competence in one's use of level-appropriate capitalization. | 19. Use a capital letter for:<br><br>• the first letter in their names<br><br>• first letter of special names (festivals and national holidays, community where they live, favourite places, name of twin-island republic)<br><br>• days of the week<br><br>• months of the year<br><br>• the first letter of sentences [17.1.1, 17.2.1]. |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---------|--------|--------------|----------|--------------|
| Students will: | | | | |
| | | | | Myself and Others, My Big Days, Health & Well-being, Food-the things I eat, Celebrations. |
| 18.1.1 Know how to use full stops and question marks in simple sentences. | 18.2.1 Use the full stop and question mark at the end of sentences. | | 20. Demonstrate understanding of the correct end marks to use with sentences. | 20. Use:<br><br>• the full stop and question mark at the end of statements and questions respectively [18.1.1, 18.2.1]. |
| 19.1.1 Recall correct spelling of high frequency words. | 19.2.1 Spell high frequency words across content areas. | | | |
| 20.1.1 Know how to generate sentences using grammatical patterns in context from various stimuli.<br><br>20.1.2 Know how to compose simple sentences that are | 20.2.1 Use the following Tense patterns<br><br>**1. The verb "to be" - Present Tense**<br><br>1st, 2nd. 3rd, persons, singular and plural.<br>e.g., 1st Person Present Tense | 20.3.1 Be knowledgeable about the use of different grammatical patterns in writing sentences.<br><br>20.3.2 Be confident in their developing usage of grammatical | 21. Construct simple sentences using correct level-appropriate grammatical structures, capital letters, and end marks. | 21. Construct:<br><br>• one to two simple statements and question sentences using present, past and future tenses and patterns based on the verb 'to be' [20.1.1, 20.1.2, 20.2.1]<br><br>• apply the writing conventions of capital letter at the start of, |

# ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| statements and questions. | a) I am + noun<br>b) I am + adjective<br>c) I am + Adjective Phrase<br>d) I am + Adverb Phrase<br>e) Present Participle I'm walking<br><br>2nd Person Present tense<br><br>a) You are + noun<br>b) You are + adjective<br>c) You are  + Adjective Phrase<br>d) You are + Adverb Phrase<br>e) Present Participle You are Walking<br>3rd Person Present Tense Singular<br>a)He/She/It/Ethan + is + Noun<br>b)He/She/It/Ethan + is+ adjective<br>c)He/She/It/Ethan + is + | patterns. | | and end mark, to sentence construction [17.1.1, 17.2.1, 18.1.1, 18.2.1]<br><br>• write on a variety of topics discussed and familiar [20.1.1]<br><br>• write content relevant sentences [20.1.1]<br><br>• use relevant level-appropriate high frequency words and vocabulary taught  [11.1.1, 11.1.2]<br><br>• spell high frequency words correctly [19.1.1, 19.2.1]. |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | adverbial phrase<br>d)Present Participle<br>He/She/It/Ethan + is - walking<br>1st, 2nd, 3rd Person Plural<br>Present Tense<br>a) We/You/They/Aeidon and<br>Melanie + are + noun<br>b) We/You/They/Aeidon and<br>Melanie + are +adjective<br>c)We/You/They/Aeidon and<br>Melanie + are + Adverbial<br>Phrase<br>d)Present Participle<br>We/You/They/Aeidon and<br>Melanie + are +  walking<br><br>   **2.  The verb "to be" -<br>       Past Tense**<br>1st, 3rd, persons singular<br>a) I/He/She/It +was + noun<br>b) I/He/She/It + was +<br>adjective<br>c) I/He/She/It + was + | | | |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | Adverbial Phrase<br>d) I/He/She/It + was + -ing<br><br>1st, 2nd. 3rd, persons plural.<br>a) We/You//They + were + noun<br>b) We/You//They + were + adjective<br>c) We/You//They + were + Adverbial Phrase<br>d) We/You//They + were + -ing<br><br>3. **Patterns based on "to have"**<br>Patterns based on has/have. | | | |
| **Media and Information Literacy**<br><br>21.1.1 Display an understanding of Media (anything that | 21.2.1 Communicate their ideas verbally and non- | 21.3 Be appreciative of different forms of | 22. Demonstrate the ability to communicate | 22. View and listen to a variety of media: [21.2.2] |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| gives us information). | verbally about a variety of media materials.<br><br>21.2.2 Critically view and listen to a variety of media materials.<br><br>21.2.3 Recognize that media texts are constructed by people.<br><br>21.2.4 Develop a portfolio of media artefacts. | media. | ideas verbally and non-verbally to a variety of audiences. | • examine credits to see that people create media [21.2.3]<br><br>• share ideas verbally about the variety of media studied [21.2.1]<br><br>• represent feelings and thoughts on media through non-verbal modes [21.2.1]<br><br>• create in groups a portfolio of media artefacts related to a level-appropriate topic studied [21.2.4]. |
| 22.1.2 Display an understanding of selected forms of media.<br>(audio – radio; visual – pictures; audio - visual-t.v.; print-books etc.) | 22.2.1 Use media and technology equipment with care.<br><br>22.2.2 Describe the characteristics of different forms of media (two attributes per type). | 22.3.1 Be appreciative of different forms of media.<br><br>22.3.2 Be responsible for caring for personal and other people's property. | 23 Demonstrate care and proper handling of media and technology. | 23. Use:<br>• media and technology with permission and supervision [22.2.1, 22.2.4]<br><br>• handle equipment with care [22.2.1, 22.2.4]<br><br>• replace equipment after usage |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | 22.2.3 Categorize media forms as audio, visual, audio-visual, print.<br><br>22.2.4 Demonstrate proper handling and care of media and technology (e.g., books, board games, CDs, televisions, radios etc.).<br><br>22.2.5 Explain how different forms of media are used in their environment. | | 24. Demonstrate responsibility for and in the use of personal and other people's property. | [22.2.1, 22.2.4]<br><br>• work carefully with others while using media and technology equipment [22.2.1, 22.2.4].<br><br>24. Use:<br>• media competently, with permission and supervision [22.3.2]<br><br>• demonstrate care and responsibility in the use of personal and others' media and technology equipment [22.3.2]<br><br>• carefully re-store equipment and clear work station after using [22.3.2]<br><br>• immediately report any damage to technology equipment [22.3.2]. |

## ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | | | | |
| 23.1.1 Determine the purpose and intended audience of simple media texts (e.g., signs in the immediate environment, pictures and illustrations in books, advertisements in newspapers etc.). | 23.2.1 Read illustrations and pictures in media texts to determine overt and implied messages (with guided instruction).<br><br>23.2.2 State the purpose of a variety of media forms.<br><br>23.2.3 List the characteristics of selected media (e.g., signs in the immediate environment, pictures and illustrations in books, advertisements in newspapers etc.).<br><br>23.2.4 Explain why they like or dislike selected media texts. (e.g., a character in a cartoon, song, or movie; draw a picture of the | 23.3.1 Be critical assessors of media.<br><br>23.3.2 Be tolerant of peers' responses<br><br>23.3.3 Express personal thoughts and feelings about some simple media works.<br><br>23.3.4 Confident in expressing self in a variety of forms. | 25. Display an understanding of different forms of level-appropriate media in their environment. | 25. Know that:<br><br>• media give us information and appear in different forms for different purposes [22.2.2, 23.1.1, 23.2.2]<br><br>• categorize media into visual, audio, audio-visual and print [22.2.2]<br><br>• examine the basic elements of selected media, with assistance, to understand how information is presented to audiences [22.1.1, 22.2.5, 23.2.3, 24.2.1]<br><br>• itemize materials needed to create visual media [24.2.2]<br><br>• use different methods and materials to create visual media texts for a variety of purposes [24.2.4] |

## ENGLISH LANGUAGE ARTS: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | character in a song). | | | • with guided instruction, examine illustrations and pictures in their environment to determine one key message conveyed [23.2.1]<br><br>• communicate ideas using a variety of media forms saying why they liked the form chosen [23.2.4]. |
| 24.1.1 Demonstrate techniques in creating media | 24.2.1 Examine the basic elements of selected media (e.g., colour, shape and material) to understand how information/messages are presented to audiences.<br><br>24.2.2 Give examples of tools and materials needed to create visual media (e.g., paper, crayons, pictures, glue, paint etc.) | 24.3.1 Be creative producers of different media.<br><br>24.3.2 Be innovative in producing final pieces.<br><br>24.3.3 Be respectful of peers' attempts. | 26. Demonstrate confidence and creativity in expressing self in a variety of media forms.<br><br>21.3 Appreciative of different forms of media<br>22.3.1 Appreciative of different forms of media.<br><br>23.3.3 Express personal | 26. Show:<br>• confidence in using media, to represent ideas and feelings [23.3.3, 23.3.4]<br><br>• competently and creatively expresses self, using different media forms [24.3.1, 24.3.2]<br><br>• show respect for peers' responses and opinions [23.3.2, 24.3.3] |

| ENGLISH LANGUAGE ARTS: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | 24.2.3 Generate ideas for creating media for various purposes and audiences.<br><br>24.2.4 Use different methods to create visual media texts (e.g., painting, drawing, collage, fabric patchwork). | | thoughts and feelings about some simple media works | • show appreciation for peers' work [24.3.3]<br><br>• self-critique their work using guided pointers [23.3.1, 23.3.3]. |

# Primary School Curriculum

## Mathematics

## Infant 1

# Rationale

## What Is Mathematics About?

*"Mathematics is an activity concerned with logical thinking, spotting patterns, posing premises and investigating their implications and consequences. It also involves the study of properties of numbers and shapes, the relationship between numbers, inductive and deductive thinking and the formulation of generalizations. Mathematics is a creation of the human mind and therefore becomes primarily a way of thinking thus facilitating problem solving." (Mathematics Curriculum, 1999)*

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but offer different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining and making sense of the world in which they live.

Mathematicians use symbols, graphs and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental and economic contexts.

## Why Study Mathematics?

By studying Mathematics, students develop the ability to think creatively, critically and strategically. They learn to structure and to organize, to process and communicate information and to enjoy intellectual challenge. In addition, students learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalizations. They learn to both estimate and calculate with precision, and understand when both are appropriate. Mathematics has a broad range of practical applications in everyday life, in other learning areas, and in the workplace.

## How Is Mathematics Structured?

*Mathematics content is sequential in nature. There is a hierarchy of concepts and skills on which each major area of Mathematics can be built. The proper ordering of mathematical content for all learners is critical to mathematical achievement." (Mathematics Curriculum, 1999)*

The Mathematics component of the new Primary Curriculum is in response to the realities of a 21$^{st}$ century global society. The guiding principles of the Mathematics curriculum content are derived from the National Council of Teachers of Mathematics standards that will allow our students to explore, discover, analyze and apply Mathematics, to model and solve real world problems (NCTM.org). The NCTM standards of problem solving, reasoning, communication, representation and connections, also play an integral role in how content is delivered. Core competencies are developed within the strands of Number, Statistics, Measurement and Geometry.

Through an integrated approach, the new Primary Mathematics Curriculum aims to reduce "Math anxiety" and Primary to Secondary transition issues by:

- The development of core mathematical concepts and skills by the restructuring of learning activities to enable students to see connections with other subjects and their daily lives.
- The development of appropriate dispositions that would facilitate life-long learning and higher order thinking skills.
- A pedagogical approach that uses a variety of student-centred teaching techniques and strategies, such that improvement in student motivation and performance will increase in the medium and long terms.

- An Assessment Framework that focuses on assessment for learning, continuous assessment, as well as summative evaluation.

According to *Adding It Up: Helping Children Learn Mathematics* (2001), instructional programs must address the development of Mathematical Proficiency by focusing on the following five interwoven strands or components:

- Conceptual understanding: comprehension of mathematical concepts, operations and relations.
- Procedural fluency: skill in carrying out procedures flexibly, accurately, efficiently and appropriately.
- Strategic competence: ability to formulate, represent and solve mathematical problems.
- Adaptive reasoning: capacity for logical thought, reflection, explanation and justification.
- Productive disposition: habitual inclination to see Mathematics as sensible, useful and worthwhile, coupled with a belief in diligence and one's own efficacy.

It is essential that the forgoing issues are seriously considered and effectively addressed so as to create literate and numerate individuals capable of functioning in a global society.

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **NUMBER** | | | | |
| **Pre-Number**<br><br>1.1.1. Develop pre-number skills. | 1.2.1. Classify objects into groups and subgroups using different criteria.<br><br>1.2.2. Use one-to-one correspondence to match objects in sets to determine more than, less than or equal to.<br><br>1.2.3. Rote count to 20 in ascending and descending order. | 1.3.1. Display interest while exploring pre-number activities. | 1. Develop pre-number skills (classification and matching).<br><br>2. Count sequentially to 20. | • Sort objects according to different criteria (e.g. colour, size, shape, texture and name) using one or two attributes. [1.1.1, 1.2.1, 1.3.1]<br><br>• Explain reasons for classification (student's criteria). [1.1.1, 1.2.1, 1.3.1]<br><br>• Match objects (concrete and pictorial) in two groups and three groups using one-to-one correspondence, and use appropriate vocabulary to compare groups e.g. more than, less than, as many as, most, least. [1.1.1, 1.2.2, 1.3.1]<br><br>• Count to 20 in ascending order (starting at one and zero), and count from 20 in descending order. [1.1.1, 1.2.3, 1.3.1]<br><br>• Count using the 'counting on' and 'counting |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | back' strategies starting from a given number. [1.1.1, 1.2.3,1.3.1] |
| **Number Concepts**<br><br>1.1.2. Develop number sense 1 to 10. | 1.2.4. Count objects to demonstrate one-to-one correspondence (up to 10).<br><br>1.2.5. Recognize that the number of objects remains the same when objects are rearranged.<br><br>1.2.6. Connect number names and numerals to quantities up to 10.<br><br>1.2.7. Sequence number | 1.3.2. Display interest while exploring number.<br><br>1.3.3. Develop confidence in counting.<br><br>1.3.4. Show collaboration while doing activities. | 3. Understand the concept of numbers 1-10.<br><br>4. Understand the position of objects.<br><br>5. Demonstrate estimation skills using 5 as a benchmark.<br><br>6. Demonstrate an understanding of the value of coins and bills (1¢, 5¢, | • Count objects to demonstrate one-to-one correspondence (up to 10). [1.1.2, 1.2.4, 1.3.2, 1.3.3]<br><br>• Explain that the last count, when counting a set of objects, identifies how many objects are in the set. [1.1.2, 1.2.4, 1.3.3]<br><br>• Count objects to establish that a number is one more than the preceding number. [1.1.2, 1.2.4, 1.3.2]<br><br>• Count objects in different arrangements to demonstrate conservation of number. [1.1.2, 1.2.5, 1.3.3]<br><br>• Match the number names and numerals to |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | names and numerals.<br><br>1.2.8. Read and write number names and numerals.<br><br>1.2.9. Use comparison vocabulary to compare the number of objects in two sets (less than 10).<br><br>1.2.10. Compare groups of objects and order numbers.<br><br>1.2.11. Use 5 as a reference in forming numbers from 6 to 10 e.g. 'seven is two more | | 10¢, $1, $5, $10). | the quantities they represent up to 10 (concrete and pictorial). [1.1.2, 1.2.6, 1.3.4]<br><br>• Sequence number names and numerals. [1.1.2, 1.2.7, 1.3.2]<br><br>• Read and write number names and numerals. [1.1.2, 1.2.8, 1.3.2 ]<br><br>• Match objects in two groups, and use appropriate vocabulary to compare the number of objects e.g. 5 is more than 3. [1.1.2, 1.2.9,1.3.4]<br><br>• Compare groups of objects, and order numbers to 10. [1.1.2, 1.2.10,1.3.2]<br><br>• Use 5 as a reference or benchmark in the formation of numbers from 6 to 10 e.g. 'seven is two more than five'. [1.1.2, 1.2.11, 1.3.2]<br><br>• Order objects and use appropriate language |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | than five'.<br><br>1.2.12. Use the language of ordinal numbers (first, second, third and last).<br><br>1.2.13. Demonstrate skills in estimation of the number of objects in a set, using 5 as a benchmark and verify by counting.<br><br>1.2.14. Explore the value of coins and bills (1¢, 5¢, 10¢, $1, $5, $10) and their equivalence. | | | to describe position (first, second, third and last). [1.1.2, 1.2.12, 1.3.4]<br><br>• Estimate a given quantity using 5 as a benchmark and verify by counting. [1.1.2, 1.2.13, 1.3.4]<br><br>• Explore the value of coins and bills (1¢, 5¢, 10¢, $1, $5, $10) e.g. 10 cents is worth more than 5 cents (use the idea of purchase of items priced at 5 cents or 1 cent, and how many can be bought). [1.1.2, 1.2.14, 1.3.2]<br><br>• Use the language of money in role-playing situations involving the exchange of goods for money (exact value of the coins and bills). [1.1.2, 1.2.14, 1.3.4]<br><br>• State the equivalence of coins and bills up to 10 cents and 10 dollars. [1.1.2, 1.2.14, 1.3.2] |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Number Patterns**<br><br>1.1.3. Explore number patterns. | 1.2.15. Recognize the arrangement of dots/objects in standard spatial arrangements of numbers up to 5 (subitize).<br><br>1.2.16. Explore patterns using repetitions of 2-3 elements (name as 'number' pattern e.g. 'two' pattern). | 1.3.5. Show perseverance in finding solutions to problems that involve patterns. | 7. Recognize and explore number patterns up to 10. | • Look at an arrangement of dots/objects in standard spatial arrangements, and identify the number represented up to 5. [1.1.3, 1.2.15, 1.3.5]<br><br>• Distinguish between repeating patterns and non-repeating patterns in a given set by identifying errors or the part that repeats. [1.1.3, 1.2.16, 1.3.5]<br><br>• Describe a given repeating pattern containing two to three elements in its core. [1.1.3, 1.2.16, 1.3.5]<br><br>• Determine the pattern rule, and extend the repeating pattern using concrete materials, pictorial representation or symbols. [1.1.3, 1.2.16, 1.3.5]<br><br>• Name a given repeating pattern with two to three elements in its core. [1.1.3, 1.2.16, |

| MATHEMATICS: INFANT 1 | | | | |
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| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | 1.3.5] <br><br> • Create number patterns using repetition of elements. [1.1.3, 1.2.16, 1.3.5] |
| **Addition** <br><br> 1.1.4. Solve real-life problems involving addition (concrete and pictorial modes only, no symbol). | 1.2.17. Solve one-step real-life addition problems presented orally or pictorially (using concrete materials, whole number and money). | 1.3.6. Develop confidence in computation involving addition. <br><br> 1.3.7. Show perseverance in finding solutions to problems involving addition. | 8. Demonstrate a conceptual understanding of addition (concrete and pictorial modes only). | • Solve one-step real-life addition problems presented orally or pictorially (using concrete materials, whole numbers and money); using 2 sets of objects (Joining Structures – change, result unknown; Part-Part-Whole Structures (whole unknown) – combine, total set unknown) with a sum less than or equal to 10; and using a variety of problem solving strategies such as, use a model, act it out, look for a pattern and draw a picture. [1.1.4, 1.2.17, 1.3.7] <br><br> • Combine two groups of objects to model addition (count the amount in each group and the sum). [1.1.4, 1.2.17, 1.3.6] |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | • Solve problems involving addition using concrete and pictorial representations in vertical and horizontal arrangements. [1.1.4, 1.2.17, 1.3.7]<br><br>• Record addition using pictorial representations/drawings, numerals and/or words e.g. 3 add 2 equal 5. [1.1.4, 1.2.17, 1.3.6]<br><br>• Describe what happens to a group after addition is performed. [1.1.4, 1.2.17, 1.3.6]<br><br>• Create number stories using appropriate vocabulary (including the language of money). [1.1.4, 1.2.17, 1.3.7] |
| **Subtraction**<br><br>1.1.5. Solve real-life problems involving subtraction | 1.2.18. Solve one-step real-life subtraction problems | 1.3.8. Develop confidence in computation involving | 9. Develop a conceptual understanding of subtraction | • Solve one-step real-life subtraction problems (Separating Structures – change unknown, result unknown or deducting) presented orally or pictorially (using concrete |

| MATHEMATICS: INFANT 1 | | | | |
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| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| (concrete and pictorial modes only, no symbol). | presented orally or pictorially (using concrete materials, whole numbers and money). | subtraction.<br><br>1.3.9. Show perseverance in finding solutions to problems involving subtraction. | (concrete and pictorial modes only). | materials, whole number and money) with a minuend less than 10; and using a variety of problem solving strategies such as, use a model, act it out, look for a pattern and draw a picture. [1.1.5, 1.2.18, 1.3.9]<br><br>• Take away from a group of objects to model subtraction (count the starting amount, count out a set, count how many are left). [1.1.5, 1.2.18, 1.3.8]<br><br>• Solve problems involving subtraction using concrete and pictorial representations in vertical and horizontal arrangements. [1.1.5, 1.2.18, 1.3.9]<br><br>• Record subtraction using pictorial representations/drawings, numerals and/or words e.g. 5 take away 2 equals 3. [1.1.5, 1.2.18, 1.3.8]<br><br>• Describe what happens to a group after subtraction is performed. [1.1.5, 1.2.18, |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | 1.3.8]<br><br>• Create number stories using appropriate vocabulary (including the language of money). [1.1.5, 1.2.18, 1.3.9] |
| **Mental Mathematics**<br><br>1.1.6. Develop strategies to solve problems mentally. | 1.2.19. Investigate connections between addition facts and corresponding subtraction facts.<br><br>1.2.20. Associate add-one and subtract-one facts to forward (number after) and backward (number before) counting.<br><br>1.2.21. Use the 'Make | 1.3.10. Develop confidence in the use of Mental Mathematics strategies. | 10. Develop strategies to solve problems mentally. | • Investigate connections between addition facts (with sum less than or equal to 10) and the corresponding subtraction facts (minuend less than or equal to 10). [1.1.6, 1.2.19, 1.3.10]<br><br>• Solve problems using mental strategies such as:<br>  o Addition and subtraction facts<br>  o Add-one and subtract-one as it relates to forward and backward counting<br>  o 'Make Five' (think addition).<br>[1.1.6, 1.2.20,1.2.21, 1.3.10] |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | Five' (think addition) strategy to solve problems. | | | |
| **Language**<br><br>1.1.7. Develop appropriate vocabulary associated with number. | 1.2.22. Use appropriate vocabulary associated with number, orally and in writing. | 1.3.11. Communicate with confidence using language related to number.<br><br>1.3.12. Demonstrate an appreciation for others by listening to their point of view. | 11. Communicate effectively using vocabulary associated with number. | • Use appropriate language associated with number, such as: same, equal, as many as, more than, less than, one to ten (1 to 10), join, altogether, add, take away, left, remove, remain, guess, before, after, between, repeating unit, first, second, third, last, buy, sell, spend, how much?, coins, dollars, some, few, many, more, most, least, number and count. [1.1.7, 1.2.22, 1.3.11, 1.3.12] |
| **GEOMETRY** | | | | |
| **Solids and Plane Shapes**<br><br>2.1.1. Demonstrate familiarity with | 2.2.1. Identify solids (using informal | | 1. Describe solids and plane shapes | • Identify solids (using informal names for cuboid, cube, sphere, cylinder, and cone) |

| MATHEMATICS: INFANT 1 | | | | |
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| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| solids and plane shapes.<br><br>2.1.2. Distinguish between solids (3-D shapes) and plane shapes (2-D shapes). | names) and plane shapes (using formal names) in the surroundings.<br><br>2.2.2. Describe solids and plane shapes using appropriate vocabulary related to geometric attributes (colour, size, shape, position).<br><br>2.2.3. Classify solids and plane shapes according to one or more common attributes including students' own criteria.<br><br>2.2.4. Compare:<br>○ two solids | 2.3.1. Display curiosity in the exploration of solids and plane shapes.<br><br>2.3.2. Show enjoyment as they manipulate the solids and plane shapes.<br><br>2.3.3. Demonstrate creativity when constructing models. | based on their properties.<br><br>2. Construct models of objects using solids and/or plane shapes. | and plane shapes (squares, triangles, rectangles and circles) using formal names in the surroundings. [2.1.1, 2.2.1, 2.3.1]<br><br>• Match solids and plane shapes with familiar objects in the surroundings. [2.1.1, 2.2.1, 2.3.1]<br><br>• Match word names to solids and plane shapes. [2.1.2, 2.2.1, 2.3.1]<br><br>• Describe solids and plane shapes using appropriate vocabulary related to geometric attributes (size, shape, position) e.g. big, small, flat, round, thick, thin, pointed. [2.1.2, 2.2.2, 2.3.1]<br><br>• Classify solids (e.g. colour, size, shape, function) and plane shapes (e.g. size, shape), according to one or more common attributes including students' own criteria and explain reasons for classification. [2.1.2, 2.2.3, 2.3.1, 2.3.2] |

| MATHEMATICS: INFANT 1 | | | | |
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| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | o two plane shapes.<br><br>2.2.5. Build models with solids and plane shapes and describe structures using appropriate language. | | | • Compare:<br>  o Two solids<br>  o Two plane shapes<br>  by stating similarities and differences (size, shape, position).  [2.1.2, 2.2.4, 2.3.1]<br><br>• Select from a given set of solids or plane shapes:<br>  o Solids or plane shapes that are the same<br>  o Solids or plane shapes that are alike/similar<br>  o Solids or plane shapes that are different<br>and explain reason(s) for selection. [2.1.2, 2.2.4, 2.3.1, 2.3.2]<br><br>• Build models using solids and plane shapes and describe compositions/structures. [2.1.1, 2.2.5, 2.3.3] |
| **Geometrical Patterns**<br><br><br>2.1.3. Explore patterns using solids and plane | 2.2.6. Explore patterns using repetitions of | 2.3.4. Demonstrate creativity in the | 3. Recognize and explore repeating | • Distinguish between repeating and non-repeating patterns in a given set involving |

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| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| shapes. | 2-3 elements (name as 'number' pattern e.g. 'two' pattern).<br><br>2.2.7. Create patterns using solids or plane shapes (repeating – 2 to 3 elements). | creation of patterns. | patterns using solids and plane shapes. | solids or plane shapes by identifying errors or the part that repeats. [2.1.3, 2.2.6]<br><br>• Copy a given pattern and describe the pattern. [2.1.3, 2.2.6]<br><br>• Identify the pattern rule in repeating patterns. [2.1.3, 2.2.6]<br><br>• Use a pattern rule to extend repeating patterns. [2.1.3, 2.2.6, 2.3.4]<br><br>• Create repeating patterns using solids or plane shapes. [2.1.3, 2.2.7, 2.3.4]<br><br>• Describe a repeating pattern as a 'number' pattern, e.g. $O, □, O, □, O, □$ is a 'two' pattern; $□, O, Δ, □, O, Δ, , □, O, Δ$ is a 'three' pattern. [2.1.3, 2.2.6] |
| **Language** | | | | • Use appropriate language associated with |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 2.1.4. Develop appropriate vocabulary associated with geometry. | 2.2.8. Use appropriate vocabulary associated with geometry, orally and in writing. | 2.3.5. Communicate with confidence using language related to geometry.<br><br>2.3.6. Demonstrate an appreciation for others. | 4. Communicate effectively using vocabulary associated with geometry. | geometry, such as: ball, can, box, block, cone, flat, not flat, round, size, tall, short, thin, thick, broad, big, small, narrow, wide, on top of, next to, over, between, underneath, above, under, up, down, on, beside, in, shape, pointed, behind, in front of, near, far, below, same, square, circle, rectangle, triangle, bottom, pattern, repeat, inside, outside, in the middle, high/higher, low/lower, here, there, far from and close to. [2.1.4, 2.2.8, 2.3.5, 2.3.6] |
| **MEASUREMENT** | | | | |
| **Linear**<br><br>3.1.1. Develop the concept of linear measures. | 3.2.1. Investigate the lengths of objects.<br><br>3.2.2. Use comparison vocabulary to compare two objects (direct comparison) in | 3.3.1. Build confidence in measuring. | 1. Develop the concept of linear measure.<br><br>2. Communicate effectively using vocabulary associated with | • Explore concrete materials, and describe them using the language associated with length (e.g. long/short, thin/fat, wide/narrow) so as to develop the concept of length. [3.1.1, 3.2.1, 3.3.1]<br><br>• Compare the lengths of two objects using direct comparison (placing side by side and aligning one end), and explain reasoning |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | relation to length. | | linear measures. | using appropriate vocabulary e.g. longer/shorter. [3.1.1, 3.2.2, 3.3.1] <br><br> • Describe length as the measure of an object from one end to the next. [3.1.1, 3.2.1, 3.3.1] <br><br> • Describe the distance of objects using appropriate vocabulary. [3.1.1, 3.2.2] |
| **Mass/Weight** <br><br> 3.1.2. Develop the concept of mass/weight. | 3.2.3. Investigate the mass/weight of objects. <br><br> 3.2.4. Use comparison vocabulary (heavier, lighter) to compare two objects (direct comparison) in relation to mass/weight by hefting, pushing | 3.3.2. Display curiosity in measuring. | 3. Develop the concept of mass/weight. <br><br> 4. Communicate effectively using vocabulary associated with mass/weight. | • Explore and describe objects using the language associated with mass/weight (e.g. heavy/ light) so as to develop the concept of mass/weight. [3.1.2, 3.2.3, 3.3.2] <br><br> • Compare the mass/weight of two objects (including small heavy objects and big light objects) by hefting, pushing and pulling, and explain reasoning using appropriate vocabulary e.g. heavier/lighter. [3.1.2, 3.2.4, 3.3.2] |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | and pulling. | | | • Describe mass/weight as how heavy/light an object is. [3.1.2, 3.2.4, 3.3.2] |
| **Time**<br><br>3.1.3.  Develop the concept of time. | 3.2.5.  Describe different times of the day and related activities.<br><br>3.2.6.  Sequence activities according to time of occurrence and duration of events. | 3.3.3.  Be reflective when measuring time. | 5.  Develop the concept of time.<br><br>6.  Communicate effectively using vocabulary associated with time. | • Describe times of the day (e.g., night-time, daytime, lunchtime) and related activities (e.g. eating breakfast, going to sleep) using appropriate vocabulary. [3.1.3, 3.2.5, 3.3.3]<br><br>• Sequence activities according to time of occurrence. [3.1.3, 3.2.6, 3.3.3]<br><br>• Describe events/activities that take a long time or a short time. [3.1.3, 3.2.6, 3.3.3] |
| **Language**<br>3.1.4.  Develop appropriate vocabulary associated with measurement. | 3.2.7.  Use appropriate vocabulary associated with measurement, orally and in writing. | 3.3.4.  Communicate with confidence using language related to measurement. | 7.  Communicate effectively using vocabulary associated with measurement. | • Use appropriate language associated with measurement, such as: short/shorter, long/longer, tall/taller, as long as, wide/narrow, thin/fat, deep/shallow, high/low, near/far, length, mass/weight, heavy/heavier, light/lighter, easy/hard to |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | push, easy/hard to pull, time, morning, afternoon, midday, evening, day, night, early/earlier, late/later and short time/long time. [3.1.4, 3.2.7, 3.3.4] |
| **STATISTICS** | | | | |
| **Object Charts and Picture Charts**<br><br>4.1.1. Collect, display and analyse data to solve real-world problems.<br><br>4.1.2. Make decisions based on data. | 4.2.1. Classify objects into groups and sub-groups using different criteria.<br><br>4.2.2. Collect and classify data about self and others to make decisions.<br><br>4.2.3. Construct and interpret object and picture charts based on real-life problems or | 4.3.1. Display mathematical reasoning (logical thinking) when interpreting data.<br><br>4.3.2. Develop an appreciation for others when interpreting data.<br><br>4.3.3. Appreciate the | 1. Demonstrate the ability to collect, classify, organize, represent and interpret data.<br><br>2. Use analysed data to make decisions and solve problems. | OBJECT CHARTS<br><br>• Collect and classify data about objects (e.g. colour of lunch bags), self (e.g. short hair, long hair) and others to make decisions. [4.1.1, 4.2.1, 4.3.1]<br><br>• Organize objects into rows so as to compare different subgroups (teacher guidance may be necessary e.g. in the identification of a starting line or baseline). [4.1.1, 4.2.3]<br><br>• Compare groups by counting and using one-to-one correspondence. [4.1.2, 4.2.3, 4.3.1] |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | situations.<br><br>4.2.4. Make informed decisions based on data analysed. | value of collaboration in decision-making. | | • Interpret and analyse the constructed object chart (and ones presented by the teacher, with and without grid) so as to make decisions about a real-life situation or problem. [4.1.2, 4.2.3, 4.3.1]<br><br>• Participate in decision-making to solve problems. [4.1.2, 4.2.4, 4.3.2, 4.3.3]<br><br>• Communicate findings using appropriate vocabulary. [4.3.3]<br><br>• Explain the importance of the appropriate arrangement of objects for easy comparison. [4.1.1, 4.2.3]<br><br>PICTURE CHARTS<br><br>• Construct picture charts by replacing an object in an object chart with an appropriate picture, or by sorting and arranging pictures (as would have been done for object charts). [4.1.1, 4.2.1, 4.2.3] |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | • Construct picture charts (without and with grid) based on real-life problems or situations using vertical and horizontal arrangements. [4.1.1, 4.2.3]<br><br>• Explain reasons for using a grid. [4.1.1, 4.2.3]<br><br>• Interpret picture charts based on a real-life problem or situation so as to make informed decisions. [4.1.2, 4.2.3, 4.3.1]<br><br>• Participate in decision-making to solve problems. [4.1.2, 4.2.4, 4.3.2, 4.3.3]<br><br>• Communicate findings using appropriate vocabulary. [4.3.3]<br><br>• Explain how the pictures were arranged for easy comparison. [4.1.1, 4.2.3]<br><br>(Depending on the experiences of students, teachers may decide to start with the |

| MATHEMATICS: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | interpretation of presented charts, which can then be used to identify the characteristics of charts. Charts can then be appropriately constructed. Charts can also be transformed from one form to another, and this idea can be used to initiate interpretation of the same data using different representations.) |
| **Language**<br><br>4.1.3. Develop appropriate vocabulary associated with statistics. | 4.2.5. Use appropriate vocabulary associated with statistics, orally and in writing. | 4.3.4. Communicate with confidence using language related to statistics. | 3. Communicate effectively using vocabulary associated with statistics. | • Use appropriate language associated with statistics, such as: sort, groups, object chart, picture chart, same, more/more than, less/less than, fewer, many, altogether, grid, across and down. [4.1.3, 4.2.5, 4.3.4] |

# Primary School Curriculum

## Physical Education

## Infants 1

# Physical Education

# Rationale

## What Is Physical Education About?

Children spend increasing time watching television, gaming and completing a wide variety of computer tasks. Moreover, the fast food culture and the snack food industries continue to infiltrate schools and homes. The result will almost certainly be a nation of increasingly sedentary students with low fitness levels.

The role of Physical Education is not only to enhance children's physical fitness, but to teach children a variety of motor skills, knowledge and other competencies that will provide the foundation for development of an active lifestyle.

## Why Study In This Learning Area?

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.How Is The Learning Area Structured?The learning activities in health and physical education arise from the following three strands:

- **Personal health and physical development**: Students develop the knowledge, understandings, and attitudes that they need in order to maintain and enhance their personal health, well-being, and physical development.

- **Movement concepts and motor skills**: Students develop motor skills, knowledge of movement, and positive attitudes towards physical activity as their competencies increase. By learning in, through, and about movement, students become aware that movement is fundamental to human expression.

- **Relationships with other people**: Students develop attitudes that enhance their interactions with others through participation

in activities that promote fair play, turn-taking and the willing observance of rules and protocols.

Note: Physical Education moves children out of the classroom often - any field trips, sporting events, or outdoor education programmes must follow safe practice and meet legal requirements.

| PHYSICAL EDUCATION: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENTS** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Movement Skills And Concepts**<br><br>1.1.1 Distinguish between general and personal space.<br><br>1.1.2 Know that the body can move at various levels, directions and pathways.<br><br>1.1.3 Recognise that the body can bear weight, transfer weight, form shapes and balance on selected body parts. | 1.2.1 Explore general and personal space, levels, direction and pathways.<br><br>1.2.2. Demonstrate weight bearing, weight transference, shapes and balance using selected body parts. | 1.3.1 Appreciate and enjoy movement. | 1. Demonstrate movement concepts and skills. | • Move in personal and general space, at high and low levels, forward, backward sideways, zigzag, curved straight. (1.2.2)<br><br>• Balance and transfer weight on 1, 2, 3 and 4 body parts and form at least two shapes with the body- appendages, patches, points and extensions. (1.1.3, 1.2.3) |
| **Gymnastic Skills**<br><br>2.1.1 Explain V-seat and log roll | 2.2.1 Demonstrate the v-seat and log roll | 2.3.1 Appreciate and enjoy movement. | 2. Perform basic gymnastics skills | • Execute the V- seat and log roll with correct form. (2.2.1) |

| PHYSICAL EDUCATION: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENTS** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Loco motor Skills**<br><br>3.1.1 Explain basic technique in walking, running, jumping | 3.2.1 Demonstrate basic technique in walking, running, jumping | 3.3.1 Participate willingly in physical activities. | 3. Demonstrate basic loco motor skills. | • Walk, run and jump using correct hands and feet coordination. (3.2) |
| **Manipulative Skills**<br><br>4.1.1 Explain basic technique in stopping, bouncing, throwing, catching, striking. | 4.2.1 Demonstrate basic technique in stopping, bouncing, throwing, catching and striking.<br><br>4.2.2 Apply skills in simple game situations. | 4.3.1 Participate willingly in physical activities. | 4. Demonstrate basic manipulative skills. | • Stop a ball using hands. (4.2.1)<br><br>• Bounce a ball 3 to 5 times consecutively using one hand. (4.2.1)<br><br>• Throw a ball to a target with one or both hands. (4.2.1)<br><br>• Catch with both hands. (4.2.1)<br><br>• Strike a ball using the hands, feet or implements. (4.2.1) |
| **Healthy Habits**<br><br>5.1.1 Recognise that drinking water and eating | 5.2.1 Practice drinking water and eating | 5.3.1 Develop healthy habits. | 5. Engage in practices that promote healthy | • Articulate feelings freely. |

# PHYSICAL EDUCATION: INFANTS 1

| CONTENTS | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| breakfast regularly, as well as washing hands and face after physical activity, are healthy habits. | breakfast regularly to be healthy.<br><br>5.2.2 Practice washing hand and face after physical activity. | 5.3.2 Express feelings that result from participation in physical activities. | choices and physical activities that are beneficial to good health. | (5.3.2)<br><br>• Drink water at least three times a day and eats breakfast every day. (5.2.1)<br><br>• Wash hands after every physical activity as well as before and after every meal. (5.2.2) |
| **Safe Practices**<br><br>6.1.1 Identify safe places to play.<br><br>6.1.2 Recognise that specific attire is required for Physical Education Classes | 6.2 Use suitable attire for Physical Education Classes. | 6.3.1 Play in safe places.<br><br>6.3.2 Suitable attire for Physical Education Classes. | 6. Recognise some safety factors and practices associated with physical activities. | • Identify at least one criterion of a safe playing area. (6.1.1)<br><br>• Be always suitably attired for physical education. (6.3.2) |

# Primary School Curriculum


## Science


## Infant 1

# Science

## Rationale

### What Is Science About?

Science is a distinct form of human activity, which involves a dynamic way of exploring ourselves, the world in which we live, and beyond. Scientific progress comes from rational, systematic work and from creative insights, built on a foundation of respect for evidence. Scientific knowledge is not fixed and it is this on-going quest that makes science a valuable knowledge system. The Science curriculum is driven by creative energies and a spirit of enquiry. Through problem-based approaches, students construct their understanding of science by taking an active role in learning and applying them to real world situations.

### Why Study Science

Science engages students in making informed decisions, developing creative solutions, and exploring innovative alternatives. Students gather evidence to inform next steps, communicate understandings from information analysed, as well as develop novel and/or feasible strategies, tools, and products. They also develop appropriate personal qualities and attitudes for successfully negotiating a variety of situations in our dynamic and technological society. Many of the major challenges and opportunities that confront our world can be approached from a scientific perspective, tempered by social and ethical considerations.

# How Is Science Teaching Structured

This approach to the teaching of Science will shape students' understanding of their world, and reinforce the importance of scientists to the development of society. These outcomes are realised through an emphasis on the following:

**Skills:**

1. **Planning and designing**: Identifying the problem, hypothesising, selecting a workable method, and evaluating products or solutions.
2. **Conducting experiment**s: Observing, measuring, and classifying.
3. **Communicating:** Presenting findings, interpreting data, making inferences, and drawing conclusions.

**Concepts:**

1. **Individuals and groups**:

   Students engage in grouping things to appreciate their unique characteristics as well as variations that may exist among them.

2. **Forms and functions of structures and mechanisms:**

Students relate the usability of everyday structures and mechanisms to the properties or features that inform their design and construction.

3. **Systems and Interactions among them:**

The connections that exist among components of the various systems of living and non-living things are explored. Students develop a greater understanding of the environment as they evaluate the effectiveness of the systems studied.

4. **Conservation and sustainability of natural resources:**

Students consider the impact of human actions in order to appreciate the delicate balance that exists between human needs and those of the environment.

| SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Individuals and Groups:**<br><br>1.1.1 Assess the importance of the observable parts of the body (Universal Children's Day, Nov. 20<sup>th</sup>) | 1.2.1 Group parts using one or more observed properties. | 1.3.1 Display respect for themselves and each other. | 1a. Demonstrate an understanding of the position of the observable body parts and their significance.<br><br>1b. Appreciate that certain characteristic are common to human beings | • Write the names of observable body parts on a drawing showing: parts of the face (eyes, ears, mouth, nose, and head), arms, elbows, hands, fingers, legs, knees, feet, toes. (1.1.1, 1.2.1, 2.2.1, 1.3.1, 2.3.1)<br><br>• Explain the function of the observable body parts. (1.1.1, 2.2.1, 1.3.1, 2.3.1)<br><br>• Group observable body parts according to given criteria.          (1.1.1, 1.2.1, 2.2.1, 1.3.1, 2.3.1) |

| SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 2.1.1 Understand the need for food as a source of energy for survival<br><br>3.1.1 Value the need for personal hygiene as a means of achieving/maintaining good health. | 2.2.1 Conveying information by means of oral or written descriptions or pictures<br><br>3.2.1 Demonstrate correct procedures to maintain personal hygiene. | | 2a. Recognize that food is important to sustain life.<br><br>2b. Appreciate that not all food may be healthy for our bodies<br><br>3. Understand the importance of personal hygiene. | • Explain the consequences of not eating. (2.1.1, 2.2.1, 2.3.1,1.3.1)<br><br>• Choose nutritious meals from a variety of pictures displaying healthy and unhealthy options. (2.1.1, 2.2.1, 2.3.1)<br><br>• Explain proper procedures to keep their bodies clean:<br>  o bathe at regular intervals using soap and clean water;<br>  o wash all external body parts;<br>  o brush teeth; and<br>  o wash hands. (3.1.1, 2.2.1, 2.3.1)<br><br>• Explain why it is necessary |

| SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | to bathe in order to remain healthy. (3.1.1, 2.2.1, 2.3.1)<br><br>• Demonstrate the proper procedure to:<br>o wash hands and<br>o brush teeth. (3.2.1, 1.3.1, 2.3.1) |
| **Form and Function:**<br><br>4.1.1 Examine the functions of everyday structures. | 4.2.1 Construct information about functions of structures from what has been observed. | 2.3.1 Consider safety when using everyday objects or devices. | 4. Recognize that everyday structures perform various functions. | • Select the structures that are best suited for a given purpose:<br>o stand on a structure that is stable and strong to support the intended mass;<br>o the suitability of a vessel to hold its contents e.g. spoon, bowl, bird nest, etc.). (4.1.1, 4.2.1, 2.3.1) |

| SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 5.1.1 Discriminate among objects, those that can be used as simple machines | 5.2.1 Group objects as machines using one or more observed properties | | 5. Understand the use of some simple machines | <ul><li>Explain that simple machines make work easier. (5.1.1, 2.2.1, 2.3.1)</li><li>Justify their choice of which simple machine to use for a given task in terms of:<ul><li>reducing effort;</li><li>increasing speed; or</li><li>changing direction of the force. (5.1.1, 5.2.1, 2.2.1, 2.3.1)</li></ul></li></ul> |
| **Systems and Interactions:**<br><br>6.1.1 Categorise habitats based on their components. (World Habitat Day, October 1ˢᵗ ) | 6.2.1 Observe their environment using the senses – seeing, touching, hearing and smelling. | 3.3.1 Exercise care to promote the well-being of themselves, others and environment | 6. Understand the difference between terrestrial and aquatic habitats. | <ul><li>Name three characteristics of a terrestrial habitat. (6.1.1, 6.2.1, 2.2.1, 1.3.1, 2.3.1)</li></ul> |

| SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
|  |  | when making observations. | | • Name three characteristics of an aquatic habitat. (6.1.1, 6.2.1, 2.2.1, 1.3.1, 2.3.1) |
|  |  | 4.3.1 Understand the consequences of their actions. | | • Compare and contrast habitats according to their characteristics. (6.1.1, 6.2.1, 2.2.1, 1.3.1, 2.3.1) |
| 7.1.1 Distinguish between types of forces as either push or pull. | 7.2.1 Describe in advance the outcome of applying different types of forces from previous experience.<br><br>7.2.2 Via observation, describe objects in terms of their shape, motion, | | 7. Differentiate between a push and a pull. | • Describe simple objects in terms of their<br>  o Shape,<br>  o Motion,<br>  o Position, or<br>  o Location.<br>  (7.1.1, 7.2.2, 4.3.1)<br><br>• Classify forces in situations as either a push or pull. (7.1.1, 7.2.1, 4.3.1) |

| SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | position or location.<br><br>7.2.3 Design a simple investigation into the effect of either a push or a pull. | | | • Devise a simple experiment to demonstrate the effects of pushes and pulls and hypothesize the effect of the forces. (7.1.1, 7.2.1, 7.2.3, 4.3.1) |
| **Conservation and Sustainability:**<br><br>8.1.1 Assess the importance of energy as light, sound or heat for domestic purposes. | 8.2.1 Group domestic household devices according to type of energy utilized. | 5.3.1 Demonstrate conservation habits. | 8. Understand that energy exists in various forms. | • Distinguish amongst different forms of energy as light, sound or heat. (8.1.1, 2.2.1)<br><br>• Associate common domestic appliances/devices with the type of energy they produce. (8.1.1, 8.2.1, 6.2.1, 2.2.1)<br><br>• Explain the need to switch |

| SCIENCE: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 9.1.1 Differentiate amongst types of litter as plastic, paper, cans, and glass. | 9.2.1 Construct information about categories of litter from what has been observed. | 6.3.1 Be accountable for disposal of litter<br><br>6.3.2 Confidently dispose litter in the appropriate bin. | 9. Appreciate the need to reduce the amount of litter they contribute to the environment. | off appliances/devices that are not in use. (8.1.1, 5.3.1, 2.2.1)<br><br>• Categorise litter into plastic, paper, cans or glass. (9.1.1, 9.2.1, 6.3.1)<br><br>• Propose disposal methods for plastic, paper, cans and glass. (9.1.1, 1.3.1, 2.3.1, 6.3.1) |

# Primary School Curriculum

# Social Studies

# Infant 1

**Discuss daily the local, regional and international current events**

# Rationale

## What Is Social Studies?

Social Studies is the systematic study of an integrated body of content drawn from core disciplines such as History, Geography, Anthropology, Economics and Political Science. It infuses experiences of each individual to form a body of knowledge that facilitates growth and development within a structured society. Social Studies

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emphasises the skills and processes involved in social interactions, which, along with the prescribed settings and perspectives, will help students to become informed, confident, and effective citizens of Trinidad and Tobago

## Why Study Social Studies?

As we witness rapid advancements and changes in technology and communication, children are submerged more into the virtual rather than the real world. This complexity creates an increased need to master essential skills (such as communication, critical thinking, problem solving etc.) to enable them to better understand, participate in, and contribute to the local, national and global communities in which they live and work.

The teaching of Social Studies performs an essential role in the nurturing of young minds to function competently and effectively in today's complex society. Understanding the past makes children better understand and appreciate the present so as to significantly impact the future. Understanding other cultures makes us prepared to examine and celebrate our own.

The Social Studies learning plan assists students in developing a broader sense of their place in the local, regional and international communities. This sense of belonging will help them establish relevant values and personal characteristics that can contribute to the development of caring and responsible citizens in all phases and facets of their lives

## How Is Social Studies Structured?

Students explore the unique culture of the Trinidad and Tobago's society that is derived from the experiences of local, regional and international relations. They learn about people, places, cultures, histories, and the economic world, within and beyond Trinidad and

Tobago. Students also develop understandings about how societies are organized and how they function. Students are given learning experiences to understand that the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

The Social Studies content was developed from the following foundational strands:

- Personal and Social Development
- Our Heritage
- Our Environment
- Organisations
- Change

The achievement outcomes can be developed through a range of approaches. The use of these approaches enables students to:

- ask questions, gather information and background ideas, and examine relevant current issues
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions
- understand  why some people participate in social actions
- reflect on and evaluate the understandings they have developed.

The teaching of Social Studies performs an essential role in the nurturing of young minds to function competently, effectively and efficiently in today's modern society.

| SOCIAL STUDIES: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Myself and Others**<br>1.1 Know aspects of themselves:<br>• Physical<br>• Emotional<br>• Abilities | 1.2.1 Display clarity and confidence when speaking.<br><br>1.2.2.Analyze self<br><br>1.2.3 Develop anger management skills when interacting with others. | 1.3.1 Feel pride in their physical appearance, skills and talents.<br><br>1.3.2 Reflect on what makes them feel special. | 1.Develop self-awareness | • State orally in one sentence for each aspect of themselves (their names, physical features, what makes them feel special). [1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2]<br><br>• Describe orally one or two instances when one becomes angry. [1.2.2, 1.2.3]<br><br>• Explain in one or two sentences, one strategy which can be used to cope with anger.[1.2.3] |
| 2.1.1 Name family members | 2.2.1 Create a three generation family tree. | 2.3.1 Develop an awareness of the uniqueness of families. | 2. Examine relationships among family members. | • Name the members of their family.[2.1.1]<br><br>• State in one or two sentences one or two factors that are unique to their own family.[2.3.1]<br><br>• Outline in one to two sentences the role of oneself and one family member. [2.1.2] |
| | 2.2.2 Interpret graphic organizers for a three | 2.3.2 Show love and | | • Insert pictures into a graphic |

| SOCIAL STUDIES: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 2.1.2   Describe roles of family members.<br><br><br><br>2.1.3   State activities that keep the family together.<br><br><br><br><br><br><br><br>3.1.1 Identify "safe" persons they can turn to when necessary.<br><br>3.1.2   Differentiate between 'good' touch and 'bad' touch. | generation family tree.<br><br>2.2.3 Develop oral communication skills when addressing family and friends.<br><br><br><br><br><br>3.2 Practise responsible behaviour. | care for family.<br><br><br><br><br><br><br><br><br><br><br><br>3.3 Feel safe in their environment. | <br><br><br><br><br><br><br><br><br><br><br><br>3. Feel safe in their environment. | organizer to show relationships in a three generation family tree. [2.2.2]<br><br>• State one or two activities that keep the family together.[2.1.3]<br><br><br><br><br><br><br><br>• Name two safe persons they can turn to for assistance. [3.1.1,3.3]<br><br>• Orally explain in one or two sentences the difference between good touch and bad touch. [3.1.2] |
| **Places: Home, School, Community** | | | | |

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| SOCIAL STUDIES: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 4.1 State the name and address of their home and school.<br><br>5.1 Understand the relative location of things in their environment through representations.<br><br><br>6.1 Analyse the importance of keeping the home, school and community clean. | 4.2 Express themselves confidently<br><br><br>5.2.1 Observe objects and features of their school and community.<br><br>5.2.2 Create a 3D map of their immediate environment. | 4.3 Feel a sense of pride in and belonging to their immediate environment.<br><br><br><br><br><br><br>6.3 Demonstrate habits that keep the environment clean and healthy. | 4. Develop appreciation for their home, school and community. | • State the name and address of their home and school. [4.1, 4.3]<br><br>• Create a 3D model of their immediate environment: school and community using various materials. [4.3, 5.2.1]<br><br>• Using 3D models recognize things in their immediate environment. [4.3, 5.1, 5.2.1]<br><br>• Discuss, giving two or three methods, ways of keeping the home, school and community clean. [6.1]<br><br>• Demonstrate, through practice, habits that keep the environment clean and healthy. [6.3] |
| **Things: The Things Around Me**<br><br>**7.**1 Examine the evolutionary changes in an | 7.2 Develop a | 7.3 Applaud | 5. Value the past as it | • Explain orally the sequence of events |

| SOCIAL STUDIES: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| object they use:<br>• story of the evolution of instruments used for writing<br><br>8.1.1  Describe weather conditions: sunny, rainy, windy, and cloudy.<br><br>8.1.2  Identify feelings associated with weather conditions. | chronological understanding of the evolutionary changes.<br><br>8.2.1 Observe daily weather conditions.<br><br>8.2.1  Match weather conditions to weather symbols. | innovativeness<br><br>8.3 Develop an awareness of their physical environment. | impacts on their present way of living.<br><br>6. Know that the various weather conditions affect the way one feels. | in the story of the pencil (writing instrument) as it evolved through time. [7.1,7.2.7.3]<br><br>• Describe four weather conditions: sunny, rainy, windy, and cloudy. [8.1.1]<br><br>• Identify two feelings associated with weather. [8.1.2]<br><br>• Assess the weather conditions from pictures. [8.2.1]<br><br>• Match weather conditions to weather symbols. [8.2.2] |
| **Learn, Play And Work**<br><br>9.1.1 Describe safety practices in all activities. | 9.2.1 Apply safe practices in all activities. | | 7. Develop an understanding of the need to be safe at all times. | • Demonstrate one or two instances where safe practices should be applied. [9.1.1, 9.2.1] |

| SOCIAL STUDIES: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 10.1.1 Know home and school rules.<br><br><br><br><br><br>11.1.1 Know basic safety precautions for fire, hurricanes and earthquakes. | 10.2.1 Apply home and school rules.<br><br><br><br><br><br>11.2.1 Practise safety drill for disasters – fire and earthquake. | 10.3.1 Demonstrate responsible behaviour at home, at school and in the community. | | • State three or four class and school rules. [10.1.1]<br><br>• Discuss how one or two home and school rules can be applied in a situation. [10.2.1]<br><br><br>• State orally the safety procedure involved in case of a fire and earthquake disaster. [11.1.1] |
| **Celebrations**<br><br>12.1.1 Recognize the importance of Independence and Republic Days.<br><br>12.1.2 Identify symbols of nationhood in Trinidad and Tobago.<br><br>12.1.3 Know the colours of the National Flag. | 12.2.1 Interpret colours of the National Flag. | 12.3.1 Develop a sense of national pride. | 8. Develop appreciation for the various celebrations and observances occurring in their country. | • Explain orally the importance of Independence and Republic Days. [12.1.1]<br><br>• Recognize the symbols of nationhood of Trinidad and Tobago. [12.1.2]<br><br>• Identify the National Flag from a drawing or picture. [12.2.1]<br><br>• Name the colours of the National Flag [12.1.3] |

| SOCIAL STUDIES: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | 13.2.1 Demonstrate the appropriate behaviour when the National Anthem is being played or sung. | | | • Discuss how one should behave when the National Anthem is played or sung.[13.2.1] |
| | 14.2.1 Demonstrate the appropriate behaviour when the National Pledge is being recited. | | | • Discuss how one should behave when the National Pledge is played or sung. [14.2.1] |
| 15.1.1 Recognize the importance of religious observances. | | | | • Identify two or three important days from each of these categories: religious and personal. [15.1.1, 16.1.1] |
| 16.1.1 Explain the significance of important personal days, e.g., birthday, first day of school, etc. | | | | • Explain in two or three sentences the significance of these religious and personal days. [15.1.1, 16.1.1] |
| 17.1.1 Discuss activities | | | | |

<table>
<tr><th colspan="5">SOCIAL STUDIES: INFANTS 1</th></tr>
<tr><th>CONTENT</th><th>SKILLS</th><th>DISPOSITIONS</th><th>OUTCOMES</th><th>ELABORATIONS</th></tr>
<tr><td colspan="5">Students will:</td></tr>
<tr>
<td>associated with the celebrations.</td>
<td></td>
<td>17.3.1 Appreciate different celebrations in their country.</td>
<td></td>
<td><ul><li>Organise important days, with one activity associated with the day, in a graphic organiser. [17.1.1,17.3.1]</li></ul></td>
</tr>
<tr>
<td><strong>Health And Well Being</strong><br><br>18.1.1 Explain why personal hygiene is important.<br><br><br><br><br><br>19.1.1 Discuss the importance of water in personal hygiene.<br><br>19.1.3 Identify ways to conserve water.</td>
<td>18.2.1 Practise good personal hygiene.<br><br><br><br><br><br><br>19.2.1 Draw conclusions about the importance of water.</td>
<td>18.3.1 Value the importance of personal hygiene.<br><br><br><br><br><br>19.3.1 Appreciate the value of water.</td>
<td>9. Value the importance of personal hygiene.<br><br><br><br><br><br>10. Appreciate the value of water.</td>
<td><ul><li>Explain orally in two or three sentences why personal hygiene is important. [18.1.1]</li><li>Demonstrate, while explaining orally, how to perform one example of hygiene: bathing, brushing teeth, grooming hair and nails. [18.2.1]</li><li>Point out two or three ways in which water is important in personal hygiene. [19.1.1]</li><li>Give one or two reasons why water should be used wisely. [19.1.2]</li></ul></td>
</tr>
</table>

# Primary School Curriculum


# Spanish


# Infants 1

# Rationale

## What is Learning Languages About?

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

## Why Study Another Language?

Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices.

In addition to being one of the most sought after skills of the $21^{st}$ century, by learning an additional language and its related culture(s), students come to appreciate that languages and cultures are closely related. Learning a new language extends students' linguistic and cultural understanding and the ability to interact appropriately with other speakers. Interaction in a new language, whether face to face or technologically facilitated, introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. It increases their understanding of their own language(s) and culture(s).

It is imperative that the child of the $21^{st}$. century be equipped with the skills necessary to function in a global environment; one such skill is the ability to communicate in more than one language. Spanish, therefore, earns its place in the national curriculum of Trinidad and Tobago. Not only is Spanish the fastest growing language in the western hemisphere, but this language also has a strong historical and cultural presence in our nation.

An early introduction to a second language lays a foundation for foreign language proficiency at a later stage and complements skill development in other areas of study. Learning another language promotes competence in listening, speaking, reading and writing, and fosters the development of higher order thinking skills.

# How is Spanish Structured?

This Spanish primary programme is based on a Foreign Language Exploratory (FLEX) model. Beyond learning functional Spanish that supports other curricular content, it involves the inclusion of the myriad of language and language-related experiences in the world of the child. There is a rich amalgam of languages in the everyday experiences of the students of our country. A main objective of foreign language study at this level includes awakening in the child an awareness of and appreciation of the richness of language exploration- the origin and meaning of his/ her name, places in the community and country, foods, culturally related references etc. Embedded within this notion is a respect for diversity and critical thinking through probing beneath the surface to seek deeper meaning.

Within any programme of language study, students learn about culture and the interrelationship between culture and language.

They grow in confidence as they learn to recognize different elements of the belief systems of speakers of the target language. They become increasingly aware of the ways in which these systems are expressed through language and cultural practices. As they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.

The Spanish programme at the primary level is designed to create enthusiasm, excitement and love for language study among learners.

Students are introduced to Spanish through stories, games, interactive instruction, cultural activities, and music. The focus of the program is primarily, but not exclusively, on spoken language. Students engage in using Spanish in contexts that relate to their lives, and help them to develop awareness of how language affects culture and vice versa.

# SPANISH: INFANTS 1

| CONTENT/SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|
| 1.1.1. Say **hello** and **goodbye** in Spanish.*(hola, adiós)*<br><br>1.1.2. Give examples of different ways of greeting others. | 1.2.1. Be willing to socialise with others.<br><br>1.2.2. Be aware and appreciative of different cultural traditions used in greeting others. | 1. Display courtesy, appreciation and enthusiasm as they interact with others of different cultures in varied social settings. | • Say hello and goodbye to others in Spanish. [1.1.1]<br><br>• Demonstrate awareness of different cultural forms of greeting others. [1.1.2] |
| 2.1.1. Introduce themselves to others in Spanish. *(Hola, soy ___; Hola, me llamo…)*<br><br>2.1.2. State the origin of their first names and those of others. | 2.2.1. Be willing to socialise with others.<br><br>2.2.2. Be interested in exploration of the origin of names.<br><br>2.2.3. Appreciate their first names by knowing the origins. | 2. Communicate basic biographical information in Spanish when introducing self. | • Introduce self by saying *'Hello, I am…'* or *'Hello, my name is…'* in Spanish followed by their name. [2.1.1]<br><br>• State the origin of his/her first name and those of three classmates. [2.1.2]<br><br>• Demonstrate pride in sharing the origin of his/her first name. [2.1.2] |
| 3.1.1. Name family members in Spanish. *(papá, mamá, hermano, hermana, tío, tía, abuelo, abuela)* | 3.2.1. Be aware and appreciative of different types of families. | 3. Recall the Spanish words for selected English words. | • Recite and recall the Spanish word names for 8 family members. (*daddy, mummy, brother, sister, uncle, aunt, grandfather, grandmother*) [3.1.1] |

# SPANISH: INFANTS 1

| CONTENT/SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|
| 4.1.1. Identify self in Spanish as boy or girl. *(Hola, soy niño/ Hola, soy niña)* | 4.2.1. Be aware of their gender.<br><br>4.2.2. Appreciate similarities and differences in others. | 4. Demonstrate an awareness and appreciation of gender and gender differences. | • Identify gender by saying *'I am a boy/ I am a girl'* in Spanish. [4.1.1]<br><br>• Appreciate similarities and differences in others through speech and actions. [4.1.1] |
| 5.1.1. Say '**good morning'** and '**good afternoon'** in Spanish. *(Buenos días, Buenas tardes)* | 5.2.1. Be courteous to others. | 5. Display courtesy, appreciation and enthusiasm as they interact with others of different cultures in varied social settings. | • Say '*good morning*' and '*good afternoon*' in Spanish. [5.1.1]<br><br>• Socialise courteously with others in and out of school. [5.1.1] |
| 6.1.1. Identify classroom objects in Spanish.<br><br>*¿Qué cosa es?*<br><br>*(la mesa, la silla, el lápiz, el libro, la bolsa)* | 6.2.1. Engage in exploration of language through comparing words of different languages. | 6 a. Recall the Spanish words for selected English words.<br><br>6 b. Demonstrate care and appreciation for property. | • Recite and recall the Spanish word names for 5 classroom objects. *(table, chair, pencil, book, bag).* [6.1.1] |
| 7.1.1 .Count from 1-10 in Spanish. | 7.2.1. Engage in exploration of language through comparing | 7 a. Recall the Spanish words for selected English | • Recite and recall the Spanish word names for the numbers 1- |

# SPANISH: INFANTS 1

| CONTENT/SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|
| *¿Qué número es?*<br><br>(*uno, dos, tres, cuatro, cinco, seis siete, ocho, nueve, diez)* | words of different languages. | words. | 10. [7.1.1] |
| 7.1.2. Identify selected pets in Spanish.<br><br>*¿Qué animal es?*<br><br>(*el perro, el gato, el pájaro, el pez, la tortuga, el conejo)* | 7.2.2. Appreciate animals. | 7 b. Demonstrate appreciation for all living things. | • Recite and recall the Spanish word names for 6 pets (*dog, cat, bird, fish, turtle, rabbit)* [7.1.2] |
| 8.1.1 Express basic courtesies (**please, thank you**) in Spanish (*por favor, gracias)* | 8.2.1. Be courteous to others. | 8. Display courtesy as they interact with others of different cultures in varied social settings. | • Say *'please'*, and '*thank you*' in Spanish. [8.1.1] |
| 9.1.1. Say the words *'**yes**'* and *'**no**'* in Spanish and other selected languages.<br><br>*(Spanish: sí, no)*<br><br>*(French: oui, non)*<br><br>*(Hindi: haan, nahin )*<br><br>*(Arabic: Na'am, Laa)*<br><br>*(Mandarin: yao, bu)* | 9.2.1. Appreciate other languages. | 9 a. Recall the Spanish words for selected English words.<br><br>9 b. Demonstrate appreciation and respect for people, languages and cultures. | • Recite and recall the Spanish words for '*yes*' and '*no*'. [9.1.1]<br><br>• Recognize the words '*yes*' and '*no*' in 2 out of 5 additional foreign languages. [9.1.1]<br><br>• Show appreciation for other peoples, languages and |

## SPANISH: INFANTS 1

| CONTENT/SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|
| *(Yoruba: bee ni, bee ko)* | | | cultures. [9.1.1] |
| 10.1.1. Respond to basic classroom instructions given in Spanish. *(Levántense, Siéntense, Atención Vamos a trabajar)* <br><br> 10.1.2. Respond to compliments given in Spanish. <br><br> *(Excelente, Perfecto, Bien, Bien hecho)* | 10.2.1. Show respect for authority. <br><br> 10.2.2. Be sociable | 10. Enquire and respond to instructions and compliments given in Spanish. | • Demonstrate correct physical responses to 4 commands given in Spanish. *(Stand up, Sit down, Attention, Let's get to work)* [10.1.1] <br><br> • Respond to 4 compliments by saying thank you in Spanish. <br><br>　*( Excellent, Perfect, Good, Well done)* [10.1.2] |

# SPANISH: INFANTS 1

| CONTENT/SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|
| 11.1.1. Greet others in Spanish and other selected languages (as may be known to students) on special occasions.<br><br>**1) Happy Birthday**<br><br>Spanish-　　1) *Feliz Cumpleaños*<br><br>Hindi-　　1) *Janmadina Mubāraka*<br><br>French-　　*1) Joyeux anniversaire*<br><br>Yoruba-　　*1)Eku Ojobi*<br><br>Mandarin-　　1) *Sheng Ri Kuai Le* | 11.2.1. Be enthusiastic about celebrating special occasions.<br><br>11.2.2. Be sociable.<br><br>11.2.3. Appreciate other languages. | 11. Display courtesy, appreciation and enthusiasm as they interact with others of different cultures in varied social settings. | • Extend birthday greetings in Spanish. [11.1.1]<br><br>• Demonstrate awareness of how to extend birthday greetings in other foreign languages as may be known to students. [11.1.1] |
| 12.1.1. State their age in Spanish.<br><br>(¿*Cuántos años tienes?*<br><br>*Tengo* <u>cinco</u> *años)* | 12.2.1. Engage in exploration of language through comparing words of different languages. | 12. Communicate basic biographical information in Spanish when introducing self. | • Respond in Spanish to the question,<br><br>*'How old are you?'* [12.1.1] |
| 13.1.1. Enquire about the well-being of others in Spanish. | 13.2.1. Display concern about the well-being of others. | 13. a. Enquire and respond to questions and instructions given in Spanish. | • Ask '*How are you*?' in Spanish. [13.1.1] |

# SPANISH: INFANTS 1

| CONTENT/SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|
| *How are you?* *(Qué tal?)*<br><br>13.1.2. Respond in Spanish to questions about their well-being.<br><br>*Fine. (Bien)*<br><br>*Not so well. (Mal)* | 13.2.2. Be sociable. | 13. b. Demonstrate courtesy and empathy for others, and respect for authority. | • Respond *'Fine'* or *'Not so well'* in Spanish. [13.1.2] |
| 14.1.1. Identify selected parts of the body in Spanish.<br><br>*¿Qué parte del cuerpo es?*<br><br>*(los ojos, ,la nariz, la boca, la mano, el pie)* | 14.2.1. Engage in exploration of language through comparing words of different languages. | 14. Recall the Spanish words for selected English words. | • Recite and recall the Spanish word names for 5 body parts.<br><br>  *(eyes, nose, mouth, hand, foot)* [14.1.1] |

# Primary School Curriculum

# Visual and Performing Arts

# Infants 1

# Rationale

## What Are The Visual & Performing Arts?

The arts are organised expressions of ideas, feeling, and experiences in images, sound, language, gesture and movement. Arts education comprises the four disciplines of visual arts, music, drama, and dance. These disciplines provide for the stimulation of the senses, emotion, intellect, and imagination. They contribute to the child's growth by developing skills, sensitivities and positive attitudes. The arts reflect what is valued in society and celebrate our unique cultural mosaic.

## Why Study The Visual & Performing Arts?

Arts education is integral to primary education in helping to promote a variety of thinking processes. The range of cognitive, affective, and hands-on experiences offered by the arts places these disciplines at the centre of a primary child's learning. The arts encourage ideas that are personal and imaginative and make a vital contribution to the development of a range of intelligences. An effective arts program enables the child to explore exciting, alternative ways of learning and communicating with others. In addition, a purposeful arts education at the primary level is invaluable in promoting subject integration in the classroom. Arts programming enhances self-esteem and confidence, and provides a forum where spontaneity and risk-taking are encouraged and differences celebrated. Arts activities are a focus for social and cultural development. They embrace local, national, and international aesthetic and cultural expressions, promoting enjoyment and understanding of difference. They may also be a means to social change through the voices of individual identity and passion.

# How Are The Visual & Performing Arts Structured?

Students work both independently and collaboratively to construct meanings, produce works, and respond to the contributions of others. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions. Through traditional and new technologies, students' artistic ideas are generated and refined through cycles of action and reflection. Within each, students develop literacies as they build on skills, sensitivities, and attitudes.

## Dance

Dance is expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving, and feeling. They explore and use dance elements, vocabularies, processes, and technologies to express personal, group, and cultural identities, to convey and interpret artistic ideas, and to strengthen social interaction. Students develop literacy in dance as they learn about, and develop skills and sensitivities in, moving, performing, and choreography, and respond to a variety of genres from a range of historical and contemporary contexts.

## Drama

Drama expresses human experience played out in time and space. Students learn to use dramatic conventions, techniques, and technologies to create imagined worlds. Through purposeful play, both individual and collaborative, they discover how to link imagination, thoughts, and feelings. As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using words, body language, movement, and space. As they perform, analyse, and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage.

## Music

Sound from natural, acoustic, and digital environments is the source material for expressive ideas in music. These ideas are manipulated and extended into forms, genres, and styles that are recognized as music. Music is a fundamental form of expression, both personal and cultural. Value is placed upon the musical heritages of Trinidad and Tobago's diverse cultures, including traditional and contemporary musical arts. By making, sharing, and responding to music, students contribute to the cultural life of their schools, peer groups, and communities. Students develop literacies in music as they listen and respond, sing, play instruments, create and improvise, read symbols

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and notations, record sound and music works, and analyse and appreciate music. This enables them to develop aural skills and to value and understand the expressive qualities of music.

**Visual Arts**

Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. Learning in Visual Arts begins with children's curiosity and delight in their senses and extends to communication of complex ideas and concepts. An understanding of visual culture is achieved through exploration of local and Caribbean contexts.

Students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas. They explore experiences, stories, abstract concepts, social issues and needs, both individually and collaboratively. They experiment with materials, and techniques to develop their visual enquiries and create both static and time-based artworks in drawing, sculpture, painting, printmaking, photography, film, design, textiles, ceramics. They view the art works of others, sharing their responses, and generating multiple interpretations. Their meaning making is further informed by investigation of the contexts in which art works are created, used, and valued. As they develop their visual literacy, students are able to engage with a wider range of art experiences in increasingly complex

ways. Art history provides students with some sense of the efforts of others to speak their culture.

| VAPA: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | |
| 1.1.1 Recognise texture in a variety of materials. | 1.2.1 Manipulate materials to create a collage of personal items. | 1.3.1 Begin to develop creativity, self-esteem and aesthetic expression. | 1a. Recognize texture in a variety of materials.<br><br>1b. Manipulate materials of different textures to create a collage. | • Orally describe the texture of 6-8 different materials and classify them into the following categories: rough, smooth, hard, soft. (1.1.1, 1.2.1, 4.3.1)<br><br>• Create a collage of-personal items using 3-5 materials of varying textures (rough, smooth, hard, and soft). (1.2.1, 1.3.1) |
| 2.1.1 Become aware of colour in the environment. | 2.2.1 Identify different colours by name.<br><br>2.2.2 Produce hand-prints of self, family and friends. | | 2. Produce handprints of self, family and friends using various colours. | • Create at least 3 handprints of self, family and friends using any combination of colours. (2.1.1, 2.2.1., 2.2.2, 1.3.1) |
| 3.1.1 Become aware of patterns in their surroundings. | 3.2.1 Identify patterns created by objects in their immediate | | 3a. Describe patterns formed by the combination of | • Accurately describe the patterns formed by the combination of |

## VAPA: INFANTS 1

Students will:

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---------|--------|--------------|----------|--------------|
| | environment.<br><br>3.2.2 Create a pattern using handprints. | | shapes or colours in their immediate environment.<br><br>3b. Create a pattern using handprints. | shapes or colours of 2 objects in their immediate environment. (3.1.1, 3.2.1, 4.3.1)<br><br>• Create a repeated pattern using at least two handprints of themselves and two handprints of one of their peers. (3.1.1, 3.2.2, 1.3.1) |
| 4.1.1 Recognize that objects are made up of lines and shapes. | 4.2.1 Identify lines and shapes of objects around them. | 4.3.1 Begin to think critically. | 4a. Identify lines and shapes of objects around them. | • Accurately identify the lines and shapes of 2-3 objects from their immediate environment. (4.1.1, 4.2.1, 4.3.1) |
| 5.1.1 Become aware that objects take up space. | 5.2.1 Make basic structures/ models of familiar buildings using play dough. | | 5a. Construct a model of a familiar building from their environment.<br><br>5b. Assess the size of the space their model occupies. | • Use play dough to create a structure/model of **one** familiar building utilizing any combination of the following geometric flat shapes: square, rectangle, triangle, and circle. (5.1.1, 5.2.1)<br><br>• Describe the space occupied by their model as *big, small, very big* |

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## VAPA: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---------|--------|--------------|----------|--------------|
| Students will: | | | | |
| | | | | or *very small.* (5.1.1, 4.3.1) |
| 6.1.1 Recognise texture in a variety of objects and surfaces. | 6.2.1 Produce a rubbing collage by shading on various textural surfaces. | 6.3.1 Appreciate the process involved in creating artwork. | 6a. Describe the textures of a variety and range of objects and surfaces.<br><br>6b. Produce a rubbing collage. | • Describe the textures of a range of 6 objects/surfaces from *hard to soft* and *rough* to *smooth*.(6.1.1)<br><br>• Produce a rubbing collage by shading on various textural surfaces. (6.2.1, 6.3.1) |
| 7.1.1 Understand that designs can be repeated to create simple patterns. | 7.2.1 Create a simple design by shading on varied textural surfaces. | | 7. Create a simple design by shading on varied textural surfaces. | • Make a simple pattern using repeated designs created by shading on two contrasting textural surfaces. (7.1.1, 7.2.1, 6.3.2) |
| 8.1.1 Become aware of patterns in the immediate surroundings. | 8.2.1 Make simple patterns by manipulating found objects. | 8.3.2 Enjoy working creatively. | 8. Make simple patterns by manipulating found objects. | • Manipulate 8-10 objects found in their immediate environment to create a simple pattern using repeated designs. (8.1.1, 8.2.1, 8.3.2) |
| 9.1.1 Recognise the differences in each other's artwork. | 9.2.1 Compare and contrast artwork of self and others. | 9.3.1 Develop self-awareness. | 9. Compare and contrast artwork of self and others. | • Describe 3 ways in which their work differs from that of their |

| | | VAPA: INFANTS 1 | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | 9.3.2 Develop acceptance of the work of others. | | peers. (9.1.1, 9.2.1, 9.3.1, 9.3.2) |
| 10.1.1 Understand that lines and flat shapes can be used to represent familiar letters and figures. | 10.2.1 Identify lines and shapes in familiar letters and figures.<br><br>10.2.2 Produce simple signs to promote health and safety. | 10.3.1 Begin to recognize their creativity. | 10a. Identify lines and shapes in familiar letters and figures.<br><br>10b. Produce simple signs. | • Describe 3-4 lines/shapes that can be found in the numerals 1-10 and in the letters of the alphabet. (10.1.1, 10.2.1)<br><br>• Produce a simple sign consisting of one sentence and an appropriate picture/illustration. (10.1.1, 10.2.2, 10.3.1) |
|  | | | | |
| 1.1.1 Become aware of the body and what it can do. | 1.2.1 Explore what the body can do through body actions involving the whole body and body parts. | 1.3.1 Develop self-awareness. | 1. Demonstrate what the body can do through body actions involving the whole body and body parts. | • Move the whole body and any two combinations of the following body parts: feet/ arms/ hands/knees/elbows/shoulders to 6 short pieces of music. (1.1.1, 1.2.1, 1.3.1) |
| 2.1.1 Begin to use body | 2.2.1 Explore shapes | 2.3.1 Develop self- | 2. Mirror forms and | • Isolate body parts to create 3 |

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| VAPA: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| shapes to mirror forms and structures in their immediate environment. | through isolation of body parts. | discipline. | structures from their immediate environment. | shapes of different sizes which mirror forms and structures in their immediate environment (e.g. ball, hoop, chair, and box). (2.1.1, 2.2.1, 2.3.1, 1.3.1) |
| 3.1.1 Gain an understanding of spatial awareness as they begin to understand the relationship between space and movement. | 3.2.1 Work in general space, personal space and levels. | 3.3.1 Understand boundaries and become aware of space around them. | 3a. Work efficiently in general and personal space. <br><br> 3b. Move at different levels. | • Demonstrate 2 appropriate methods to travel efficiently in general space. (3.1.1, 3.2.1, 3.3.1) <br><br> • Demonstrate 2 ways to move efficiently in personal space. (3.1.1, 3.2.1, 3.3.1) <br><br> • Move at 3 different levels – high, medium and low in general and personal space. (3.1.1, 3.2.1) |
| 4.1.1 Learn to move in space, while working with others. | 4.2.1 Work in pairs and small groups to explore locomotor and axial movement possibilities. | 4.3.1 Develop cooperation skills. | 4a. Move in general space while working with others using locomotor movements (e.g. walk, run, hop, skip, and jump). | • Use 5-6 different locomotors/travelling movements to move in general space while working with others (e.g. walk, run, hop, and skip). (4.1.1, 4.2.1, 4.3.1) |

| | | VAPA: INFANTS 1 | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | 4b. Move in personal space while working with others. | • Use any 3 axial movements to move in personal space while working with others (e.g. reach, bend, twist). (4.1.1, 4.2.1, 4.3.1) |
| 5.1.1 Demonstrate an awareness of pulse (a strong regular beat) and meter (time). | 5.2.1 Move in time to selected rhythms. | 5.3.1 Develop self-discipline. | 5a. Move in time to selected rhythms in varying meters.<br><br>5b. Demonstrate an awareness of common, simple duple and compound duple.<br><br>5c. Differentiate between the strong and weak beats in simple duple and triple meters and compound duple meter. | • Maintain a steady pulse through moving to different pieces of music in. (5.1.1, 5.2.1)<br><br>• Move in time to music in various meters. (5.1.1, 5.2.1, 5.3.1)<br><br>• Accentuate the strong beat of each meter with a footfall (stamp). (5.1.1, 5.2.1) |
| 6.1.1 Develop appropriate | 6.2.1 Matching | 6.3.1 Begin to develop a | 6a. Collaborate in groups | • Work in small groups to present a |

# VAPA: INFANTS 1

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| dance sequences based on selected theme/ idea/ story line. | movement to theme/ idea/ story line. | sense of team spiritedness. | to develop and perform a one minute dance sequence.<br><br>6b. Demonstrate a sense of team spirit. | one- minute dance sequence based on selected theme/idea/storyline using the previously learnt dance elements of body action, space, relationships and time (pulse and meter). (6.1.1, 6.2.1, 6.3.1)<br><br>• Willingly contribute ideas to the group and listen respectfully to the ideas of others. (6.3.1) |
| 7.1.1 Learn to move safely in space. | 7.2.1 Explore spatial patterns and pathways. | 7.3.1 Develop focus and discipline. | 7a. Move safely in general and personal space.<br><br>7b. Create pathways in different directions.<br><br>7c. Create floor patterns. | • Move efficiently in general and personal space without colliding with others. (7.1.1,7.3.1)<br><br>• Move efficiently in personal and general space in varied directions (left/ right, forward/backward, up/down). (7.2.1, 7.3.1)<br><br>• Use hands/feet/heads to create 6 floor patterns using vertical and horizontal lines and curves ( e.g. letters of the alphabet).(7.2.1, |

| VAPA: INFANTS 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | | | 7.3.1) |
| | | | | |
| 1.1.1 Understand the concept of levels. | 1.2.1 Explore levels in personal space. | 1.3.1 Develop self-awareness and confidence | 1. Manipulate bodies in the exploration of personal space/ | • Move efficiently in personal space using 2-3 different levels (high, medium, low). (1.1.1, 1.2.1, 1.3.1) |
| 2.1.1 Recognize body language as a form of communication. | 2.2.1 Communicate using body language. | 2.3.1 Express self creatively. | 2. Communicate using mime and hand gestures. | • Use 3-5 hand gestures only to communicate with peers (e.g. greetings). (2.1.1, 2.2.1, 2.3.1) |
| 3.1.1 Understand that use of hands and voice can be combined as a form of communication. | 3.2.1 Communicate using hands and voice. | 3.3.1 Express self creatively. | 3. Present stories using simple gestures, actions and voice inflections. | • Use 6-8 simple gestures and actions and voice inflections to effectively present a short story. (3.1.1, 3.2.1, 3.3.1) |
| 4.1.1 Become aware of the process involved in creating a | 4.2.1 Produce a simple soundscape. | 4.3.1 Develop an appreciation for the work of others. | 4. Combine various sounds to produce a simple soundscape. | • Use a combination of items from their immediate surroundings in addition to voice inflections and |

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| soundscape. | | | | un-tuned percussion to produce a simple 1-minute soundscape based on a given theme. (4.1.1, 4.2.1, 4.3.1) |
| 5.1.1 Understand the nature of ring games. | 5.2.1 Manipulate body in the performance of ring games. | 5.3.1 Enjoy playing ring games. | 5a. Combine movements to create simple actions in the performance of ring games. | • Effectively combine 2-3 simple body actions while singing to perform ring games. (5.1.1, 5.2.1, 5.3.1) |
| 6.1.1 Imitate everyday actions using their posture, voice and hand gestures. | 6.2.1 Role-play simple practices towards healthy habits. | 6.3.1 Cooperate in group activities. | 6a. Imitate everyday actions through posture, voice and hand gestures. | • Role-play healthy habits/practices by depicting simple scenarios using appropriate posture, voice inflections and hand gestures. (6.1.1, 6.2.1, 6.3.1) |
| ♫ | | | | |
| 1.1.1  Demonstrate an | 1.2.1 Demonstrate a | 1.3 Enjoy participating | 1a. Demonstrate a steady | • Step to the steady beat of an 8 -bar |

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| VAPA: INFANTS 1 | | | | |
|---|---|---|---|---|
| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
| Students will: | | | | |
| awareness of rhythm | steady beat.<br><br>1.2.2 Maintain a steady beat using body percussion and non-tuned percussion.<br><br>1.2.3 Imitate rhythmic patterns. | in musical activities. | beat.<br><br>1b. Maintain a steady beat to accompany simple songs and chants.<br><br>1c. Imitate rhythmic patterns. | musical excerpt. (1.1.1, 1.2.1)<br><br>• Maintain a steady beat using body percussion and un-tuned percussion to accompany simple songs and chants. (1.1.1, 1.2.2)<br><br>• Imitate short simple **rhythmic** phrases using body percussion and non-tuned percussion instruments. |
| 2.1.1 Demonstrate an awareness of pitch accuracy. | 2.2.1 Differentiate between their speaking and singing voices.<br><br>2.2.2 Imitate simple melodic phrases.<br><br>2.2.3 Sing simple songs from a repertoire of folk, traditional and action songs from memory. | | 2a. Imitate melodic phrases.<br><br>2b. Sing simple songs. | • Imitate simple **melodic** phrases by rote, using their singing voices with 70-75% pitch accuracy. (2.1.1, 2.2.1, 2.2.2)<br><br>• Sing 3 simple action/folk songs from memory in their singing voices, using correct pitches and appropriate actions.(2.1.1, 2.2.1, 2.2.3) |

| | VAPA: INFANTS 1 | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 3.1.1 Recognize that different types of music evoke different types of responses. | 3.2.1 Respond imaginatively to different types times of music. | 3.3.1 Begin to recognise their creativity.<br><br>3.3.2 Enjoy participating in musical activities. | 3a. Move imaginatively and creatively to different types of music.<br><br>3b. Demonstrate joy when participating in singing activities. | • Move imaginatively and creatively in two different ways to musical excerpts in varied meters (times) and tempi (speeds). (3.1.1, 3.2.1, 3.3.1)<br><br>• Sing simple folk songs lustily and enthusiastically. (3.3.2) |
| 4.1.1 Recognize sounds from the environment. | 4.2.1 Describe and classify sounds into families.<br><br>4.2.2 Differentiate between sounds of different volumes and pitches. | 4.3.1 Begin to develop critical thinking skills. | 4a Identify and classify different types of sounds from their environment.<br><br>4b Discriminate between loud/soft and high/low sounds in their environment. | • Identify and classify 10 sounds from the environment into the following families, giving reasons for their choices: *machines, weather, animals, people*, *and musical instruments*. (4.1.1, 4.2.1, 4.3.1)<br><br>• Classify 10 sounds/pitches into categories of **loud**/**soft** and **high/low.** (4.1.1, 4.2.2, 4.3.1) |
| 5.1.1 Develop composition skills. | 5.2.1 Create simple rhythms using their bodies and | 5.3.1 Begin to refine their creativity. | 5a. Create simple rhythms. | • Create simple rhythms using body percussion and non-tuned |

| | | **VAPA: INFANTS 1** | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | non-tuned percussion instruments. | 5.3.2 Begin to develop team work skills. | 5b. Collaborate in groups to present compositions. | percussion instruments. (6.1.1, 5.2.1, 5.3.1)<br><br>• Create appropriate rhythms for non-tuned percussion instruments to accompany creative movements and songs (5.1.1, 5.2.1, 5.3.1, 5.3.2)<br><br>• Present their compositions in groups utilizing at least **one** contribution from each group member (5.3.2) |
| 6.1.1 Learn about themselves and others and what their bodies can do. | 6.2.1 Create actions to accompany songs. | 6.3.1 Begin to appreciate their peers. | 6a. Create actions to accompany songs from class repertoire. | • Work in groups to create 3-4 actions to accompany at least **one** simple folk, traditional or action song performed from memory. (6.1.1, 6.2.1, 6.3.1) |

# Primary School Curriculum

# Values, Character and Citizenship Education

# Infants 1

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Building trust through honesty**<br><br>1.1.1 Define in their own words what is meant by the terms "honesty" and "dependability".<br><br>2.1.1 Recognise honesty in the classroom and on the playground. | | | 1. Demonstrate a basic understanding of "honesty" and "dependability". | • Define orally, the terms in 1-2 simple sentences (1.1.1)<br><br>• Recognise acts from within a classroom or playground context that are associated with these values. (2.1.1) |
| | | | 2. Give simple justifications for acting honestly and dependably. | • Describe orally, in 1-2 simple sentences two benefits to be derived from behaving honestly and dependably at school or play. (3.1.1) |
| **Building Relationships of Trust**<br><br>3.1.1 Discuss the importance of honesty and dependability while at school or play. | 3.2.1 Communicate their thoughts and feelings confidently and competently. | 3.3.1 Display honest behaviour. | 3. Act honestly and dependably | • Tell the truth as best (s) he knows it. (3.3.1) |

| V.C.C.E:  INFANT 1 | | | | |
|---|---|---|---|---|
| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
| Students will: | | | | |
| **Building relationships of trust**<br><br>4.1.1 Determine the benefits of encouraging peers to engage in trustworthy behaviour. | 4.2.1 Critically analyse and evaluate age appropriate dilemmas.<br><br>4.2.2 Question themselves to determine most appropriate responses in given situations. | 4.3.1 More consistently exhibit dependable behaviours.<br><br>4.3.2 Be consistently courageous in their interactions. | *3. Act honestly and dependably.[1]*<br><br>4. Encourage others to behave honestly and dependably<br><br>5. Determine appropriate responses to age-level dilemmas | • Strive to complete assigned tasks well and on time (4.3.1)<br><br>• Consistently do what is required for group tasks.(4.3.1)<br><br>• Remind colleagues of the benefits to be derived from behaving honestly and dependably.(4.1.1, 4.3.2)<br><br>• State his or her dilemma in simple, clear terms.(3.2.1)<br><br>• Develop simple checklist for determining when assistance is needed. (4.2.1, 4.2.2)<br><br>• Seek advice from an 'honest' and 'dependable' adult (parent, relative or teacher) if necessary. (4.2.2) |
| **Understanding fairness: Fair and unfair actions** | | | 6. Demonstrate a basic understanding of "fairness" | • Define orally in 1-2 simple sentences the term "fairness". (5.1.1) |

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[1] This statement has been repeated from p. 119 to facilitate referencing.

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 5.1.1 Define in their own words the term "fairness".<br><br><br><br>6.1.1 Name the characteristics of a fair person. | 5.2.1 Differentiate between fair and unfair actions.<br><br><br>6.2.1 More consistently question themselves to determine if their actions are fair.<br><br><br>6.2.2 Think through possible outcomes of actions before making decisions. | | | • Distinguish fair acts from unfair acts.(5.2.1)<br><br>• Describe orally in 1-2 sentences, 2-3 characteristics of a fair person. (6.1.1) |
| **Understanding fairness: Fair and unfair actions**<br><br>7.1.1 Explain in their own words the importance of playing fairly. | 7.2.1 Negotiate (fairly) with others during group activities.<br><br><br>7.2.2 Illustrate the benefits of fair play. (See | 7.3.1 Play fairly with others.<br><br><br><br><br>7.3.2 Remain more open | 7. Give simple justifications for behaving fairly | • Explain in simple terms 1-2 benefits of treating others fairly.(7.1.1)<br><br>• Use verbal and non-verbal forms to illustrate the benefits of fair play. (7.2.2)<br><br><br>• Await appointed turn patiently |

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | Toolkit) | minded in new or challenging situations. | 8. Play fairly with others | (without fretting). (7.3.1)<br><br>• Set criteria/rules which all players can fulfil when planning for games.(7.3.1)<br><br>• Invite input/ideas from all players. (7.2.1)<br><br>• Listen willingly and respectfully to the views of others. (7.2.1, 7.2.3, 7.3.1, 7.3.2) |
| | 7.2.3 Recommend ways in which the opinions of others can be made known. | | | |
| **Understanding fairness: Fair and unfair actions** | 6.2.1 *More consistently question themselves to determine if their actions are fair.* | | 9. Consider what should be done to be fair in given situations | • Use self-questioning to determine what would be fair in a given instance. (6.2.1)<br><br>• Do a mental walkthrough of intended action and possible outcomes before making decisions. (I wonder what would happen if…?) (6.2.2)<br><br>• Describe 2-3 means that can be used to capture the opinions of others. (7.2.3) |
| | 6.2.2 *Think through possible outcomes of actions before* | | | |

| V.C.C.E:  INFANT 1 | | | | |
|---|---|---|---|---|
| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
| Students will: | | | | |
| | *making decisions.*<br><br>*7.2.3 Recommend ways in which the opinions of others can be made known.*[2] | | | |
| **Concept of Respect**<br><br>8.1.1 Define the term "respect" using age appropriate language.<br><br>9.1.1 Begin to understand that respect is communicated in verbal and non-verbal ways. | 9.2.1 Communicate their thoughts and feelings peaceably.<br><br>9.2.2 Respond appropriately to non-verbal cues. | 9.3.1 Interact courteously with others.<br><br>9.3.2 Be tolerant of others who are different from them. | 10. Demonstrate understanding of the term "respect"<br><br><br><br>11. Demonstrate respect for self and | • Define orally in 1-2 simple sentences the term "respect". (8.1.1)<br><br>• Describe orally 2-3 ways in which words or actions can be used to display or communicate respect for self and others (peers, relatives, teachers and other adults). (9.1.1, 12.1.1)<br><br>• Follow verbal instructions given by parents and teachers. |

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[2] The statements in italics above are repeated previous pages to make referencing easier

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| *Concept of Respect*<br><br><br><br>**Self-respect**<br><br>10.1.1 Recognise that they deserve to be treated well.<br><br>**Respect for Others** | | *9.3.1 Interact courteously with others.*<br><br>*9.3.2 Be tolerant of others who are different from them.[3]*<br><br><br><br>11.3.1 Regularly use "terms" that show | others<br><br><br><br>*11. Demonstrate respect for self and others* | (9.1.1)<br><br>• Follow instructions given by parents or teachers via non-verbal signals (Finger on lips, open hand pointed to a seat, etc.). (9.2.2)<br><br>• Express disagreement or discontent in a moderate tone-without threats, violent language or action.(9.2.1)<br>• Use appropriate courtesies and terms of reference (Sir, Miss, etc.) when addressing or speaking of peers and adults.(9.3.1, 9.3.2, 11.3.1)<br><br>• Work and play well with children from a variety of cultural backgrounds (i.e. regardless of ethnicity, socioeconomic status, degree of 'exceptionality') (9.3.2, 11.1.1, 11.2.1, 12.3.1)<br><br>• Firmly but politely correct |

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[3] The statements in italics above are repeated here from previous pages to make referencing easier

| V.C.C.E:  INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 11.1.1 Recognise that others are as important as they are.<br><br><br><br>12.1.1 Name ways in which respect can be shown for others. | 11.2.1 Act with sensitivity towards others. | respect for others. E.g., "Good morning", "May I…" Please…," and "Thank you."<br><br>12.3.1 Treat others well in spite of differences (in opinion, appearance and/or status). | | others who are impolite to them or who ill-treat them (i.e. say unkind things to them). (10.1.1)<br><br>• Report to a 'safe' adult anyone who touches them in an 'inappropriate' way or threatens to hurt them. (10.1.1) |
| **Care for self and others- 1) Health & Safety  2) Compassion**<br><br>13.1.1 Define the terms caring, empathy and hygiene. | 13.2.1 Practise personal hygiene in their everyday lives.<br><br><br><br>13.2.2 Discuss ways in which they show empathy for people at home, at school and while at play. | 13.3.1 Display a sense of empathy towards peers and others. | 11. Demonstrate a basic understanding of the term "Caring" | • Define orally in 1-2 simple sentences the terms "caring", "empathy" and "hygiene". (13.1.1)<br><br>• Describe orally 2-3 characteristics of a caring person. (14.1.1)<br><br>• Cite 2-3 ways in which they can keep their bodies clean and healthy- a) Regular baths b) wearing clean clothing  c) hand washing d) brushing teeth at least twice a day e) eating healthy snacks and balanced meals. (15.1.1) |

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| 14.1.1 Describe the characteristics of a caring person.

15.1.1 Describe ways in which persons achieve emotional and physical health and well-being.

**Care for self and others- 1) Health & Safety  2) Compassion**

16.1.1 Describe ways in which people show that they care for others.

17.1.1 Express ways in which they and others can | *13.2.1 Practise personal hygiene in their everyday lives.[4]* | 15.3.1 Use positive language to refer to themselves.

16.3.1 Respond appropriately to others who may be in need. | 12. Demonstrate a basic understanding of the term "Caring" | • Describe orally, through drama or drawing 2-3 ways in which care for self and others can be demonstrated (i.e. pay attention to safety and emotional well-being). (13.2.2, 15.1.1, 16.1.1, 17.1.1)

• *Describe orally, through drama or drawing 2-3 ways in which care for self and others can be demonstrated (i.e. pay attention to safety and emotional well-being). (13.2.2, 15.1.1., 16.1.1, 17.1.1)*

• Detail orally, through drama or drawing one (1) way in which to 1) "Be a friend to others" and 2) "make the classroom a caring community". (17.1.1, 18.1.1) |

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[4] The statements in italics above are repeated previous pages to make referencing easier.

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
| Students will: | | | | |
| make the classroom a caring community.<br><br>18.1.1 Begin to understand what is meant by the expression "Be a friend to others".<br><br>**Care for self and others- 1) Health & Safety  2) Compassion**<br><br><br>*15.1.1 Describe ways in which persons achieve emotional and physical health and well-being.*<br><br><br>*16.1.1 Describe ways in which people show that they care for others.* | | *13.3.1 Display a sense of empathy towards peers and others.*<br><br><br>*15.3.1 Use positive language to refer to themselves.*<br><br><br>*16.3.1 Respond appropriately to others who may be* | 13. Care for themselves and others<br><br><br>*13. Care for themselves and others* | • Attempt to keep clothing clean and presentable. (13.2.1)<br><br>• Wash hands after using the washroom, after playing and before eating. (13.2.1)<br>• Be kind to others and themselves. (13.3.1, 15.3.1)<br><br>• Play safely. (15.1.1,16.1.1)<br><br>• Console and comfort others who may have been hurt or who may be sad.(13.3.1, 16.3.1)<br><br>• Assist others who are in need of help. (16.3.1) |

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | | *in need.*[5] | | |
| **Understanding Responsibility**<br><br>19.1.1 Define the term "responsibility".<br><br>20.1.1 Describe the characteristics of a responsible person.<br><br>21.1.1 Name and describe responsibilities of persons at home, at school and within the community.<br>&#9655; Parents and siblings<br>&#9655; Principal, teachers, cleaners, security guard(s) | 20.2.1 Differentiate between responsible and irresponsible behaviour. | 21.3.1 Appreciate the work done at home by parents and siblings.<br><br>21.3.2 Show appreciation for the work done by persons on the | 14. Demonstrate a basic understanding of the term "responsibility". | • Define orally in 1-2 simple sentences the term "responsibility". (19.1.1, 24.1.1, 25.1.1)<br><br>• Describe orally, through drama or drawing the characteristics of a responsible person. (20.1.1, 20.2.1, 26.1.1)<br><br>• Name two (2) responsibilities that adults from within 1) the home 2) the school 3) the community may have. (21.1.1)<br><br>• State 1-2 ways in which to appreciate the work done by |

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[5] The statements in italics above are repeated here from previous pages to make referencing easier

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
| Students will: | | | | |
| ➢ Garbage collector, maintenance worker, postman, community police, CEPEP workers and religious leaders.<br><br>**Understanding Responsibility**<br><br>22.1.1 Begin to understand why they should behave responsibly in all their surroundings. | 22.2.1 Justify the need for acting responsibly.<br><br>22.2.2 Co-operate in group tasks.<br><br>22.2.3 Report concerns about irresponsible behaviour to appropriate persons.<br><br>22.2.4 Encourage | school compound and in the wider community.<br><br><br>22.3.1 Honour commitments made.<br><br>22.3.2 Act responsibly 1) in a variety of contexts 2) without supervision.<br><br>22.3.3 Work cooperatively with others during group activities.<br><br>22.3.4 Work responsibly in teams to solve problems. | 14. *Demonstrate a basic understanding of the term "responsibility".*[6]<br><br><br><br>15. Give simple justifications for behaving responsibly. | others. (21.3.1, 21.3.2)<br><br>• Recognise that obeying rules is being responsible. (22.2.3)<br><br>• Describe two (2) responsibilities children have while 1) at home and 2) at school (in the classroom and on the playground). (23.1.1, 25.1.1, 26.1.1)<br><br>• State 2-3 benefits of behaving responsibly. (22.1.1, 22.2.1, 23.2.1, 23.2.3, 23.2.4)<br><br>• Infer, from given scenarios, 1-2 possible consequences for behaving irresponsibly. |

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[6] This statement is repeated from the previous page to make referencing easier.

| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
|---|---|---|---|---|
| Students will: | | | | |
| | others to take responsibility at home and at school | | | (26.3.1, 26.3.2) |
| **Understanding Responsibility**<br><br>*22.1.1 Begin to understand why they should behave responsibly in all their surroundings.* | *22.2.1 Justify the need for acting responsibly.*<br><br>*22.2.2 Co-operate in group tasks.*<br><br>*22.2.3 Report concerns about irresponsible behaviour to appropriate persons.*<br><br>*22.2.4 Encourage others to take responsibility at* | *22.3.1 Honour commitments made.*<br><br>*22.3.2 Act responsibly 1) in a variety of contexts 2) without supervision.*<br><br>*22.3.3 Work cooperatively with others during group activities.*<br><br>*22.3.4 Work responsibly in teams to solve problems.* | 16. Act responsibly:<br>i. Fulfil responsibilities.<br>ii. Assume responsibility.<br>iii. Respond responsibly to challenges.<br>iv. Accept consequences of irresponsible action. | • Complete school and home assignments on time. (22.3.1, 22.3.2)<br><br>• Work to complete assigned tasks in group activities well and on time. (22.2.2, 22.3.2, 22.3.3, 22.3.4)<br><br>• Inform the teacher when others fail to act responsibly during group tasks. (22.2.3)<br><br>• Voluntarily do tasks that will cause individual and group assignments to be completed well and on time. (22.2.4, 22.3.2, 22.3.4, 23.2.2, 25.3.3) |

| V.C.C.E:  INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| | *home and at school[7]* | | | |
| **Understanding Responsibility**<br><br>23.1.1. Know that families and schools have rules. | 23.2.1 Justify why families and schools have rules.<br><br>23.2.2 Take part in making class rules.<br><br>23.2.3 Discuss why rules help them keep safe.<br><br>23.2.4  Discuss rules. | 23.3.1 Obey home, school and safety rules.<br><br>23.3.2 Start to demonstrate safe habits.<br><br>23.3.3 Discuss feelings honestly. | *16. Act responsibly:*<br>*i.Fulfil responsibilities.*<br>*ii. Assume responsibility.*<br>*iii.Respond responsibly to challenges.*<br>*iv. Accept consequences of irresponsible action.[8]* | • *Voluntarily do tasks that will cause individual and group assignments to be completed well and on time. (22.2.4, 22.3.4, 22.3.2, 23.2.2, 25.3.3)]*<br><br>• Obey rules.(23.3.1)<br><br>• Choose safe spaces and activities for work and play. (23.3.2) |
| 24.1.1. Begin to understand | | | | |

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[7] The statements in italics above have been repeated from the previous page to make referencing easier.
[8] The statements in italics above have been repeated from the previous page to make referencing easier.

| V.C.C.E:  INFANT 1 | | | | |
|---|---|---|---|---|
| CONTENT | SKILLS | DISPOSITIONS | OUTCOMES | ELABORATIONS |
| Students will: | | | | |
| that a responsibility can be for an individual or for a group.<br><br>**Understanding Responsibility**<br><br>25.1.1 Know that sometimes you can be asked to be responsible for a task and at other times you can volunteer. | 25.2.1 Observe situations and respond appropriately<br><br>25.2.2 Start to develop critical thinking skills<br><br>25.2.3 Think creatively and reason logically.<br><br>25.2.4 Make informed decisions.<br><br>25.2.5 Form | 25.3.1 Volunteer to do a task when necessary.<br><br>25.3.2 Take leadership actions when appropriate<br>25.3.3 Make decisions and judgements for the good of the group and the completion of a task. | *16. Act responsibly:*<br>*i. Fulfil responsibilities.*<br>*ii. Assume responsibility.*<br>*iii. Respond responsibly to challenges.*<br>*iv. Accept consequences of irresponsible action.*[9] | • Evaluate situations so as to determine what would be the most responsible course of action to undertake. (25.2.1, 25.2.2, 25.2.3, 25.2.4, 25.2.5)<br><br>• Volunteer time and talent at home and school. (25.3.1, 25.3.2) |

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[9] These statements have been repeated from the previous page to make referencing easier.

| V.C.C.E: INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Understanding Responsibility**<br><br>26.1.1 Begin to understand that when they do not act responsibly they should not try to blame others but should face the consequences of their actions**.** | conclusions. | 26.3.1 Face consequences for choices made or for acting irresponsibly.<br><br>26.3.2 Accept responsibility for their actions | *16. Act responsibly:*<br>*i.Fulfil responsibilities.*<br>*ii. Assume responsibility.*<br>*iii.Respond responsibly to challenges.*<br>*iv. Accept consequences of irresponsible action.*[10] | • Face consequences without argument or grumbling. (26.3.1, 26.3.2) |
| **Citizenship: Rights**<br><br>27.1.1 List some of the basic rights of the child. | 27.2.1 Defend their rights and the rights of others. | 27.3.1 Be considerate of others. | 17. Demonstrate a basic understanding of behaviours that should be displayed by a 'good' citizen. | • State three (3) of the rights to which children are entitled.(27.1.1)<br><br>• Speak out against acts that threaten their rights and the rights of others. (27.2.1, |

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[10] This statement has been repeated from the previous page to make referencing easier.

| V.C.C.E:  INFANT 1 | | | | |
|---|---|---|---|---|
| **CONTENT** | **SKILLS** | **DISPOSITIONS** | **OUTCOMES** | **ELABORATIONS** |
| Students will: | | | | |
| **Citizenship: Nationhood**<br><br>28.1.1 Recognise symbols of nationhood.<br><br>28.1.2 Recite the National Pledge and the National Anthem.<br><br><br><br>29.1.1 Identify the President and the Prime Minister. | 28.2.1 Respond appropriately to the playing of the National Anthem or the recitation of the National Pledge. | 28.3.1 Portray a sense of national pride.<br><br>28.3.2 Communicate positively about symbols of nationhood.<br><br><br><br>29.3.1 Demonstrate healthy curiosity about local affairs. | *17. Demonstrate a basic understanding of behaviours that should be displayed by a 'good' citizen.[11]* | 27.3.1)<br><br>• Recognise images of the National Flag, National Flower, National Birds and Coat of Arms. (28.1.1)<br><br>• Stand at attention for the playing of the National Anthem and for the reciting of the National Pledge. (28.1.2, 28.2.1, 28.3.1)<br><br>• Speak with pride about the National Emblems. (28.3.1, 28.3.2)<br><br>• Recognise images of the President and the Prime Minister. (29.1.1)<br><br>• Ask questions about national events. (29.3.1) |

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[11] This statement as been repeated from the previous page to make referencing easier