

## **Introduction**

The National Curriculum is one of the key activities prioritised in the *Commonwealth of Dominica Education Development Plan 2000-2005 & Beyond* for a “re-engineered” education system (EDP 2003:3) that addresses the twin agenda of expansion and high quality education for all. The National Curriculum is an outcomes-based curriculum that aims to raise achievement levels by meeting the students’ different needs, abilities and maturities.

Inherent in the National Curriculum provision are key policy shifts. First, to universalise access to education for all (EDP p.15) ensures educational opportunities for all children aged 5-16 years. To this end the National Curriculum is outcomes based: an inter-related spiral of learning outcomes designed to meet the developmental levels of all students, including those with special needs, as they pass from grade to grade. The learning outcomes are progressive and balanced not only to promote the cognitive development of every child but also their affective and psycho-motor development. The National Curriculum maintains that every child has the ability to achieve when provided with an appropriate plan, a supportive environment and the basic tools.

A learning outcomes curriculum requires a shift away from teacher-centred methodologies towards a student-centred approach. The focus is on all students achieving learning outcomes and in the process acquiring strategies of how to learn to work cooperatively and to take some responsibility for their own learning.

## **Programmes of Study**

The National Curriculum establishes of seven core subject areas at the primary level:

- Language Arts
- Mathematics
- Science
- Social Science
- Health and Family Life Education
- Visual and Performing Arts
- Physical Education and Sports

For each subject there is a *programme of study* that outlines the subject matter, skills and processes, which are required to be taught to students of different maturities and abilities during each key stage. The programmes of study have been developed for the four key stages:

<b>KEY STAGE</b>	<b>STUDENT AGES</b>	<b>APPROX GRADE/FORM</b>
Key Stage 1	5yrs – 7/8yrs	K – Grade 2
Key Stage 2	8yrs – 10/11yrs	Grades 3 – 6
Key Stage 3	11yrs – 12/13yrs	Forms 1 - 3
Key Stage 4	13/14yrs – 16yrs	Forms 4 & 5

Subject areas are divided into subject *strands* that are the key elements of a subject. The strands for the seven core subject are shown below:

<b>Language Arts</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Science</b>	<b>HFLE</b>	<b>VPA</b>	<b>PE &amp; Sports</b>
<ul style="list-style-type: none"> <li>• Listening &amp; Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry</li> <li>• Measurement</li> <li>• Statistics &amp; Data handling</li> <li>• Patterns, functions &amp; algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Life science</li> <li>• Earth &amp; space science</li> <li>• Physical science</li> <li>• Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Civic ideals &amp; practices</li> <li>• Location, people &amp; places</li> <li>• Resources</li> <li>• Social issues &amp; change</li> </ul>	<ul style="list-style-type: none"> <li>• Social, emotional &amp; spiritual well being</li> <li>• Eating &amp; fitness</li> <li>• Sexuality &amp; sexual health</li> <li>• Managing the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Art &amp; craft</li> <li>• Music</li> <li>• Drama &amp; dance</li> </ul>	<ul style="list-style-type: none"> <li>• Physical education</li> <li>• Sports</li> </ul>

The programme of studies articulates the *attainment targets* or the learning outcomes which include the knowledge, skills and understanding which students of different abilities and maturities are expected to demonstrate at the end of Key Stage 4. The programmes of study include more specifically the *learning outcomes* or the basic levels that a student should achieve at the end of each grade level and key stage. They also indicate the *success criteria* for each learning outcome. The success criteria answer the question “How do we know when the learner has achieved an outcome?” They describe what the learner must know, be able to do or attitudes they must display to indicate that they have attained the learning outcome. The success criteria therefore act as stepping stones to achieve the learning outcomes and as such they are integral to the assessment process.

# **LANGUAGE ARTS**

**Key Stage 2**

**LEARNING OUTCOMES & SUCCESS  
CRITERIA**

**Grades 5 – 6**

We will know that the learner has achieved this attainment target when she/he can	<b>SUBJECT: LANGUAGE, LITERACY AND COMMUNICATION    STRAND: LISTENING AND SPEAKING</b>	
	<b>KEY STAGE: 2</b>	
	<b>ATTAINMENT TARGET: The learner will be able to listen attentively and critically speak confidently and effectively using appropriate structures and speech conventions for multiple purposes and different audiences through a variety of media.</b>	
	<b>GRADE 5</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>1 LO 1 COMMUNICATING PERSONAL IDEAS, EXPERIENCES &amp; FEELINGS</b>	
Locate and exchange information, ideas, opinions and feelings confidently in group and class discussions on different issues.	<p><b><i>Speaks about and</i></b></p> <ol style="list-style-type: none"> <li>1. Discusses news, current events, opinions, feelings, strengths, challenges, future jobs and hopes in class discussions</li> <li>2. Shows willingness to initiate and maintain conversation and uses details, examples, anecdotes or experiences to explain or clarify information.</li> <li>3. Talks confidently in complete sentences using appropriate intonation and courteous expression with peers and in various levels of formality.</li> <li>4. Shares feelings in various situations and events, and asks others for their feelings, thoughts, etc.</li> <li>5. Conveys personal issues/needs/problems, exchanges information, opinions and suggests solutions to help self and others both in directed and self initiated situations.</li> <li>6. Speaks clearly in an audible voice using volume, pitch, phrasing, pace, modulation and gestures to enhance meaning at various levels of formality and switches registers from Creole/Cocoy/dialect to IAE.</li> <li>7. Participates in developing and holds a panel discussion on a topic of personal or current social interest</li> </ol> <p><b><i>Student listens to oral communication</i></b></p> <ol style="list-style-type: none"> <li>8. Takes turns, does not interrupt, makes eye contact, encourages a speaker with appropriate body gestures and responds appropriately to oral communication.</li> <li>9. Respectfully/attentively to different opinions/ideas, and determines the speaker's literal and implied meanings/verbal and non-verbal message and purpose.</li> <li>10. Asks thoughtful questions for clarification, elaboration and responds to relevant questions with appropriate elaboration.</li> <li>11. Responds courteously with regard for the feelings of others and recognises the emotional tone of the speaker.</li> <li>12. Recognises moral issues and generalizes or explains own values,</li> <li>13. Paraphrases or summarizes major ideas and supporting evidence given in spoken messages and formal presentations.</li> <li>14. Identifies socio-cultural values in oral texts and explains how the usage reflects regions and cultures: e.g. gender, advertisements, sayings, expressions, idioms.</li> </ol>	

<b>1 LO 2: PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b>		
	<b>Use sounds, words and grammar of IAE to create and interpret different oral texts for selected audiences. Focus on Explanation and Argument</b>	<b>Strategies and Organization</b> 1. Plans and presents focused, dramatic presentations/interpretations with an organizational structure and a point of view appropriate to audience and purpose of the presentation, (whole class/small group/by self) 2. Uses descriptive words that clarify the message and establish the tone 3. Uses appropriate and sufficient technical words that support a clear understanding 4. Uses correct grammar consistently. 5. Engages the audience with appropriate verbal clues- volume, clear diction, pitch, tempo, phrasing, tone and modulation; facial expressions, gestures and eye contact, and makes use of appropriate props when useful: e.g, objects, pictures, charts, graphs Applications: Suggested length: 3-5 minutes 6. Narrative: Develops and delivers a narrative presentation providing well-chosen details, and interesting descriptive words to develop situation, characters, setting, point of view and plot. (fictional/autobiographical storytelling) 7. Literary Response: Develops and delivers an oral response to literature by summarizing significant events and details and articulates an understanding of several ideas or images communicated in the work and uses examples or textural evidence from the work. (literary response) 8. Informative: Develops and delivers an informative presentation about an important idea, invention or event using a framework of questions to direct the investigation which develops and supports the topic with simple facts, details, examples and/or explanations. (technical/non-fictional)
		<b>Students listen and</b> 9. Connects and relates information/ideas/insights/prior experience contextually to own life. 10. Identifies, analyzes and critiques persuasive techniques e.g. promises, dares, flattery, glittering generalities; identifies logical fallacies used in oral presentations and media messages. 11. Analyzes media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. 12. Talks about and identifies story elements in prose and poetry including characters, settings, plot sequence, point of view and theme. 13. Identifies, defines and uses figurative language: e.g. imagery, simile, metaphor, symbolism, alliteration, onomatopoeia, exaggeration and personification and explains the function and the effect of its use in particular works.
<b>1 LO 3 COMMUNICATING FOR DAILY LIVING</b>		
	<b>Use questions, instructions and messages and explanations in IAE to give, receive and</b>	<b>Student speaks and</b> 1. Appropriately and politely greets, thanks, requests, apologises, invites, takes leave, answers telephones, and relays messages. 2. Asks for, gives, and restates precise instructions/directions (4-6 steps). 3. Asks relevant questions to elicit specific information about instructions, explanations, messages, and, gives appropriate responses using complete sentences in IAE

	<b>respond to information.</b>	<ol style="list-style-type: none"> <li>4. Makes clear, precise announcements/gives messages to various audiences.</li> <li>5. Participates in class discussions regarding behaviour traits e.g. helping others, bullying, and gives explanations of behaviour and events at school.</li> <li>6. Dramatises typical oral exchanges from community activities, businesses and situations with peers e.g. shopping, restaurants, requests, etc. in pairs and small groups. (drama/play acting)</li> </ol> <p><b>Listens and</b></p> <ol style="list-style-type: none"> <li>7. Restates and follows multi-step instructions/directions to perform as required.</li> <li>8. Responds to explanations by giving opinions with regard to the feelings of others</li> <li>9. Asks questions for clarification and elaboration</li> <li>10. Responds to questions with appropriate elaboration on topic in context.</li> <li>11. Responds appropriately to announcements/advisements.</li> <li>12. Distinguishes between and among fantasy/reality; fact/opinion; fiction/non fiction and prose/poetry distinguishes various genres e.g. fiction</li> <li>13. Processes messages that have hesitations, false starts, stops and pauses.</li> <li>14. Distinguishes between a message and a summary/paraphrase of a message and presents both.</li> </ol>
<b>1 LO 4 DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE</b>		
	<b>Listen, respond, perform, create and discuss a wide range of oral texts from global cultures that are appropriate to the interests of Grade 5 students.</b>	<p><b>Speaks, listens to others and</b></p> <ol style="list-style-type: none"> <li>1. Shares different oral texts (fact and fiction) about topics of choice and gives reasons for choice.</li> <li>2. Participates in choral recitations, songs, raps, drama and uses appropriate gestures/ expressions.</li> <li>3. Evaluates the believability of characters and their actions, and the degree to which a plot is realistic.</li> <li>4. Describes to peers a favourite place, activity or hobby and explains/provides insight into why the selected activity/event/ place/hobby is important /memorable to self.</li> <li>5. Retells favourite stories, jokes, proverbs by using appropriate gestures/expressions</li> <li>6. Creates a song, rhyme, jingle, poem, dramatic play, and rap.</li> <li>7. Takes part in a class performance of a story/play/presentation</li> <li>8. Responds to texts through different modes e.g. gives a talk, dramatizes a scene, participates in readers theatre writes, draws, creates, dances, etc</li> <li>9. Recites poems (i.e., multiple stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</li> <li>10. Works in groups/individually to write texts e.g., role play, poems, songs, and factual information and presents to others</li> </ol>
<b>1 LO 5 LISTENING &amp; SPEAKING ACROSS THE CURRICULUM</b>		
	<b>Use vocabulary &amp; grammar of Grade 5 subjects to talk, think, solve problems, process &amp; use</b>	<p><b>Using Grade 5 texts, student</b></p> <ol style="list-style-type: none"> <li>1. Develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.</li> <li>2. Makes connections and responds to a wide variety of literary works including poetry, fiction, non-fiction, and drama from a variety of cultures and time periods that enhance the study of other subject.</li> <li>3. Discusses topics from various subject areas in IAE, gives opinions, states what they enjoyed and what they</li> </ol>

	<b>information for learning across the curriculum</b>	<p>learned</p> <ol style="list-style-type: none"> <li>4. Distinguishes among and uses traditional structures for conveying information e.g. cause and effect, similarity and difference, posing and answering questions</li> <li>5. Listens to a text and records the information through note taking or on a table, chart, graph, etc</li> <li>6. Makes informational presentations with facts and details that help the listener to focus, and incorporates more than one information source e.g. books, radio, television, newspaper.</li> <li>7. Presents effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.</li> <li>8. Persuasive: Creates, presents, participates in mini debates/speeches using persuasive techniques e.g. promises, dares, flattery, glittering generalities, intonations that persuades people to buy or do something. Identifies, analyzes and critiques persuasive techniques.</li> <li>9. Compares ideas/points of view about topics/problems from various subject areas and presents findings with fact and details.</li> <li>10. Makes oral presentations using vocabulary and information from various subject areas that are relevant to a given topic and audience</li> <li>11. Determines the purpose or purposes of listening e.g., to obtain information, to solve problems, for enjoyment.</li> <li>12. Gives an explanation on how to solve a problem in math or a conflict in HFLE</li> <li>13. Identifies, evaluates and discusses the purpose/role of media to inform, entertain, persuade, interpret events and transmit culture and media's ability to focus attention on events and influencing opinions on issues</li> </ol>
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We will know that the learner has achieved this attainment target when she/he can	<b>SUBJECT: LANGUAGE, LITERACY AND COMMUNICATION</b>		<b>STRAND: READING</b>	<b>KEY STAGE: 2</b>
	<b>ATTAINMENT TARGET: The learner will be able to read for understanding and enjoyment using a wide range of texts both print and visual interpreting and constructing meaning and responding critically to the aesthetic, cultural and emotional values in the texts.</b>			
	<b>GRADE 5</b>			
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		
	<b>2 LO 1 MAKING MEANING AT TEXT LEVEL</b>			
Use vocabulary and grammar to read, view, and understand the meaning of print and visual texts. <i>Focus on Explanation and Argument.</i>	<p><b>Structure of Literature</b></p> <ol style="list-style-type: none"> <li>1. Identifies and analyzes the characteristics of poetry, drama, fiction and nonfiction and explains the appropriateness of the literary forms chosen by and author for a specific purpose.</li> <li>2. Differentiates among the different types of fiction and relates the major characteristics of each e.g. folklore, mystery, science fiction, adventure, fantasy</li> </ol> <p>Narrative Analysis:</p> <ol style="list-style-type: none"> <li>3. Identifies the main problems/events or conflicts in a plot, the causes and the influence of specific event on future actions, and the resolution.</li> <li>4. Identifies the qualities of a literary character e.g. courageous, cowardly, ambitious, etc., and analyzes the effect of these qualities on the plot and the resolution of conflict.</li> <li>5. Identifies the theme in fiction and nonfiction, understanding that theme refers to the lesson, moral, or meaning of a selection whether it is implied or stated directly.</li> </ol> <p><b>Structural Features</b></p> <ol style="list-style-type: none"> <li>6. Understands how structural features makes information accessible and usable e.g. illustrations, charts, graphs, captions, diagrams, tables, glossaries, indexes, chapter headings, titles, table of contents.</li> <li>7. Draws inferences, conclusions, or generalizations about a text and gives support with textual evidence and prior knowledge.</li> <li>8. Reads, interprets and responds to narrative, and instructional texts using graphic organizers</li> <li>9. Reads to distinguish between main idea and the supporting details, inferences and opinions, and relevant and irrelevant information.</li> <li>10. Uses own background knowledge/experiences to interpret new and unfamiliar information e.g. images, patterns, or symbols to determine unstated ideas and concepts, and analyze evidence to predict content in the text with teacher support.</li> <li>11. Skims reports to get the gist, significant information and main ideas including problems and solutions</li> <li>12. Identifies the speaker or narrator in fiction and non fiction text</li> <li>13. Identifies figurative language and describes the function and effect of common literary devices e.g. similes, metaphors, hyperboles, symbolism and personification in literary texts.</li> <li>14. Recognises and analyzes characteristics of persuasive text e.g. opening point of view, supportive arguments, reiteration of points, conclusion.</li> <li>15. Fluently reads aloud and fluently reads silently grade level text.</li> </ol>			



<b>2 LO 2 MAKING MEANING USING CONTEXT</b>	
<b>Use background knowledge and experiences to recognise and analyse social, moral and cultural values in materials used in Grade 5 classes and relate to own life.</b>	<ol style="list-style-type: none"> <li>1. Reads and uses illustrations, titles, topic sentences, important words, and foreshadowing clues to identify and discuss social, moral and cultural values in different texts</li> <li>2. Reflects on own background knowledge, makes and confirms predictions and draws conclusions/makes judgments/gives personal opinions about the values presented in the texts</li> <li>3. Identifies and analyses structural patterns found in informational texts including newspapers: sequential chronological, and prioritization ordering, compare and contrast, cause and effect, proposition and support.</li> <li>4. Compares and contrasts stories and story themes from diverse cultures and tells why they are similar tales in diverse cultures.</li> <li>5. Identifies the intended audience for a text</li> <li>6. Distinguishes between autobiographical and biographical texts speaker and recognizes the difference between first and third-person narration</li> <li>7. Distinguishes between informational and persuasive texts.</li> </ol>
<b>2 LO 3 MAKING MEANING AT WORD LEVEL</b>	
<b>Use context clues, phonic and sight recognition skills to read letter combinations and Grade 5 sight words including some personally significant and high frequency words.</b>	<p><b>Using the fifth grade texts:</b></p> <ol style="list-style-type: none"> <li>1. Reads grade-level narrative (story) and expository (informational) text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression.</li> </ol> <p><b>Decoding and Word Recognition</b></p> <ol style="list-style-type: none"> <li>2. Uses word origin to determine the meaning of unknown words and knows less common abstract, derived roots e.g. graph=writing, logos=the study of; and affixes from Greek and Latin e.g. auto=self, bio=life and uses this knowledge to analyze the meaning of complex words e.g. controversial, autobiography, biology.</li> <li>3. Understands and explains frequently used synonyms, antonyms and homographs.</li> <li>4. Clearly identifies specific words or wordings that are causing comprehension difficulties and use strategies to understand/correct e.g. phonics, syllabication, contextual clues, and knowledge of word parts to achieve fluent oral and silent reading.</li> </ol> <p><b>Vocabulary and Concept Development</b></p> <ol style="list-style-type: none"> <li>5. Uses a dictionary and to check and learn the meaning and learn other features of unknown words, and a thesaurus to determine related words and concepts</li> <li>6. Uses knowledge of antonyms, synonyms, homophones, homographs and idioms to determine the meanings of words and phrases.</li> <li>7. Demonstrates knowledge of levels of specificity among grade-appropriate words and explains the importance of these relations e.g. atom/cell/ plant /living thing</li> <li>8. Reads fluently grade level text both aloud and silently and words in spoken vocabulary (LEA)</li> <li>9. Distinguishes and interprets words with multiple meanings (i.e., quarter) by using context clues</li> <li>10. Makes meaningful substitutions for unknown words</li> <li>11. Reads a report/text and talks about its language structure e.g. tense, sentence patterns, and usage of parts of speech e.g. pronouns, nouns, verbs, adverbs, adjectives, prepositions</li> </ol>

<b>2 LO 4 DEVELOPING A POSITIVE ATTITUDE TO READING</b>	
<b>Demonstrates enjoyment in selecting, reading, discussing and responding to literature and information texts recommended by others..</b>	<ol style="list-style-type: none"> <li>1. Reads, listens to and understands a wide variety of informational and narrative text, including textbooks, classic and contemporary literature, poetry, biographical sketches, reference materials, procedures, newspapers, catalogs, magazines, letters, diaries, directions, procedures, almanacs and informational books and online information.</li> <li>2. Responds to print and draws upon a variety of comprehension strategies as needed e.g. re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.</li> <li>3. Selects, shares and recommends favourite texts with reasons.</li> <li>4. Shows enthusiasm for and becomes focused and completely absorbed during independent silent reading</li> <li>5. Shows confidence in handling new and challenging texts of their choice</li> <li>6. Searches out additional texts by favourite authors and uses the library to find texts of interest or reference.</li> </ol>
<b>2 LO 5 READING ACROSS THE CURRICULUM</b>	
<b>Read and view Grade 5 texts to think, reason, solve problems, process and use information for learning across the curriculum.</b>	<ol style="list-style-type: none"> <li>1. 1. Reads and makes connections to text, within text and among texts across the subject areas.</li> <li>2. Learns and uses new vocabulary introduced and taught directly through texts across the subject areas.</li> <li>3. Reads texts and clarifies, the meaning for others and participates in class or small group interpretive discussions across the subject areas.</li> <li>4. Matches reading to purpose-location of information, full comprehension, and personal enjoyment.</li> <li>5. Finds and interprets information found in maps, diagrams, charts, tables, diagrams, and graphs.</li> <li>6. Follows multiple-step directions e.g. completing an experiment or activity or for using a product.</li> <li>7. Scans texts to process information in a group and by self.</li> <li>8. Identifies main points and distinguishes main points from details in texts from different subjects</li> <li>9. Clarifies understanding of informational texts by creating simple outlines, graphic organizer, diagrams, logical notes or summaries</li> <li>10. Use reference texts and materials e.g. dictionary, atlas, thesaurus, almanac, newspaper as resources for finding information</li> </ol>

We will know that the learner has achieved this attainment target when she/he can	<b>SUBJECT LANGUAGE, LITERACY AND COMMUNICATION</b>		<b>STRAND: WRITING</b>	<b>KEY STAGE: 2</b>
	<b>ATTAINMENT TARGET:</b> The learner will be able to create/produce texts, both print and visual, competently and effectively in different kinds of factual and imaginative forms for a wide range of purposes, using grammatical structures and appropriate writing conventions			
	<b>GRADE 5</b>			
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		
	<b>3 LO 1 PRODUCING PERSONAL TEXTS</b>			
Produce and share visual and print texts for everyday use and to express personal experiences, ideas and feeling.	<ol style="list-style-type: none"> <li>1. Uses a journal for recording personal information</li> <li>2. Writes for self (e.g. lists, signs and notes) to accomplish everyday tasks</li> <li>3. Writes personal greetings, messages, friendly letters, personal apologies sympathy letters to family and friends, articles for school/class newspaper</li> <li>4. Builds and uses personal dictionary /word bank/thesaurus of known words</li> <li>5. Spells correctly roots or bases of words, suffixes and prefixes, contractions, syllable construction (in-for-ma-tion) and common homophones e.g. two, to, too, where, wear, weather, whether, etc. and words with more than one acceptable spelling e.g. colour/color; advisor/adviser</li> <li>6. Notices when a word is not spelled correctly and uses various strategies to correct it e.g. dictionary, word lists.</li> <li>7. Correctly uses verbs that are often misused e.g. lie/lay;sit/set; rise/raise; correctly uses modifiers e.g. words that describe, limit or qualify another word: well/good; prepositions e.g., prepositions: between; among; subjects and verbs that are in agreement; correct singular and plural possessive nouns e.g. fish's tail, children's names; and pronouns: he/his; she/her; they/their; it/its.</li> <li>8. Correctly uses commas in dates, locations and addresses, items in a series, apposition and in forming compound sentences and in direct quotations.</li> <li>9. Correctly places commas and periods inside quotation marks.</li> <li>10. Uses a colon to separate hours and minutes, and to introduce a list of items.</li> <li>11. Correctly uses parentheses to explain something that is not considered of primary importance in a sentence.</li> <li>12. Correctly uses apostrophes to show possession and in contractions,</li> <li>13. Uses quotation marks around the exact works of a speaker and titles of articles, poems, short stories, songs and chapters in books.</li> <li>14. Capitalizes proper names, geographic names, holidays, special events, names of books, magazines, newspapers, works of art, musical compositions, organizations and the first word in quotations when appropriate.</li> <li>15. Underlines the title of a book and uses underlining, quotation marks, or italics to identify titles of documents</li> </ol>			

<b>3 LO 2 PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b>	
<p><b>Use graphics, grammar and vocabulary to develop, organize and write legible, well designed texts with increasing accuracy and interpret them. Focus on Explanation and argument.</b></p>	<ol style="list-style-type: none"> <li>1. Uses a variety of strategies to prepare for writing e.g. brainstorming, making lists, mapping, outlining, grouping related ideas, graphic organizers/ diagrams/charts, taking notes, lists or notebook of ideas.</li> <li>2. Discusses ideas for writing with classmates, teachers, and other writers and develops drafts alone and collaboratively.</li> <li>3. Identifies audience and purpose and chooses the form of writing that best suits the intended purpose e.g. personal letter, letter to the editor, review, poem, report, narrative.</li> <li>4. Uses all the aspects of the writing process e.g. prewriting, drafting, conferencing, revising, editing and publishing in producing successive versions of compositions and reports</li> <li>5. Focuses on a central idea, excluding loosely related, extraneous and repetitious information.</li> <li>6. Uses a writing/editing check list to review, evaluate, and revise writing for meaning and clarity.</li> <li>7. Edits/revises draft by adding, deleting, consolidating, clarifying and rearranging words and sentences.</li> <li>8. Edits and proofreads one's own writing as well as that of others, using the writing conventions and an editing checklist or list of rules with specific examples.</li> <li>9. Writes multiple paragraph compositions using traditional writing conventions including inviting introductory paragraphs establishing and supporting the central idea, topic sentences, supporting fact and detail sentences, transitions to link paragraphs, and concludes with a paragraph that summarizes the main points.</li> </ol> <p><b>Applications:</b> (Suggested length 300 words.)</p> <ol style="list-style-type: none"> <li>10. Narrative: Writes fictional narratives establishing plot, point of view, setting and conflict providing a context in which the action takes place and well-chosen concrete sensory details that show the events of the story. (fictional/autobiographical storybooks)</li> <li>11. Literary Response: Writes responses to literature demonstrating an understanding of the literary work supporting judgments through references to both text and prior knowledge that develop interpretations that exhibit careful reading and understanding.</li> <li>12. Informative Research Report: Writes research reports about an important idea, invention or event using a framework of questions to direct the investigation which develops and supports the topic with simple facts, details, examples and/or explanations using citations, foot/end notes, and biblio-references.</li> <li>13. Persuasive: Writes persuasive letters or compositions that state a clear position in support of a proposal with relevant evidence, follows a simple organizational pattern and addresses the reader's concerns.</li> <li>14. Letters: Writes business letters to request information e.g. for school reports.</li> <li>15. Writes fluidly and legibly in cursive or manuscript and reads cursive fluently.</li> <li>16. Presents and discusses own writing with other students and responds helpfully to other students' compositions</li> <li>17. Begins/Uses the computer<sup>1</sup> and other appropriate technology to edit, revise and compose (<sup>1</sup> Not an essential Success Criteria until all pupils have access to the technology.)</li> </ol>
<b>3 LO 3 TRANSFERRING DATA</b>	
<p><b>Transfer data in written texts, used in Grade 5 from one form into another for different purposes and audiences.</b></p>	<ol style="list-style-type: none"> <li>1. Use traditional structures for conveying information e.g., chronological order, cause and effect, similarity and difference, posing and answering a question.</li> <li>2. Illustrates a set of instructions with a flow chart in groups and alone.</li> <li>3. Produces a poster/flier/notice to advertise/present information to peers</li> <li>4. Uses effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material citing the work appropriately.</li> <li>5. Looks at survey results and makes a chart/graph to display information.</li> <li>6. Produce a poem/song in response to an issue of interest</li> </ol>

<b>3 LO 4 DEVELOPING A POSITIVE ATTITUDE TO WRITING</b>	
<b>Demonstrates initiative to design and produce a range of texts in a variety of forms for self and other audiences.</b>	<ol style="list-style-type: none"> <li>1. Writes for personal enjoyment.</li> <li>2. Follow through to complete a writing task and to share in writing tasks with classmates</li> <li>3. Displays work of own choice in the classroom.</li> <li>4. Selects best pieces for own portfolio.</li> <li>5. Responds positively to feedback from peers and teacher about their writing.</li> <li>6. Engages in doing different word puzzles /writing/word games for fun.</li> <li>7. Produces a comic strip, cartoons to tell a story or in response to a heard or viewed text.</li> <li>8. Designs a book cover that attract the intended audience.</li> <li>9. Presents work with attention to detail and presentation, and evaluate own work as a routine practice.</li> </ol>
<b>3 LO 5 PRODUCING TEXTS ACROSS THE CURRICULUM</b>	
<b>Use vocabulary and grammar of Grade 5 subjects to talk, think, solve problems, process and use information for writing across the curriculum.</b>	<ol style="list-style-type: none"> <li>1. Uses available technology and self instructional programs to improve writing in different subjects</li> <li>2. Understands the organization of almanacs, newspapers and periodicals and how to use those printed materials.</li> <li>3. Uses and extends personal dictionary/word banks to produce texts in other subjects</li> <li>4. Produces texts/books involving print and visuals on various topics</li> <li>5. Produces and interprets information from other subjects using both print and visuals.</li> <li>6. Produces an informational text/book for the class library in groups or as an individual.</li> </ol>

We will know that the learner has achieved this attainment target when she/he can	<b>SUBJECT: LANGUAGE, LITERACY AND COMMUNICATION    STRAND: LISTENING AND SPEAKING    KEY</b>	
	<b>STAGE: 2</b>	
	<b>ATTAINMENT TARGET: The learner will be able to listen attentively and critically speak confidently and effectively using appropriate structures and speech conventions for multiple purposes and different audiences through a variety of media.</b>	
	<b>GRADE 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
<b>1 LO 1 COMMUNICATING PERSONAL IDEAS, EXPERIENCES &amp; FEELINGS</b>		
Locate and exchange information, ideas, opinions and feelings independently in group and class discussion confidently on a variety of topics and issues.	<p><b><i>Speaks about and</i></b></p> <ol style="list-style-type: none"> <li>1. Discusses news, current events, opinions, feelings, strengths, challenges, future aspirations in class discussions</li> <li>2. Talks confidently in complete sentences using appropriate intonation and courteous expression both in and out of the classroom.</li> <li>3. Shares feelings in various situations and events, and asks others for their feelings, thoughts, etc.</li> <li>4. Conveys personal issues/needs/problems, exchanges information, opinions and suggests solutions to help self and others both in directed and self initiated situations.</li> <li>5. Speaks clearly in an audible voice using volume, pitch, phrasing, pace, modulation and gestures appropriately to enhance meaning at various levels of formality and switches registers from Creole/Cocoy/dialect to IAE.</li> <li>6. Uses details, examples, anecdotes or experiences to explain or clarify information.</li> <li>7. Participates in developing and holds a panel discussion on a topic of personal or current social interest</li> <li>8. <i>Student listens to oral communication</i></li> <li>9. Attentively to determine the speaker's perspectives and purpose of the verbal communication (e.g. word choice, pitch, feeling, tone), and non-verbal message (e.g., posture, gesture, mood) and determines the literal and implied meanings in a speaker's message</li> <li>10. Respectfully listens e.g. takes turns, does not interrupt, makes eye contact, encourages a speaker with appropriate body gestures to different opinions and ideas,</li> <li>11. Asks thoughtful questions for clarification, elaboration and responds to relevant questions with appropriate elaboration.</li> <li>12. Responds courteously with regard for the feelings of others and recognises the emotional tone of the speaker.</li> <li>13. Recognises moral issues and generalizes or explains own values,</li> <li>14. Paraphrases or summarizes major ideas and supporting evidence given in spoken messages and formal presentations.</li> <li>15. Identifies socio-cultural values in oral texts and how the usage reflects regions and cultures: e.g. advertisements, sayings, expressions, idioms</li> </ol>	

**1 LO 2: PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES**

Use sounds, words and grammar of IAE to create and interpret different oral texts for a variety of media, purposes and audiences,

**Strategies and Organization**

1. Plans and presents focused, dramatic presentations/interpretations with an organizational structure and a point of view appropriate to audience and purpose of the presentation, (whole class/small group/by self)
2. Organizes information using supporting details, reasons, descriptions and examples that clarify the message and establish the tone
3. Uses appropriate technical words and emphasizes key points that assist the listener in following and gaining a clear understanding of the concept.
4. Uses correct grammar consistently
5. Engages the audience with appropriate, effective verbal clues- volume, clear diction, pitch, tempo, phrasing, tone and modulation; aligned with non-verbal clues- facial expressions, gestures, posture and eye contact, and makes use of appropriate visual and media displays: e.g. objects, pictures, charts, graphs, technology

**Applications:** Suggested length: 3-5 minutes

6. Narrative: Develops and delivers narrative presentations establishing a context, plot and point of view and includes well-chosen sensory details, and concrete language to develop situation, characters, setting, point of view and plot with narrative devices e.g. dialogue, tension or suspense. (fictional/autobiographical storytelling)
7. Informative: Develops/delivers an informative presentation about an important idea, invention, or event posing relevant questions sufficiently limited in scope to be completely and thoroughly answered with facts, details examples and/or explanations from multiple authoritative sources. (technical/non fictional)
8. Literary Response: Develops/delivers oral responses to literature by crafting an interpretation exhibiting careful reading, understanding and insight organised around several clear ideas, premises or images that are sustained through the use of examples and textual evidence. (literary response)
9. Persuasive: Develops/delivers persuasive presentations providing a clear statement of the position including relevant evidence in logical sequence, and language that fosters acceptance and engages the listener.
10. Problem/Solution: Develops and delivers presentations on problems and solutions, theorizing on the causes and effects of each problem and establishes connections between the defined problem and at least one solution offering persuasive evidence to validate the definition of the problem and the proposed solutions.

**Student listen and**

11. Identifies, analyzes and critiques persuasive and propaganda techniques, false and misleading information, and the use of rhetorical devices e.g. cadence, repetitive patterns, used in oral presentations and media messages
12. Analyzes media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
13. Evaluates the speaker's use of techniques to influence listeners attitudes, and feelings e.g. use of first person sets a particular tone, exaggeration sets a humour tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative languages influences tone.
14. Defines how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition and rhyme.
15. Identifies, defines and uses figurative language: e.g. simile, metaphor, symbolism alliteration, onomatopoeia, exaggeration and personification and explains the effects of its use in a particular work.
16. Analyzes media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
17. Evaluates the speaker's use of techniques to influence listeners attitudes, and feelings e.g. use of first person sets a particular tone, exaggeration sets a humour tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative languages influences tone.
18. Defines how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition and rhyme.
19. Identifies, defines and uses figurative language: e.g. simile, metaphor, symbolism alliteration, onomatopoeia, exaggeration and personification and explains the effects of its use in a particular work..

<b>1 LO 3 COMMUNICATING FOR DAILY LIVING</b>	
<b>Use questions, instructions and messages and explanations to collect, present and respond to information in IAE in class and school.</b>	<p><b><i>Student speaks and</i></b></p> <ol style="list-style-type: none"> <li>1. Appropriately and politely greets, thanks, requests, apologises, invites, takes leave, answers telephones, relays messages.</li> <li>2. Asks for, and gives precise multi-step oral instructions/ directions</li> <li>3. Asks relevant thoughtful questions to elicit specific information about instructions, explanations, messages, and, gives appropriate responses using complete sentences in IAE</li> <li>4. Makes clear, precise announcements/gives messages to various audiences.</li> <li>5. Participates in class discussions including those regarding behaviour traits e.g. helping others, bullying, and offers explanations of behaviour and events at school.</li> </ol> <p><b><i>6. Listens and</i></b></p> <ol style="list-style-type: none"> <li>7. Restates and executes precise multi-step oral instructions/directions</li> <li>8. Responds to explanations by giving opinions with regard to the feeling of others</li> <li>9. Asks thoughtful questions for clarification and elaboration</li> <li>10. Responds to questions with appropriate elaboration on topic in context.</li> <li>11. Responds appropriately to announcements</li> <li>12. Distinguishes between/among fiction/non fiction and prose/poetry distinguishes various genres e.g. historical and science fiction, sonnets, auto/biographical,etc.</li> <li>13. Processes messages that have hesitations, false starts, stops and pauses.</li> <li>14. Summarises/paraphrases messages</li> </ol>
<b>1 LO 4 DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE</b>	
<b>Listen, respond, perform, create and discuss a wide range of literary texts..</b>	<p><b><i>Speaks, listens to others and</i></b></p> <ol style="list-style-type: none"> <li>1. Shares different oral texts (fact and fiction) and gives insightful interpretations.</li> <li>2. Takes part in class performances and participates in choral recitations, songs, raps, drama while using appropriate gestures/ expressions.</li> <li>3. Evaluates the believability of characters and plot and, discusses stereotypes.</li> <li>4. Responds to texts through different modes e.g. presents, dramatizes a scene, participates in readers theatre, writes, draws, creates, dances, etc</li> <li>5. Recites poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</li> <li>6. Works in groups/individually to write/create texts e.g, poems, songs, rap, stories, dramatic plays, factual presentations and presents to others</li> </ol>



1 LO 5 LISTENING & SPEAKING ACROSS THE CURRICULUM	
<p><b>Use vocabulary and grammar of Grade 6 subjects to talk, think, solve problems, process and use information for learning across the curriculum</b></p>	<p><b><i>Using Grade 6 texts, student</i></b></p> <ol style="list-style-type: none"> <li>1. Develops vocabulary by listening to and discussing both familiar and conceptually challenging selections across the subject areas.</li> <li>2. Makes connections and responds to a wide variety of literary works including poetry, fiction, non-fiction, and drama from a variety of cultures and time periods that enhance the study of other subject.</li> <li>3. Discusses topics from various subject areas in IAE, gives opinions, states preferences, and what they learned</li> <li>4. Distinguishes among and uses traditional structures for conveying information e.g. cause and effect, similarity and difference, posing and answering questions, persuasion</li> <li>5. Listens to a text and records the information through note taking or on a table, chart, graph, etc and uses recorded information in some form e, g, reports, open book test, etc</li> <li>6. Compares ideas/points of view about topics/problems from various subject areas and makes informational presentations with findings, facts and details that help the listener to focus, and incorporates multiple source e.g. books, radio, television, newspaper.</li> <li>7. Presents effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.</li> <li>8. Gives an explanation on how to solve a problem in math and/or a conflict in HFLE</li> <li>9. Identifies, evaluates and discusses the purposes of the media- information, entertainment, persuasion, interpretation of events and for transmission of culture, and the role of media in focusing attention on events and influencing opinions on issues</li> </ol>

We will know that the learner has achieved this attainment target when she/he can	<b>SUBJECT: LANGUAGE, LITERACY AND COMMUNICATION</b>		<b>STRAND: READING</b>	<b>KEY STAGE: 2</b>
	<b>ATTAINMENT TARGET: The learner will be able to read for understanding and enjoyment using a wide range of texts both print and visual interpreting and constructing meaning and responding critically to the aesthetic, cultural and emotional values in the texts.</b>			
	<b>GRADE 6</b>			
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		
	<b>2 LO 1 MAKING MEANING AT TEXT LEVEL</b>			
	Undertakes simple research that involves reading visuals, print multi-media texts for different purposes and communicate the information through oral, visual, print and electronic texts. .	<p><b>Structural Features of Literature</b></p> <ol style="list-style-type: none"> <li>1. Identifies and analyzes the characteristics of poetry, drama, fiction and nonfiction and explains the appropriateness of the literary forms chosen by and author for a specific purpose.</li> <li>2. Differentiates among the different types of fiction and applies knowledge of the major characteristics of each e.g. folklore, mystery, science fiction, adventure, fantasy when reading for understanding.</li> <li>3. Narrative Analysis:</li> <li>4. Identifies the main problems/events or conflicts in the plot their causes and the influence of specific event on the resolution supported by text.</li> <li>5. Identifies the qualities of a character e.g. courage, cowardice, ambition, and analyzes the effect of these qualities on the plot and the resolution of conflict.</li> <li>6. Identifies the theme in fiction and nonfiction, understanding that theme refers to the lesson, moral, or meaning of a selection whether it is implied or stated directly.</li> </ol> <p><b>Structural Features</b></p> <ol style="list-style-type: none"> <li>7. Understands how structural features makes information accessible and usable e.g. illustrations, charts, graphs, captions, diagrams, tables, glossaries, indexes, chapter headings, titles, table of contents.</li> <li>8. Draws inferences, conclusions, or generalizations about a text and gives support with textual evidence/structural features and prior knowledge.</li> <li>9. Reads, interprets and responds to narrative, and instructional texts using graphic organizers and note taking.</li> <li>10. Reads and distinguishes the main idea from the supporting details, inferences and opinions, and understands the difference between relevant and irrelevant information.</li> <li>11. Uses own background knowledge and experiences to interpret new and unfamiliar information, determines unstated ideas and concepts, and analyzes evidence from those unstated ideas e.g. images, patterns, or symbols, to predict content in the text both in groups and by self.</li> <li>12. Skims reports to get the gist, significant information and main ideas including problems and solutions</li> <li>13. Identifies the speaker or narrator in fiction and non fiction text</li> <li>14. Identifies figurative language and describes the function and effect of common literary devices e.g. similes, metaphors, hyperboles, symbolism and personification in literary texts.</li> <li>15. Recognises and analyzes characteristics of persuasive text e.g. opening point of view, supportive arguments, reiteration of points, conclusion.</li> <li>16. Fluently reads aloud and fluently reads silently grade level text.</li> </ol>		

<b>2 LO 2 MAKING MEANING USING CONTEXT</b>	
<b>Use background knowledge and experiences to recognise and analyse social, moral and cultural values in materials used in Grade 6 classes and relate to own life.</b>	<ol style="list-style-type: none"> <li>1. Reads and uses illustrations, titles, topic sentences, important words, and foreshadowing clues to identify and discuss social, moral and cultural values in different texts</li> <li>2. Reflects on own background knowledge, makes and confirms predictions and draws conclusions/makes judgments/gives personal opinions about the values presented in the texts</li> <li>3. Identifies and analyzes structural patterns found in texts e.g. compare and contrast, cause and effect, sequential or chronological order, proposition and support</li> <li>4. Compares and contrasts stories and story themes from diverse cultures and tells why they are similar tales in diverse cultures.</li> <li>5. Identifies the intended audience for a text</li> <li>6. Identifies the speaker and recognizes the difference between first and third-person narration e.g. autobiography compared with biography.</li> <li>7. Distinguishes among facts, supported inferences and opinions in texts.</li> <li>8. Identifies and analyzes text that uses sequential, chronological or prioritization as an organizational pattern e.g. newspaper articles.</li> </ol>
<b>2 LO 3 MAKING MEANING AT WORD LEVEL</b>	
<b>Use context clues, phonic and sight recognition skills to read Grade 6 sight words including some personally significant and high frequency words.</b>	<p><b>Using the sixth grade texts:</b></p> <ol style="list-style-type: none"> <li>1. Reads aloud grade level narrative and expository text fluently and accurately with effective and appropriate pacing, intonation, and expression.</li> </ol> <p><b>Decoding and Word Recognition</b></p> <ol style="list-style-type: none"> <li>2. Recognises the origins and meanings of frequently used foreign words in English and uses these words accurately in speaking and writing.</li> <li>3. Identifies and interprets figurative language and words with multiple meanings.</li> <li>4. Monitors own reading for unknown words, words with novel meanings and clearly identifies specific words or wordings that are causing comprehension difficulties and uses strategies to understand/correct e.g. phonics, syllabication, contextual clues, knowledge of word parts, paragraph clues and other strategies to achieve fluent oral and silent reading.</li> </ol> <p><b>Vocabulary Development</b></p> <ol style="list-style-type: none"> <li>5. Uses a dictionary to check and learn the meaning and learn other features of unknown words, and a thesaurus to determine related words and concepts</li> <li>6. Uses knowledge of antonyms, synonyms, homophones, homographs and idioms to determine the meanings of words and phrases.</li> <li>7. Demonstrates knowledge and explains “shades of meaning” in related words e.g. softly, quietly, and levels of specificity/relationships among grade-appropriate words e.g. atom/cell/plant/living thing</li> <li>8. Reads fluently grade level text both aloud and silently and words in spoken vocabulary (LEA) at an independent and instructional reading level.</li> <li>9. Determines pronunciations, meanings, alternate word choices and parts of speech, using dictionaries and thesauruses.</li> <li>12. Makes meaningful substitutions for unknown words</li> </ol>

<b>2 LO 4 DEVELOPING A POSITIVE ATTITUDE TO READING</b>	
<b>Demonstrate and evaluate a wide range of literature and informative texts both within and outside their personal experiences.</b>	<ol style="list-style-type: none"> <li>1. Reads, listens to and understands a wide variety of informational and narrative text, including textbooks, classic and contemporary literature, poetry, biographical sketches, reference materials, procedures, newspapers, catalogs, magazines, letters, diaries, directions, procedures, almanacs and informational books and online information.</li> <li>2. Responds to print and draws upon a variety of comprehension strategies as needed e.g. re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.</li> <li>3. Selects, shares and recommends favourite texts with reasons.</li> <li>4. Shows enthusiasm for and becomes focused and completely absorbed during independent silent reading</li> <li>5. Shows confidence in handling new and challenging texts of their choice independently.</li> <li>6. Searches out additional texts by favourite authors and uses the library to find texts of interest or reference</li> </ol>
<b>2 LO 5 READING ACROSS THE CURRICULUM</b>	
<b>Read and view Grade 6 texts to think, reason, solve problems, process and use information for learning across the curriculum.</b>	<ol style="list-style-type: none"> <li>1. Reads and makes connections to text, within text and among texts across the subject areas.</li> <li>2. Learns, uses and understands new vocabulary introduced and taught directly through texts across the subject areas.</li> <li>3. Reads texts and clarifies the meaning for others and participates in class or small group interpretive discussions across the subject areas.</li> <li>4. Matches reading to purpose-location of information, full comprehension, and personal enjoyment.</li> <li>5. Finds and interprets information found in titles, tables of content, chapter headings, captions, glossaries, indexes, illustrations, maps, diagrams, charts, tables, diagrams, and graphs to aid in understanding of grade level text.</li> <li>6. Follows multiple-step instructions for preparing applications/questionnaires tests e.g. public library card, bank savings account, memberships, exams etc.</li> <li>7. Scans texts to process information in a group and by self.</li> <li>8. Clarifies understanding of informational texts by creating simple outlines, graphic organizer, diagrams, logical notes or summaries.</li> <li>9. Use reference texts and materials e.g. dictionary, atlas, thesaurus, almanac, newspaper as resources for finding information</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY AND COMMUNICATION</b>		<b>STRAND: WRITING</b>	<b>KEY STAGE: 2</b>
<b>ATTAINMENT TARGET: The learner will be able to create/produce texts, both print and visual, competently and effectively in different kinds of factual and imaginative forms for a wide range of purposes, using grammatical structures and appropriate writing conventions</b>			
<b>GRADE 6</b>			
<b>LEARNING OUTCOMES</b>		<b>SUCCESS CRITERIA</b>	
<b>3 LO 1 PRODUCING PERSONAL TEXTS</b>			
We will know that the learner has achieved this attainment target when she/he can	Produce and share visual and print texts for everyday use and to express personal experiences, ideas and feeling.	<ol style="list-style-type: none"> <li>1. Uses a journal for recording personal information and to accomplish every day tasks (e.g. lists, signs and notes)</li> <li>2. Writes personal greetings, messages, friendly letters, personal apologies/sympathy letters to family and friends, articles for school/class newspaper</li> <li>3. Builds and uses personal dictionary /word bank/thesaurus of known words</li> <li>4. Spells correctly roots or bases of words, suffixes and prefixes, contractions, syllable construction (retrospective) and common homophones e.g. two, to, too, where, wear, weather, whether; their, they're, there; choose, chose; through, threw;; its, it's; and words with more than one acceptable spelling e.g. colour/color; advisor/adviser</li> <li>5. Notices when a word is not spelled correctly and uses various strategies to correct it e.g. dictionary, word lists.</li> <li>6. Correctly uses verb tenses with helping verbs and verbs that are often misused e.g. lie/lay; sit/set; rise/raise; correctly uses modifiers e.g. words that describe, limit or qualify another word: well/good; prepositions e.g., prepositions: between; among; subjects and verbs that are in agreement; correct singular and plural possessive nouns e.g. fish's tail, children's names; pronouns: he/his; she/her; they/their; it/its. And indefinite pronouns: all, another, both, each, either, few, many, none, one, other, several, some.</li> <li>7. Uses a variety of sentence structures: simple, compound, complex compound, and effective coordination and subordination of ideas.</li> <li>8. Correctly uses commas in dates, locations and addresses, items in a series, apposition and in forming compound sentences and in direct quotations.</li> <li>9. Correctly places commas and periods inside quotation marks and paragraph breaks when using dialogue</li> <li>10. Correctly uses a colon to separate hours and minutes, and to introduce a list of items.</li> <li>11. Correctly uses a semicolon to connect main clauses and for transitions (The deadline has passed; however, we can do it tomorrow).</li> <li>12. Correctly uses parentheses to explain something that is not of primary importance in a sentence.</li> <li>13. Correctly uses apostrophes to show possession and in contractions,</li> <li>14. Uses quotation marks around the exact works of a speaker and titles of articles, poems, short stories, songs and chapters in books.</li> <li>15. Capitalizes proper names, geographic names, holidays, special events, names of books, magazines, newspapers, works of art, musical compositions, organizations and the first word in quotations when appropriate.</li> <li>16. Underlines the title of a book and uses underlining, quotation marks, or italics to identify titles of documents</li> <li>17. Uses quotation marks around the exact works of a speaker and titles of articles, poems, short stories, songs and chapters in books.</li> <li>18. Capitalizes proper names, geographic names, holidays, special events, names of books, magazines, newspapers, works of art, musical compositions, organizations and the first word in quotations when appropriate.</li> <li>19. Underlines the title of a book and uses underlining, quotation marks, or italics to identify titles of documents</li> </ol>	

<b>3 LO 2 PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b>	
<p><b>Develop, organize and write a variety of texts for different purposes and audiences with attention to clarity, legibility and enhanced presentation.</b></p>	<ol style="list-style-type: none"> <li>1. Uses a variety of strategies to prepare for writing e.g. brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers/ diagrams/charts, taking notes, lists or notebook of ideas.</li> <li>2. Discusses ideas for writing with classmates, teachers, and other writers and develops drafts alone and collaboratively.</li> <li>3. Identifies audience and purpose and chooses the form of writing that best suits the intended purpose e.g. personal letter, letter to the editor, review, poem, report, narrative.</li> <li>4. Uses all the aspects of the writing process e.g. prewriting, drafting, conferencing, revising, editing and publishing in producing successive versions of compositions and reports</li> <li>5. Focuses on a central idea, excluding loosely related, extraneous and repetitious information. .</li> <li>6. Edits and revises draft to improve the organization and consistency of ideas within and between paragraphs by adding, deleting, consolidating, clarifying and rearranging words and sentences.</li> <li>7. Edits and proofreads one’s own writing as well as that of others, using the writing conventions and a writing/ editing checklist or list of rules with specific examples.</li> <li>8. Creates multiple paragraph compositions that engages the interest of the reader, states a clear purpose, uses common organizational structuring such as cause and effect, chronological order, comparisons, categories, priority, etc., and develops details and transitions to link paragraphs and concludes with a detailed summary linked to the purpose</li> </ol> <p><b>Applications:</b> <i>(Suggested length 300 words)</i></p> <ol style="list-style-type: none"> <li>9. Narratives: Writes fictional narratives providing well-chosen sensory details and interesting words to establish/develop characters, setting, point of view, plot, and conflict. (fictional/autobiographical storybooks)</li> <li>10. Literary Response: Develops and writes responses to literature that show careful reading, understanding and insight into the literary work with supporting judgments that references both the text and prior knowledge, and justifies the interpretations through the use of examples and evidence.</li> <li>11. Informative Research Reports: Writes research reports that pose relevant questions that are focused enough to be thoroughly answered in the report using identifiable credible sources that support the main ideas with facts, details, examples and/or explanations from multiple sources using citations, foot/end notes, and bibliographic references.</li> <li>12. Persuasive: Writes persuasive letters or compositions that state a clear position in support of a position with relevant evidence, follows a simple organizational pattern and anticipates and addresses the reader’s concerns and counter-arguments</li> <li>13. Writes business letters to request information e.g. for school reports.</li> <li>14. Writes fluidly and legibly in cursive or manuscript and reads cursive fluently</li> <li>15. Presents and discusses own writing with other students and responds helpfully to other students’ compositions.</li> <li>16. Begins/Uses the computer and other appropriate technology to edit, revise and compose. (Not an essential Success Criteria until all pupils have access to the technology.)</li> </ol>

<b>3 LO 3 TRANSFERRING DATA</b>	
<b>Transfer data in written texts, used in Grade 6 from one form into another and share with others to evaluate their effectiveness.</b>	<ol style="list-style-type: none"> <li>1. Use traditional structures for conveying information e.g., chronological order, cause and effect, similarity and difference, posing and answering a question.</li> <li>2. Illustrates a set of instructions with a flow chart in groups and alone.</li> <li>3. Produces a poster/flier/notice to advertise/present information to peers</li> <li>4. Uses effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material citing the work appropriately.</li> <li>5. Looks at survey results and makes a chart/graph to display information.</li> <li>6. Produce a poem/song in response to an issue of interest</li> </ol>
<b>3 LO 4 DEVELOPING A POSITIVE ATTITUDE TO WRITING</b>	
<b>Demonstrates initiative to design and produce a range of texts in a variety of forms for self and other audiences.</b>	<ol style="list-style-type: none"> <li>1. Writes for personal enjoyment.</li> <li>2. Follow through to complete a writing task and to share in writing tasks with classmates</li> <li>3. Displays work of own choice in the classroom.</li> <li>4. Selects best pieces for own portfolio.</li> <li>5. Responds positively to feedback from peers and teacher about their writing.</li> <li>6. Engages in doing different word puzzles /writing/word games for fun.</li> <li>7. Produces a comic strip, cartoons to tell a story or in response to a heard or viewed text.</li> <li>8. Designs a book cover that attract the intended audience.</li> <li>9. Presents work with attention to detail and presentation, and evaluate own work as a routine practice.</li> </ol>
<b>3 LO 5 PRODUCING TEXTS ACROSS THE CURRICULUM</b>	
<b>Use vocabulary and grammar of Grade 6 subjects to talk, think, solve problems, process and use information for writing across the curriculum.</b>	Use vocabulary and grammar of Grade 6 subjects to talk, think, solve problems, process and use information for writing across the curriculum.

# **MATHEMATICS**

**Key Stage 2**

**LEARNING OUTCOMES & SUCCESS  
CRITERIA**

**Grades 5 – 6**



MATHEMATICS:		STRAND 1: NUMBER		KEY STAGE 2	
ATTAINMENT TARGET: NUMBER					
The learner will be able to apply number operations and relationships with speed and accuracy to solve daily problems using a variety of strategies					
We will know the learner has achieved this Attainment Target when she/he can:	GRADE 5			GRADE 6	
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA
	<b>Demonstrate an understanding of number up to 100000</b>	<ul style="list-style-type: none"> <li>▪ Identify, use and write numbers up to 100 000 and represent them in a variety of ways</li> <li>▪ Compare and order numbers in a variety of ways and create simple problems based on comparisons</li> <li>▪ Use a calculator, pen and paper procedure or mental strategies to investigate number patterns and relationships</li> <li>▪ Create and solve problems involving whole number concepts</li> </ul>		<b>Demonstrate an understanding of number up to 1000000.</b>	<ul style="list-style-type: none"> <li>▪ Identify, use and write numbers up to 1000000 and represent them in a variety of ways</li> <li>▪ Compare, order and arrange numbers, including one place decimals, in a variety of ways and create problems based on comparisons</li> <li>▪ Use a calculator, pen and paper procedure or mental strategies to investigate number patterns and relationships</li> </ul>
	<b>Create and solve problems involving simple properties of numbers</b>	<ul style="list-style-type: none"> <li>▪ Round off numbers with up to three digits to the nearest ten or hundred.</li> <li>▪ Find the place value of any number up to 5-digits</li> <li>▪ Write 2, 3, 4 or 5-digit numbers in expanded forms</li> <li>▪ Create and solve problems involving place value</li> <li>▪ Play games and carry out simple investigations involving number concepts such as odd, even, factor, multiple, composite</li> </ul>		<b>Create solve problems involving properties of numbers</b>	<ul style="list-style-type: none"> <li>▪ Round off numbers with up to four digits to the nearest ten, hundred or thousand</li> <li>▪ Find the place value of any number up to 6-digits</li> <li>▪ Write 2, 3, 4, 5 or 6-digit numbers in expanded forms</li> <li>▪ Play games and carry out investigations involving number concepts such as: odd, even, factor, multiple, composite and prime</li> <li>▪ Create and solve problems involving number concepts.</li> <li>▪ Explain the strategies and procedures used in carrying out investigations and solving problems involving number concepts.</li> <li>▪ Search for solutions to problems using their own strategies and explain problems and processes</li> </ul>

MATHEMATICS:		STRAND 1: NUMBER		KEY STAGE 2	
ATTAINMENT TARGET: NUMBER					
The learner will be able to apply number operations and relationships with speed and accuracy to solve daily problems using a variety of strategies					
	<p><b>Create and solve real life problems involving addition and subtraction with numbers up to 100000 and involving multiplication and division of numbers up to 3 digit numbers.</b></p>	<ul style="list-style-type: none"> <li>▪ Explain and use several strategies to recall the basic facts for addition and subtraction.</li> <li>▪ Create and solve realistic problems involving addition and subtraction of whole numbers with totals up to 100000.</li> <li>▪ Use a variety of strategies to recall multiplication basic facts for the 2 to 10 times tables</li> <li>▪ Discuss and use a variety of strategies to solve simple problems involving multiplication of 2-digit by up to 2–digit numbers and division of up to 3-digit numbers by 1 digit numbers in real life settings.</li> <li>▪ Explain and use mental computation, calculator or pencil and paper strategies to carry out calculations when necessary.</li> <li>▪ Estimate the answer to a simple computation</li> <li>▪ Determine the reasonableness of an estimated or exact answer to a computation and justify their conclusion.</li> </ul>	<p><b>Create and solve real life problems involving addition and subtraction with numbers up to 100000 and involving multiplication and division of up to 3 digit numbers.</b></p>	<ul style="list-style-type: none"> <li>▪ Explain and use several strategies to recall the basic facts for addition and subtraction.</li> <li>▪ Create and solve realistic problems involving addition and subtraction of whole numbers with totals up to 1000000.</li> <li>▪ Use a variety of strategies to recall multiplication and division basic facts</li> <li>▪ Discuss and use a variety of strategies to solve problems involving multiplication of 2 digit by up to 2–digit numbers and division of up to 3-digit numbers by 1 digit numbers in real life settings</li> <li>▪ Explain and use mental computation, calculator or pencil and paper strategies to carry out calculations when necessary.</li> <li>▪ Estimate the answer to a computation.</li> <li>▪ Determine the reasonableness of an estimated or exact answer to a computation and justify their conclusion.</li> </ul>	
	<p><b>Use and write basic fractions in a variety of ways in real life situations</b></p>	<ul style="list-style-type: none"> <li>▪ Use diagrams/pictures to represent commonly used unit, proper and improper fractions and mixed numbers.</li> <li>▪ Use a variety of strategies to generate fractions that are equivalent to simple fractions (halves, thirds, quarters, eighths, tenths)</li> <li>▪ Explain how fractions and whole numbers are related.</li> <li>▪ Solve simple problems involving common fractions in real life settings.</li> </ul>	<p><b>Solve problems involving fractions and decimals</b></p>	<ul style="list-style-type: none"> <li>▪ Use diagrams/pictures and mental strategies to convert an improper fraction to a mixed number and a mixed number to an improper fraction.</li> <li>▪ Generate fractions that are equivalent to a given fraction.</li> <li>▪ Identify, represent and write simple decimal numbers with up to one decimal place (e.g. 1.5, 2.2) using base 10 materials and diagrams in real life situations.</li> <li>▪ Collect and discuss examples of metric measurements on items.</li> <li>▪ Explain how fractions, decimals and whole numbers are related.</li> <li>▪ Identify and discuss the place and total value of the digits in a decimal number with up to one decimal place.</li> <li>▪ Use a variety of strategies to solve simple real life problems involving fractions and decimals.</li> </ul>	

<b>MATHEMATICS: STRAND 2: GEOMETRY KEY STAGE 2</b>				
<b>ATTAINMENT TARGET: GEOMETRY</b>				
<b>The learner will be able to identify and describe attributes of geometric shapes and apply this knowledge to solve problems in a variety of situations.</b>				
	<b>GRADE 5</b>		<b>GRADE 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>Investigate the nets of regular 3-D shapes</b>	<ul style="list-style-type: none"> <li>▪ Take apart simple boxes (cuboids) and cylinders to find their nets</li> <li>▪ Investigate different nets that will form cubes</li> </ul>	<b>Apply understanding of 3-D shapes to construct models.</b>	<ul style="list-style-type: none"> <li>▪ Draw and make nets of cube, cuboids and cylinders</li> <li>▪ Make cube and cuboids, cones and cylinders using their nets</li> </ul>
	<b>Investigate properties of triangles in terms of angles and sides</b>	<ul style="list-style-type: none"> <li>▪ Sort and classify triangles by length of sides and size of angles.</li> <li>▪ Investigate tessellation patterns of triangles</li> <li>▪ Explain the concepts of horizontal, vertical, parallel and perpendicular lines.</li> <li>▪ Identify and draw parallel and perpendicular lines, vertical and horizontal lines.</li> </ul>	<b>Create and solve simple problems with 2-D shapes</b>	<ul style="list-style-type: none"> <li>▪ Classify 2-D shapes in a variety of ways</li> <li>▪ Draw 2-D shapes according to simple directions</li> <li>• Select and use their own criteria to classify 2-D shapes.</li> <li>• Solve simple problems involving properties of 2-D shapes</li> </ul>

<b>MATHEMATICS: STRAND 3 MEASUREMENT</b>					
<b>ATTAINMENT TARGET: MEASUREMENT</b>					
<b>The learner will be able to make and use accurate estimation and accurate measurement using appropriate instruments and units to solve problems in a variety of contexts</b>					
We will know the learner has achieved this Attainment Target when she/he can:	<b>GRADE 5</b>			<b>GRADE 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO 1 LENGTH</b>				
	<b>Create and solve problems using different units of length</b>	<ul style="list-style-type: none"> <li>▪ Create and solve problems involving cm, m and km</li> <li>▪ Estimate, measure and record length, heights and distances using cm and m.</li> <li>▪ Create and solve real life problems involving perimeter.</li> </ul>		<b>Create and solve problems using standard units of length</b>	<ul style="list-style-type: none"> <li>• Explain the concept and use of the kilometre in real life situations</li> <li>• Estimate and describe distances using the kilometre as the unit of measure</li> <li>• Create and solve real life problems involving cm, m, km</li> </ul>
	<b>LO 2 AREA</b>				
	<b>Find areas of simple shapes using counting methods</b>	<ul style="list-style-type: none"> <li>▪ Calculate the area of a square or rectangle by counting squares and simple formula.</li> <li>▪ Compare the area of simple shapes by counting squares</li> <li>▪ Solve simple real life problems related to counting squares and area.</li> </ul>		<b>Solve simple real life problems involving area</b>	<ul style="list-style-type: none"> <li>• Find the area of irregular shapes by counting squares.</li> <li>• Calculate the area of composite shapes involving rectangles.</li> <li>• Create and solve simple real life problems involving area</li> </ul>
	<b>LO 3 VOLUME/CAPACITY</b>				
<b>Create and solve real life problems involving basic standard units of capacity</b>	<ul style="list-style-type: none"> <li>▪ Sort and order containers with various fractions of the litre (<math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>)</li> <li>▪ Solve problems involving the litre as a unit of capacity.</li> <li>▪ Solve simple real life problems involving capacity.</li> </ul>		<b>Create and solve real life problems involving basic standard units of capacity</b>	<ul style="list-style-type: none"> <li>• Justify the need for the millilitre as a unit of measure of capacity</li> <li>• Estimate, measure and record the capacity of containers using ml, and litres.</li> <li>• Create and solve real life problems involving ml &amp; litre</li> </ul>	
<b>LO 4 MASS</b>					
<b>Create and solve real life problems involving use of basic standard units of mass</b>	<ul style="list-style-type: none"> <li>▪ Justify the need for grams and kilograms as units of measure.</li> <li>▪ Estimate, measure and record mass using grams and kilograms.</li> <li>▪ Create and solve simple real life problems involving mass in grams and kilograms.</li> </ul>		<b>Create and solve real life problems using the standard units of mass</b>	<ul style="list-style-type: none"> <li>▪ Identify the practicality of the various units of mass for a given situation.</li> <li>▪ Create and solve real life problems involving mass in grams and kilograms.</li> </ul>	

	<b>LO 5 TIME</b>			
	<b>Create and solve time-related problems</b>	<ul style="list-style-type: none"> <li>▪ Tell, represent and write time using analogue and digital clocks</li> <li>▪ Create and solve simple time problems involving duration, starting time, finishing time and relationships between units of time.</li> </ul>	<b>Create &amp; solve time-related problems with speed and accuracy</b>	<ul style="list-style-type: none"> <li>• Create and solve problems involving time</li> <li>• Record and read measurements of time using a variety of time notations</li> </ul>
	<b>LO 6 MONEY</b>			
	<b>Create and solve real life problems involving the calculation of bills and change</b>	<ul style="list-style-type: none"> <li>▪ Represent amounts of money in a variety of ways.</li> <li>▪ Read and write amounts of money up to \$100000</li> <li>▪ Represent amounts of money in a variety of ways.</li> <li>▪ Discuss and prepare simple budgets (e.g. I have \$20 – how should I spent it?)</li> <li>▪ Make up grocery bills and find change in simple real life situations</li> </ul>	<b>Create and solve real life problems involving simple profits and losses</b>	<ul style="list-style-type: none"> <li>▪ Describe situations that involve the use of large amounts (thousands of dollars) of money.</li> <li>▪ Prepare and justify simple budgets</li> <li>• Define and discuss the terms cost price, selling price, profit, loss and discount in given situations</li> <li>• Calculate profit given cost price and selling price</li> <li>• Explain the difference between profit and loss</li> <li>• Calculate simple discounts</li> </ul>

**SUBJECT: MATHEMATICS STRAND 4: STATISTICS & DATA HANDLING KEY STAGE: 2**

**ATTAINMENT TARGET: The learner will be able use a variety of strategies to collect, organise, analyse and interpret data to make decisions and solve problems.**

	<b>GRADE: 5</b>		<b>GRADE: 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>Collect data to solve simple problems using a variety of methods</b>	<ul style="list-style-type: none"> <li>▪ Create simple real life problems that may be answered through observation, interview or questionnaire</li> <li>▪ Plan data collection activities.</li> <li>▪ Develop simple interview schedules and questionnaires</li> <li>▪ Collect data using observation, interviews or simple questionnaires to solve simple real life problems.</li> </ul>	<b>Collect data to solve problems involving using a variety of methods</b>	<ul style="list-style-type: none"> <li>▪ Describe procedures for collecting data through observation, interview and the use of questionnaires.</li> <li>▪ Select appropriate means (observation, interview, questionnaire) of collecting data for a particular problem situation.</li> <li>▪ Plan data collection activities.</li> <li>▪ Collect data through observation, interviews, or the use of questionnaires to solve real life problems.</li> </ul>
	<b>Use, construct and interpret simple graphs using simple scales</b>	<ul style="list-style-type: none"> <li>▪ Read data presented in pictographs and bar graphs that use a simple scale in real life problems.</li> <li>▪ Select an appropriate method and scale to represent a set of collected data in real life problems.</li> <li>▪ Represent and interpret data presented in pictographs and bar graphs that use a simple scale in real life problems.</li> <li>▪ Represent and interpret data collected using tally charts.</li> </ul>	<b>Use, construct and interpret simple graphs using a variety of methods</b>	<ul style="list-style-type: none"> <li>▪ Read and interpret data presented in tables, pictographs, bar graphs and line graphs in real life problems.</li> <li>▪ Select appropriate scales for representing data in pictographs, bar graphs and line graphs and give reasons for their choice scale.</li> <li>▪ Undertake and present a simple project related to their interest that involves collection of data, graphical representation of data and results of findings.</li> </ul>

<b>MATHEMATICS: STRAND 5 PATTERNS, FUNCTIONS &amp; ALGEBRA</b>				
<b>ATTAINMENT TARGET: PATTERNS, FUNCTIONS &amp; ALGEBRA</b>				
<b>The learner will be able to identify, describe and represent patterns and relationships to solve problems with speed and accuracy using a variety of strategies</b>				
<b>GRADE 5</b>			<b>GRADE 6</b>	
<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
<b>Show number relationships using given information</b>	<ul style="list-style-type: none"> <li>• Draw arrow diagrams and bar graphs to show multiplication tables</li> <li>• Extend and explain patterns using arrow diagrams and bar graphs</li> <li>▪ Create and solve problems by looking for patterns</li> </ul>		<b>Show and apply number relationships between numbers using a variety of different methods</b>	<ul style="list-style-type: none"> <li>• Plot points on a co-ordinate grid using information from a table</li> <li>• Generate some inputs and outputs using a given rule e.g. 'double', 'add one' etc. and plot these on a co-ordinate grid.</li> </ul>
<b>Create and solve simple problems based on number patterns</b>	<ul style="list-style-type: none"> <li>▪ Conduct simple number investigations</li> <li>▪ Investigate and create patterns involving multiples.</li> </ul>		<b>Investigate number patterns</b>	<ul style="list-style-type: none"> <li>▪ Investigate and create patterns involving various types of numbers (e.g. square numbers, consecutive numbers, odd numbers etc.).</li> <li>▪ Conduct simple number investigations</li> </ul>

# **SCIENCE**

## **Key Stage 2**

### **LEARNING OUTCOMES & SUCCESS CRITERIA**

#### **Grades 5 – 6**



<b>SUBJECT: SCIENCE AND TECHNOLOGY STRAND: 1 LIFE SCIENCE KEY STAGE: 2</b>				
<b>ATTAINMENT TARGET: The learner will be able to confidently apply scientific and technology knowledge and skills, in everyday life situation, to demonstrate an appreciation of diversity and inter-relationships in the environment</b>				
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 5</b>		<b>GRADE: 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>Investigate and describe the local ecosystem with respect to animals and plants</b>	<ul style="list-style-type: none"> <li>▪ Describe different types of ecosystem</li> <li>▪ Identify abiotic factors within an ecosystem</li> <li>▪ Show how the abiotic factors in a system contribute to the support of life</li> </ul>	<b>Research the changes in an ecosystem that can affect life</b>	<ul style="list-style-type: none"> <li>▪ Identify and discuss some ways in which an ecosystem can change</li> <li>▪ Explain the effect of changes in the environment</li> <li>▪ Produce a report that will illustrate different ways in which further changes in an ecosystem can be effected.</li> </ul>
	<b>Explain the importance of the ecosystem in maintaining the environment</b>	<ul style="list-style-type: none"> <li>▪ Explain the importance of various habitats (e.g. mangrove swamps, ponds, rainforests, rivers, sea shores, trees)</li> <li>▪ Use appropriate materials to construct a model habitat</li> <li>▪ Observe and discuss how the living and non-living parts of the environment affect each other</li> <li>▪ Discuss the role of each part of an ecosystem (living and non-living)</li> <li>▪ Make presentations of the importance of the ecosystem to Dominica</li> </ul>	<b>Investigate the factors which influence the size of plant, animal and human pop and make recommendations</b>	<ul style="list-style-type: none"> <li>▪ Observe and compare the size of a population in different habitats (fish in river, ants on tree stem, birds on tree)</li> <li>▪ Research factors which affect the population in a given habitat</li> <li>▪ Explain ways in which these factors can affect the size of population</li> </ul>
<b>Develop a basic understanding of the major organs of the body, their functions and the effects of some substances on them</b>	<ul style="list-style-type: none"> <li>▪ Describe the internal organs and their positions in the human body and draw and label diagrams e.g. lungs, heart, liver, kidney, intestines, stomach</li> <li>▪ Describe simply the function of the teeth, stomach, intestine, heart, kidney and liver, etc.</li> <li>▪ Discuss the basic life process e.g. feeding, breathing, movement, reproduction, etc.</li> <li>▪ Describe the effects of various drugs (alcohol, tobacco, antibiotics, marijuana etc.) on the function of the major body organs</li> </ul>	<b>Demonstrate an understanding of the various body systems (circulatory, respirator, digestive, excretory and nervous systems) and the effects of some substances on them</b>	<ul style="list-style-type: none"> <li>▪ Describe the parts of the various body systems (circulatory, respiratory, digestive, excretory, and the central nervous systems)</li> <li>▪ Describe the effects of various drugs (alcohol, tobacco, antibiotics, marijuana etc.) on the body systems</li> </ul>	

<b>SUBJECT: SCIENCE AND TECHNOLOGY STRAND: 2 EARTH AND SPACE KEY STAGE: 2</b>				
<b>ATTAINMENT TARGET: The learner will be able to confidently apply scientific and technological skills in everyday situations, to demonstrate an appreciation of diversity and inter-relationships in the environment</b>				
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 5</b>		<b>GRADE: 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>Demonstrate an understanding of different types of climate</b>	<ul style="list-style-type: none"> <li>▪ Discuss and distinguish between climate and the weather</li> <li>▪ Identify three major types of climate (temperate, tropical and tundra)</li> <li>▪ Discuss the characteristics of each type of climate</li> <li>▪ Compare the different types of climates</li> </ul>	<b>Investigate different ways in which climate affects plants and animal life</b>	<ul style="list-style-type: none"> <li>▪ Research characteristics of plants and animals in different climatic zones</li> <li>▪ Carry out an investigation on the effect of temperature on the growth of plants</li> </ul>
	<b>Understand the water cycle and show how human activities affect the same.</b>	<ul style="list-style-type: none"> <li>▪ Explain and make a presentation of the water cycle</li> <li>▪ Discuss the two main sources of water in nature (ground and surface)</li> <li>▪ Discuss and make a report on how human's activities affect water supply (deforestation, slash and burn method of clearing land, improper waste disposal, etc)</li> </ul>	<b>Discuss and explain waste, human's role in causing pollution and the responsibility for reducing it</b>	<ul style="list-style-type: none"> <li>▪ Discuss and define pollution</li> <li>▪ Discuss ways of causing air pollution</li> <li>▪ Read and discuss different ways of disposing of waste material</li> <li>▪ Participate in a clean-up project</li> <li>▪ Plan, carry out and write up an experiment to make polluted water clean.</li> </ul>
<b>Describe the planets of the solar system</b>	<ul style="list-style-type: none"> <li>▪ Research what is known about the planets of the solar system (composition, support life, appearance, moons etc.)</li> <li>▪ Construct a model of the solar system and make a presentation</li> </ul>	<b>Research other systems in space.</b>	<ul style="list-style-type: none"> <li>▪ Name instruments used to observe objects in the solar system</li> <li>▪ Research exploration of the moon in terms of findings, movement, living conditions in the rocket</li> <li>▪ Research and discuss advantages (e.g. satellites) and disadvantages of space exploration to humans</li> </ul>	

<b>SUBJECT: SCIENCE AND TECHNOLOGY      STRAND: 3 PHYSICAL SCIENCE      KEY STAGE: 2</b>				
<b>ATTAINMENT TARGET: The learner will be able to confidently demonstrate through the application of scientific and technology skills or practical understanding of the properties of matter</b>				
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 5</b>		<b>GRADE: 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>Demonstrate how electricity is produced in a circuit</b>	<ul style="list-style-type: none"> <li>▪ Name the parts of and set up a simple electric circuit</li> <li>▪ Distinguish between conductor and insulator</li> <li>▪ Design and make devices that demonstrate energy transformation e.g. electricity to light, electricity to sound</li> <li>▪ Practice safety measures when using electrical devices</li> </ul>	<b>Demonstrate that energy can be transferred from place to place in different forms</b>	<ul style="list-style-type: none"> <li>▪ Give simple examples of energy transformations</li> <li>▪ Trace the flow of energy in a system</li> <li>▪ Draw a time line to show how technology, for a particular purpose, (e.g. transport, heating, lighting) has changed over a period of time</li> </ul>
	<b>Understand that the effect of forces varies with the size of the force</b>	<ul style="list-style-type: none"> <li>▪ Measure forces acting on objects</li> <li>▪ Observe and identify variables (size, shape, position and mass, that affect motion</li> <li>▪ Demonstrate that many small forces may act together to form one large force</li> </ul>	<b>Understand that simple machine transfer forces</b>	<ul style="list-style-type: none"> <li>▪ Observe and explain the effect of forces acting on various simple machines e.g. levers and inclined plane etc</li> <li>▪ Operationally define a simple machine</li> <li>▪ List the parts of simple machines</li> <li>▪ Identify a number of common lever and describe how they make life easier</li> </ul>
<b>Investigate changes in materials and matter</b>	<ul style="list-style-type: none"> <li>▪ Identify melting, freezing, condensation and evaporation as changes of state</li> <li>▪ Investigate a mass of water when it changes from solid to liquid and back</li> <li>▪ Draw a diagram to show the changes of state of matter</li> </ul>	<b>Classify changes as reversible and non-reversible</b>	<ul style="list-style-type: none"> <li>▪ Identify and describe some changes to material that are reversible and changes that are not</li> <li>▪ Identify a production process taking place in the home</li> <li>▪ Draw a diagram to show stages in the process</li> <li>▪ Classify some of the changes taking place as reversible and non-reversible in the process identified</li> </ul>	

<b>SUBJECT: SCIENCE AND TECHNOLOGY</b>		<b>STRAND: 4 AGRICULTURE SCIENCE</b>		<b>KEY STAGE: 2</b>
<b>ATTAINMENT TARGET: The learner will be able to apply scientific and technology knowledge and skills to identify and solve particular problems related to the sustainable use of agriculture resources to facilitate production and marketing to meet the needs of society</b>				
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 5</b>		<b>GRADE: 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>Demonstrate an understanding of the composition and structure of soils</b>	<ul style="list-style-type: none"> <li>▪ Describe the origin and formation of soil</li> <li>▪ Describe the vertical structure of soil</li> <li>▪ Carry out an experiment to show the components of soil</li> <li>▪ List some crops and the soils most suited for their development</li> </ul>	<b>Develop an understanding of the different types of soil and their importance to agriculture</b>	<ul style="list-style-type: none"> <li>▪ List some types of soils</li> <li>▪ Observe and discuss the different types of soil</li> <li>▪ List factors causing soil erosion</li> <li>▪ Describe methods of controlling soil erosion</li> </ul>
	<b>Develop an awareness of the nutritional values of crop groups</b>	<ul style="list-style-type: none"> <li>▪ Identify crops grown and give examples</li> <li>▪ State nutritional values of crop groups</li> <li>▪ State the function of nutritional values of crop groups</li> </ul>	<b>Develop an awareness of the various agents that cause diseases in plants</b>	<ul style="list-style-type: none"> <li>▪ List some agents that cause diseases in plants</li> <li>▪ Identify at least four major diseases of economic crops in Dominica</li> <li>▪ Describe the symptoms caused by some diseases</li> <li>▪ Identify major pests of economic crops</li> <li>▪ Identify damages done by pests in economic crops</li> </ul>
<b>Recognise fish farming as an aspect of agriculture</b>	<ul style="list-style-type: none"> <li>▪ State the importance of fish in the diet</li> <li>▪ Name some salt water fish and some fresh water fish in Dominica</li> <li>▪ Name and label parts of a fish</li> </ul>	<b>Demonstrate an understanding of the fishing industry to agriculture</b>	<ul style="list-style-type: none"> <li>▪ List different methods of catching fish</li> <li>▪ Develop a project showing how fishing contributes towards the economic development of their country</li> <li>▪ Visit a fish landing installation and write a report</li> </ul>	

**N.B**

Learning outcomes and success criteria will be adjusted to address children with special needs within the curriculum guides through differentiation. Values and attitudes will be addressed in the activities so as to help students to acquire these through working constantly towards this affective domain

ICT will be used as a tool for information gathering and processing such as the development of graphs, charts and tables where possible within the science programme. In schools where computer hardware is available teachers will be encouraged to make use of the same. Workshops will be organized to facilitate teachers.

# **SOCIAL SCIENCES**

**Key Stage 2**

**LEARNING OUTCOMES & SUCCESS  
CRITERIA**

**Grades 5 – 6**

<b>SUBJECT: STRAND: 1 CIVIC IDEALS AND PRACTICE KEY STAGE: 2</b>				
<b>ATTAINMENT TARGET: The learner will be able to demonstrate knowledge, understanding and appreciation of their national identity, groups, governance, civic rights and responsibilities.</b>				
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 5</b>		<b>GRADE: 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO1 PATRIOTISM</b>			
	<b>Explain and appreciate the importance of preserving our national identity</b>	<ul style="list-style-type: none"> <li>Discuss the social and cultural aspects of our national identity.</li> <li>Research on the persons who have contributed to our national identity.</li> <li>Suggest ways to maintain our national identity.</li> <li>Discuss their role in independence celebrations.</li> <li>Demonstrate /illustrate love for their country.</li> </ul>	<b>Demonstrate understanding of factors, which influence our national identity.</b>	<ul style="list-style-type: none"> <li>Discuss all aspects of our national identity</li> <li>Research an aspect of our national identity to show how it is influenced.</li> <li>Demonstrate pride for their national identity.</li> <li>Illustrate ways to lessen factors, which influence our national identity.</li> <li>Use the Creole language to speak to friends about involvement in any cultural /independence activity.</li> </ul>
	<b>LO2 COOPERATION</b>			
	<b>Examine and appreciate the importance of Cooperatives in their country</b>	<ul style="list-style-type: none"> <li>Find out about a cooperative in their country.</li> <li>Compare a traditional and non traditional cooperative</li> <li>Investigate why some cooperatives succeeded or not.</li> <li>Perform some of the functions of people in a Cooperative.</li> <li>Discuss the advantages and disadvantages of cooperatives.</li> </ul>	<b>Recognise and appreciate that cooperation is necessary for a country's development.</b>	<ul style="list-style-type: none"> <li>Discuss the ways in which Dominicans cooperate to do things for the country.</li> <li>Participate in a project, which shows how people must cooperate to meet their country's goals.</li> <li>Find out how Dominica and other Caribbean countries cooperate.</li> </ul>
	<b>LO3 RIGHTS, RESPONSIBILITIES &amp; GOVERNANCE</b>			
	<b>Recognise the role of citizens in nation building and appreciate the importance of good leadership.</b>	<ul style="list-style-type: none"> <li>Differentiate among rights, duties and responsibilities</li> <li>Discuss their rights/ responsibilities in nation building.</li> <li>Examine the qualities of a good leader.</li> <li>Illustrate the times and work of some leaders in their country.</li> <li>Demonstrate mock elections of leaders in a group.</li> </ul>	<b>Examine the role of citizens in the electoral process.</b>	<ul style="list-style-type: none"> <li>Discuss how persons democratic rights should be respected.</li> <li>Discuss the importance of participating in the electoral process.</li> <li>Compare a general election and a village/council election.</li> <li>Run a mock general election.</li> <li>Compare how political/ non political leaders are chosen.</li> </ul>
<b>LO4 GROUPS</b>				
<b>Demonstrate understanding and appreciation of the importance of groups in nation building.</b>	<ul style="list-style-type: none"> <li>Examine some groups, which have impacted on the country's development.</li> <li>Select one group and highlight its e functions and the role of the leaders and members.</li> <li>Explain the functions of a selected group.</li> </ul>	<b>Recognise and appreciate that their country belongs to different organisations.</b>	<ul style="list-style-type: none"> <li>Examine the different organisations to which their country belongs.</li> <li>Discuss how these groups contribute to their country and vice versa.</li> <li>List the advantages and disadvantages of being a member of an organization</li> </ul>	

<b>SUBJECT: SOCIAL SCIENCES</b>		<b>STRAND: 2 LOCATION, PLACES, PEOPLE</b>		<b>KEY STAGE 2:</b>	
<b>ATTAINMENT TARGET:</b> The learner will be able to demonstrate understanding of location, its relationship with the weather, climate and origins of people and their religion, cultural beliefs and social practices.					
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 5</b>			<b>GRADE: 6</b>	
	<b>LEARNING OUTCOMES</b>		<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO1 LOCATION</b>				
	<b>Recognise that the location of any place in the world is related to landmasses and water bodies.</b>	<ul style="list-style-type: none"> <li>Locate the major landmasses and water bodies of the world.</li> <li>Study a major country/city of the world, its features, people,</li> <li>Conduct a research of a major landmass or water body- its impact on people, uses.</li> </ul>	<b>Examine the location of some physical regions of the world and their impact on the people who live there.</b>	<ul style="list-style-type: none"> <li>Study a world map and locate the physical regions of the world e.g. deserts, tundra, forests. grasslands</li> <li>Undertake group projects to find out the advantages and disadvantages of living in these regions of the world.</li> <li>Find out about the way of life of people of these regions -education, food, culture, economy.</li> <li>Illustrate how these regions are similar to or different from their country.</li> </ul>	
	<b>LO2 PHYSICAL EARTH, NATURAL PHENOMENA AND CLIMATE</b>				
<b>Recognise that there are different climatic conditions of the earth which impact on mans' activities.</b>	<ul style="list-style-type: none"> <li>Describe the climate associated with their country and the Caribbean.</li> <li>Discuss how the climate of the Caribbean impacts on the lives of the people living there.</li> <li>Find out and compare the climate of the Caribbean with another area of the world.</li> <li>Use drama, skit, or illustration to demonstrate how the climatic condition impacts the lives of people in that area of the world.</li> </ul>	<b>Investigate the climate of some physical regions of the world and the natural phenomena associated with each.</b>	<p>Find out about the climate associated with these physical regions, tundra, dessert, forests and report.</p> <ul style="list-style-type: none"> <li>Discuss a natural phenomena associated with these climatic conditions and how it is managed- (snowstorm, sandstorm, tsunami )</li> <li>Study and analyse the impact of these phenomena on humans and their surroundings.</li> </ul>		
<b>LO3 PEOPLE AND ORIGIN</b>					
<b>Examine and appreciate the diversity of the Caribbean population.</b>	<ul style="list-style-type: none"> <li>Discuss and compare aspects of their culture-festivals, social practices with those from other Caribbean countries.</li> <li>Research the origin of the diverse culture and people of the Caribbean.</li> <li>Analyse their attitude towards Caribbean culture and people. Haitians, Columbians, Chinese etc.</li> <li>Analyse the distribution of ethnic groups in the Caribbean and its impact.</li> </ul>	<b>Examine and appreciate the diversity of the world population.</b>	<ul style="list-style-type: none"> <li>Find out about the peoples of the world- (language, food, dress, work. distribution)</li> <li>Discuss and compare aspects of Dominican culture with another country of the world- Europe, USA. China.</li> <li>Investigate the impact of people of other races in their country.</li> <li>Discuss reasons why people migrate from their country and its impact.</li> <li>Demonstrate any aspect of way of life of a country of the world. Europe, USA. China, India, Africa.</li> </ul>		

SUBJECT: SOCIAL SCIENCES		STRAND: 3 RESOURCES		KEY STAGE 2:		
<b>ATTAINMENT TARGET:</b> The learner will be able to understand the sustainable use of resources and the effects of human activities on these resources and the environment.						
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 5</b>			<b>GRADE: 6</b>		
	<b>LEARNING OUTCOMES</b>		<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	
	<b>LO1 TYPES, USES, AVAILABILITY &amp; ALLOCATION</b>				<b>SUCCESS CRITERIA</b>	
	<b>Examine and appreciate the major resources of the world and how they are used.</b>	<ul style="list-style-type: none"> <li>Identify the major resources of other countries of the world and how they are used.</li> <li>Interpret information from charts and tables showing the industries derived from the major resources of selected parts of the world.</li> <li>Debate whether people benefit or not from the world resources.</li> </ul>	<b>Evaluate the distribution of the world's resources and the impact of the use and misuse of resources in other countries of the world.</b>	<ul style="list-style-type: none"> <li>Classify major resources in the world (renewable/non renewable) and compare with their country's resources</li> <li>Discuss reasons why some countries have limited resources</li> <li>Suggest ways to better utilize the world's resources</li> <li>Find out about one of the world's resources, its availability and uses.</li> <li>Explain how human activities impact on the resources of a country.</li> </ul>		
	<b>LO2 CONSERVATION/PRESERVATION OF RESOURCES</b>					
	<b>Examine the conservation/preservation practices in the Caribbean.</b>	<ul style="list-style-type: none"> <li>Find out about conservation and preservation practices in selected Caribbean islands/territories (Solid waste department, ECU, WEF)</li> <li>Make a presentation and compare these practices with those of their country.</li> <li>Discuss why it is important for mutual conservation/ preservation practices in the Caribbean.</li> <li>Compare conservation/preservation practices in the Caribbean with those of their country.</li> </ul>	<b>Evaluate conservation / preservation practices of resources in the world.</b>	<ul style="list-style-type: none"> <li>Visit a historic site or (world Heritage site) in your area and find out how it is preserved /conserved</li> <li>Find out how a site is selected as a world Heritage site and its importance.</li> <li>Discuss the similarities and differences found in conservation/preservation practices in the world.</li> <li>Design a board game to illustrate appropriate conservation / preservation practices in the world.</li> <li>Discuss how some world resources are wasted and suggest how to manage/reduce or recycle waste.</li> </ul>		
	<b>LO3 ECONOMIC ACTIVITIES</b>					
<b>Demonstrate an understanding of the mutual benefits of economic activities in the Caribbean.</b>	<ul style="list-style-type: none"> <li>Classify the major economic activities of selected countries in the Caribbean.</li> <li>Discuss how their country benefits from economic activities in the Caribbean.</li> <li>Find out about the role of key persons / agencies in sustaining economic activities in the Caribbean.</li> <li>Examine factors, which affect economic activities in their country/ Caribbean.</li> </ul>	<b>Understand and appreciate the mutual impact of economic activities on the Caribbean and world.</b>	<ul style="list-style-type: none"> <li>Identify the different types of economic activities in the world in which people are employed.</li> <li>Describe some major industries of the world and Compare these activities with those in their country.</li> <li>Explain how the Caribbean contributes to world economic activities and vice versa.</li> </ul>			



<b>SUBJECT:</b>		<b>STRAND: 4 SOCIAL ISSUES AND CHANGE</b>		<b>KEY STAGE: 2</b>		
<b>ATTAINMENT TARGET:</b> The learner will be able to think critically to explore Social Issues and Change, how they impact on Society and how persons can make a positive contribution to their society.						
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE 5</b>			<b>GRADE 6</b>		
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	
	<b>L01 SOCIAL ISSUES</b>					
	<b>Examine causes of social issues that affect the country and identify ways to create awareness among its people.</b>	<ul style="list-style-type: none"> <li>Investigate causes of major social issues- crime, violence, unemployment and suggest reasons for these problems and how best to solve them.</li> <li>Suggest ways to make people aware of these problems using posters, drama, song, game, poem, and match.</li> </ul>	<b>Examine social issues affecting the Caribbean and the world. and ways to resolve them.</b>	<ul style="list-style-type: none"> <li>Find out about the major social issues in the Caribbean and the world. (why they occur, how they can be solved, how they affect us in Dominica.)</li> <li>Make a presentation using print/ visual to depict these groups.</li> <li>Discuss how they feel about these issues.</li> </ul>		
<b>LO 2 SOCIAL ISSUES</b>						
<b>Explain the various ways in which change influences Caribbean people.</b>	<ul style="list-style-type: none"> <li>View some of the historical sites of other countries –old mills, estates, and compare them with present day sites.</li> <li>Discuss how changes in trade, entertainment, culture etc impact on us.</li> <li>Illustrate their findings using print or visual.</li> </ul>	<b>Examine how change in the world impact upon the Caribbean.</b>	<ul style="list-style-type: none"> <li>Discuss some of the positive and negative changes in the world: political, economical, technological, social</li> <li>Organise and participate in a debate on the advantages and disadvantages of one of these changes- cellular phones, gang violence, indiscipline, wars, hunger, rape, abuse.</li> <li>Discus how these affect us in Dominica/ Caribbean Suggest solutions to these problems.</li> </ul>			

# **HEALTH & FAMILY LIFE EDUCATION**

## **Key Stage 2**

### **LEARNING OUTCOMES & SUCCESS CRITERIA**

#### **Grades 5 – 6**

**ATTAINMENT TARGET:** The learner will be able to demonstrate an appreciation of the diverse nature of people, to live and work effectively as an individual, a member of a family and a community with respect for gender equity, individual rights responsibility and show reverence to the supreme creator.

GRADE:5		GRADE:6	
<b>LO 1: Personal/Emotional Well Being</b>			
<b>Demonstrate sensitivity to people of diverse backgrounds</b>	<ul style="list-style-type: none"> <li>Discuss differences without being judgemental through role play and stories etc.</li> <li>Show empathy for others who may be treated wrongly through role play and real life</li> <li>Discuss a topical issue in groups and respect the individual views of group member.</li> <li>Talk with different groups of people about their life experiences in Dominica and share with others.</li> </ul>	<b>Demonstrate abilities to cope with changes and the emotions that may cause conflict</b>	<ul style="list-style-type: none"> <li>Identify and discuss changes that they have experienced in the past 2 years and expect in the next 2 years</li> <li>In groups, describe the emotions related to these changes and the strategies they have used to cope and record using print and visuals</li> <li>Demonstrate 2 coping strategies through role play.</li> </ul>
<b>LO 2: Spiritual Well Being</b>			
<b>Examine the major similarities and differences in various religious faiths in our country</b>	<ul style="list-style-type: none"> <li>Research the similarities and differences of religious faiths in Dominica and make a presentation that respects diversity .</li> </ul>	<b>Engage in activities to demonstrate moral values</b>	<ul style="list-style-type: none"> <li>Examine and discuss various situations/stories/proverbs dealing with values/morals.</li> <li>Engage in debates dealing with morals and values.</li> <li>Participate in role plays/skits highlighting the moral issues of various social situations.</li> </ul>
<b>LO 3: Social Well Being</b>			
<b>Participate in activities in the community to support others</b>	<ul style="list-style-type: none"> <li>Share life experiences with each other and find ways to help and support each other to show empathy.</li> <li>Identify and discuss a variety of situations in the community to which they can volunteer their service.</li> <li>Encourage each other to join a volunteer group</li> </ul>	<b>Undertake a collaborative group project to achieve a common goal</b>	<ul style="list-style-type: none"> <li>Identify and visit elderly people in your community, discuss their needs and write a report.</li> <li>Work as a team to make contributions to needy persons.</li> </ul>
<b>LO 4: Work and Careers</b>			
<b>Discuss the different categories of jobs that suit different personalities and link to school knowledge and skills</b>	<ul style="list-style-type: none"> <li>Associate personality traits to different jobs e.g.: bravery – Policemen kindness – Nurses dedication – Teacher</li> <li>Explain how school contributes to their knowledge, skills and attitudes for future occupation.</li> </ul>	<b>Research a job of personal interest to improve personal knowledge and skills attributed to that job</b>	<ul style="list-style-type: none"> <li>Collect data on a job of personal interest.</li> <li>Present a written project on the job of personal interest, detailing the knowledge , skills, values and attitudes and their reasons for interest .</li> </ul>

SUBJECT: HEALTH AND FAMILY LIFE EDUCATION		APPROPRIATE EATING AND FITNESS		STRAND:2	KEY STAGE 1&2
<b>ATTAINMENT TARGET: The learner will be able to recognise and appreciate the benefits of appropriate dietary and fitness habits to promote healthy lifestyles for themselves, their families and the nation</b>					
<b>GRADE: 5</b>			<b>GRADE: 6</b>		
<b>LO1: Drugs</b>					
<b>Examine strategies that may prevent substance abuse</b>	<ul style="list-style-type: none"> <li>• Give basic explanations of the effects of illegal drug/ substances on the body.</li> <li>• Participate in discussions on how they resist substance abuse.</li> <li>• Research the ways that persons become introduced to drugs.</li> <li>• Identify sources of information and support related to drug/substance abuse.</li> </ul>	<b>Use drug prevention strategies to raise awareness of the effect of substance abuse</b>	<ul style="list-style-type: none"> <li>• Analyse situations to identify skills needed to avoid/prevent substance abuse.</li> <li>• Use problem solving and assertiveness skills to avoid/prevent drug abuse in relationships and in various social settings.</li> <li>• Participate in presentations (oral, visual and performance) re/use, misuse/abuse of drugs.</li> <li>• Create short stories and slogans for others (e.g. lower classes, competitions etc) to raise awareness of the effects of drug abuse.</li> <li>• Participate in rallies and marches against substance abuse.</li> </ul>		
<b>LO 2: Nutrition</b>					
<b>Examine the need for different balanced diets according to age and health condition</b>	<ul style="list-style-type: none"> <li>• Categorise meals that can be given to different age groups</li> <li>• Identify the main nutrients of each food group and explain the importance of using foods from each group in their diet.</li> <li>• Make a presentation of the consequences of not eating a balanced diet e.g. obesity, heart attack.</li> </ul>	<b>Critically analyse different ways of using the family income to provide healthy eating for all</b>	<ul style="list-style-type: none"> <li>• Use questionnaires to investigate the cost and availability of providing 3 nutritious meals a day for a family.</li> <li>• Analyse the data collected and use tables and graphs to present findings</li> <li>• Discuss strategies in which family income can be used effectively to provide nutritious meal.</li> <li>• Develop and implement strategies to encourage the community to support locally grown foods.</li> </ul>		
<b>LO 3: Fitness, Rest &amp; Hygiene</b>					
<b>Demonstrate ways that they can incorporate hygiene and fitness practices into their daily lives</b>	<ul style="list-style-type: none"> <li>• Plan and organise daily fitness activities for class involving warm-ups and cool downs.</li> <li>• Explain the role of exercise in preventing particular diseases such as obesity.</li> <li>• Participate in fitness activities at school.</li> <li>• Plan a personal fitness and exercise programme to fit their daily routines.</li> </ul>	<b>Investigate choices of diet, fitness and hygiene practices in the community and develop strategies to balance poor practices into their lives</b>	<ul style="list-style-type: none"> <li>• Plan a fitness programme for a person with a health and/or physical need e.g. asthma, obesity, anorexia bulimia etc).</li> <li>• Critically examine some magazines and media advertisements relating to fitness and health.</li> </ul>		

SUBJECT: HEALTH AND FAMILY LIFE EDUCATION		SEXUALITY AND SEXUAL HEALTH		STRAND:3		KEY STAGE 1&2	
ATTAINMENT TARGET: The learner will be able to develop a critical understanding of human sexuality, analyse the influence of socio-cultural and economic factors on the expression of sexuality and demonstrate the ability to make appropriate choices relating to their sexual well-being							
LEARNING OUTCOMES		SUCCESS CRITERIA		LEARNING OUTCOMES		SUCCESS CRITERIA	
GRADE: 5				GRADE: 6			
<b>LO: 1 Gender and Sexuality</b>							
<b>Describe physical and emotional changes that occur in the body during puberty and how to cope with them</b>		<ul style="list-style-type: none"> <li>Compare and contrast the changes that occur in males and females at puberty using a visual or literature</li> <li>Discuss variations in the onset of puberty</li> <li>Explain the value of hormones during puberty, e.g. change in voice, menstruation.</li> <li>Demonstrate an understanding of the changes that males and females experience at puberty and the role that hormones play e.g. menstrual cycle/voice change, wet dreams etc through role play or a presentation</li> <li>Explain appropriate hygiene practices and show how poor practices can affect their health</li> </ul>		<b>Research myths and concepts in Dominica and the region relating to gender &amp; sexuality</b>		<ul style="list-style-type: none"> <li>Research myths relating to gender and sexuality in Dominica</li> <li>Discuss the myths collected in terms of truth and falsehood</li> <li>Make a presentation of the research findings to illustrate the dangers of behaviour based on myths e.g. Girl will not get pregnant when having sexual intercourse for the first time.</li> <li>Draw up a personal list of resolutions for responsible sexual behaviour in and out of school e.g. dress, language, actions, body gesture etc)</li> </ul>	
<b>LO: 2 Sexual Behaviour</b>							
<b>Demonstrate ways through which they can show respect for their bodies and those of others</b>		<ul style="list-style-type: none"> <li>Use literature to discuss sexual practices e.g. masturbation and rape</li> <li>Identify media messages (songs/ads etc) that encourage irresponsible sexual behaviours and explain why they show disrespect for the body</li> <li>Demonstrate appropriate ways to deal with body discomforts in public places e.g. scratching sex organs</li> <li>Write songs, poems rhymes etc on ways to value / appreciate their bodies</li> </ul>		<b>Analyse the consequences of inappropriate sexual behaviour and make a presentation to others.</b>		<ul style="list-style-type: none"> <li>Use literature, songs to discuss: <ul style="list-style-type: none"> <li>-the responsibilities of pregnancy and parenting</li> <li>- different sexual orientations</li> <li>-the costs of illnesses in terms of medication and care</li> <li>-the dangers of unwanted pregnancy, abortion to the body, cutting education short etc</li> </ul> </li> <li>Perform to other e.g.(role play, song, poem) to illustrate the physical and mental pain for males and females of inappropriate sexual behaviour</li> </ul>	
<b>LO: 3 Sexually Transmitted Diseases/HIV and AIDS</b>							
<b>Investigate and develop strategies to prevent</b>		<ul style="list-style-type: none"> <li>Explore myths relating to contracting sexually communicable diseases</li> <li>Use literature to discuss sexual abuse and rape as a means by which STIs and</li> </ul>		<b>Apply strategies to fight stigma and discrimination</b>		<ul style="list-style-type: none"> <li>Collect information from the media and in real life to: <ul style="list-style-type: none"> <li>a) find examples of stigma in the country and its effect on people</li> <li>b) Identify different strategies to fight stigma and select</li> </ul> </li> </ul>	

	<p><b>contraction of sexually communicable diseases</b></p>	<p>HIV and AIDS can be contracted</p> <ul style="list-style-type: none"> <li>• Explore in groups different types of help (individuals, groups, organisations) available in Dominica</li> <li>• Make a plan to conduct a group research to find different strategies for responsible sexual behaviour for their age group</li> <li>• Collect, organise and use the information to engage in activities to promote knowledge about different strategies for responsible behaviour amongst their peers e.g. rally, competitions, posters, songs.</li> </ul>	<p><b>by demonstrating tolerance for those who have contracted HIV and AIDS and other STIs</b></p>	<p>one for a presentation e.g. write and perform songs, poems, skits, make a poster, flier etc.</p> <ul style="list-style-type: none"> <li>• Research the work of local groups and organisations that support those affected by HIV and AIDS</li> <li>• Using appropriate language, role play situations to display empathy with people infected or affected with sexually transmitted diseases</li> <li>• Plan and participate in a NO DISCRIMINATION Rally.</li> </ul>
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<b>SUBJECT: HEALTH AND FAMILY LIFE EDUCATION    MANAGING THE ENVIRONMENT    STRAND: 4    KEY STAGE 1&amp;2</b>				
<b>ATTAINMENT TARGET: The learner will demonstrate the use of acquired life skills and positive attitudes in responding to challenges in the environment, make informed decisions using local, regional and global issues to ensure that the environment is sustained for use by present and future generations</b>				
<b>LEARNING OUTCOMES</b>		<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>
<b>GRADE:5</b>		<b>GRADE: 6</b>		
<b>LO 1: Environmental Awareness</b>				
<b>Demonstrate an understanding of the contribution that the environment makes to a healthy lifestyle</b>		<ul style="list-style-type: none"> <li>• Discuss and share their understandings of a healthy lifestyle.</li> <li>• Talk to resource people in the community to research ways in which the environment can contribute to a healthy lifestyle.</li> <li>• Report their findings to show the benefits of living in a healthy environment .e.g. reduce pest and rodent infestation.</li> <li>• Draw up a list of healthy practices that they will follow for at least a week and report on their progress.(e.g. orally or in LLC Journals)</li> </ul>		<b>Investigate the ways in which economic activities can enhance or destroy the environment</b> <ul style="list-style-type: none"> <li>• Plan and conduct a research (e.g. media, books, visits) to categorise a list of economic activities in their area.(e.g. farming, fishing, marketing, construction etc)</li> <li>• Identify one controversial activity from the research in terms of protection of the environment and plan and participate in a debate to illustrate the pros and cons of the activity in the environment</li> <li>• Prepare posters and slogans to promote school awareness of activities that can threaten the environment.</li> </ul>
<b>LO 2: Health and Safety</b>				
<b>Examine ways to help control the spread of common diseases caused by living in an unhealthy and unsafe environment</b>		<ul style="list-style-type: none"> <li>• Identify and discuss the different forms of pollution and talk to resource people in the community about ways pollution can affect the environment.</li> <li>• Discuss the practices that contribute to and prevent the spread of diseases related to air pollution and demonstrate understanding through the production of different written text-types.(e.g. story, report, letter etc)</li> <li>• Create a song, drama, poem about the consequences of poor environmental health practices for a family.</li> </ul>		<b>Conduct a research on the safety and security of your local community and recommend ways to maintain or improve the safety and security for all residents</b> <ul style="list-style-type: none"> <li>• Plan and conduct a research into some safety measures used in their community.</li> <li>• Use findings from research to:</li> <li>• a) Plan activities for younger children to promote and maintain safety in the community.</li> <li>• b) Plan and participate in a school / community effort to address local health and environmental issues (e.g. keep rules, regulations etc).</li> </ul>

# **VISUAL & PERFORMING ARTS**

**Key Stage 2**

**LEARNING OUTCOMES & SUCCESS  
CRITERIA**

**Grades 5 – 6**



**SUBJECT: VISUAL AND PERFORMING ARTS STRAND: ART AND CRAFT KEY STAGE: 2**

**ATTAINMENT TARGET:** The learner will be able to work individually and collaboratively using the environment to develop an interest in and an appreciation for art and craft through designing, drawing, painting and creating patterns, pictures and craft objects.

	<b>GRADE: 5</b>		<b>GRADE : 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
We will know that the learner has achieved this attainment target when she/he can	<b>LO 1 CREATING</b>			
	<b>Express themselves by drawing &amp; painting familiar 2/3 dimensional figures.</b>	<ul style="list-style-type: none"> <li>▪ Make discuss and display free-hand drawings</li> <li>▪ Use various materials to express thoughts and feelings</li> <li>▪ Demonstrate awareness of the overlapping of shapes to create an illusion of depth.</li> </ul>	<b>Express themselves through drawing, painting, printing to convey feelings, thoughts and experiences.</b>	<ul style="list-style-type: none"> <li>▪ Draw faces to depict various moods they experience and the situations</li> <li>▪ Make, discuss explain and display free hgand drawings &amp; impressions</li> <li>▪ Draw to given dimensions using a scale</li> <li>▪ Associate colours to moods, things, celebrations(carnival, weddings, Christmas, picnics valentines etc)</li> </ul>
	<b>LO 2 COLOURS</b>			
	<b>Identify the basic characteristics of colour and display the knowledge in different ways.</b>	<ul style="list-style-type: none"> <li>▪ State the colours on a colour wheel</li> <li>▪ Make tie dye to show colours</li> <li>▪ Construct a colour wheel</li> <li>▪ Apply the characteristics of colours (hue, saturation, brightness) to their paintings, photos etc</li> <li>▪ Make dark colours bright and bright colours dark</li> <li>▪ Use charcoal/pencil to show contrast</li> <li>▪ Paint scenes using different shades of a given colour</li> <li>▪ Manipulate colours to express various situations (formal, business and casual)</li> </ul>	<b>Use their knowledge of colour to undertake a group project to enhance a presentation for the public.</b>	<ul style="list-style-type: none"> <li>▪ Paint a mural</li> <li>▪ Make a poster, enter a competition</li> <li>▪ Colour scenery for a play</li> <li>▪ Colour models for an exhibition</li> <li>▪ Make a variety of art and craft items that demonstrate knowledge of colour for an art exhibition</li> <li>▪ Beautify the school using knowledge of colour</li> </ul>
	<b>LO 3 CRAFT</b>			
	<b>Create designs and models using various items from the environment</b>	<ul style="list-style-type: none"> <li>▪ Make mats, doilies, baskets, cushions, bags, towels</li> <li>▪ Make kites, trucks, tops, yo-yos, tents using local materials</li> </ul>	<b>Research products relevant to a problem and produce items to resolve the problem using a variety of materials</b>	<ul style="list-style-type: none"> <li>▪ Follow and give instructions to make mats, doilies. Baskets, cushions, bags, towels</li> <li>▪ Create and design costumes for a Carnival band, choir or drama group</li> <li>▪ Construct 3-D objects</li> </ul>

SUBJECT: VPA STRAND: 2 MUSIC KEY STAGE: 2					
ATTAINMENT TARGET: The learner will be able to confidently apply scientific and technological skills in everyday situations, to demonstrate an appreciation of diversity and inter-relationships in the environment					
We will know that the learner has achieved this attainment target when she/he can	GRADE: 5		GRADE: 6		
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA	
	<b>LO 1 LISTENING</b>				
	<b>Listen and Sing / play the notes of the C major scale on an instrument</b>	<ul style="list-style-type: none"> <li>▪ Recognize C major and pentatonic scale when it is played</li> <li>▪ Listen and complete rhythmic phrases using minims</li> <li>▪ Listen and complete rhythmic phrases using crochets and quavers and minims and their rests</li> <li>▪ Identify intervals as played</li> <li>▪ Compare the phrases (lines) of familiar songs</li> </ul>	<b>Identify, discuss and appreciate music based on the notes of the C&amp; G major scale sung or played on an instrument</b>	<ul style="list-style-type: none"> <li>▪ Listen and recognize sharp and flat pitches</li> <li>▪ Identify the duration of notes used in recorded music</li> <li>▪ Identify the up and down movement (contour) of simple melodies</li> <li>▪ Participate in fun listening activities.</li> </ul>	
	<b>LO 2 CREATING</b>				
<b>Compose music using notes of the C and G major scale</b>	<ul style="list-style-type: none"> <li>▪ Compose rhythmic phrases, and simple melodies in various styles. Calypso reggae, folk songs, patriotic, rap, cadence, blues etc</li> <li>▪ Complete given intervals by writing or singing</li> <li>▪ Write down /Sing intervals of given scales</li> </ul>	<b>Compose music in the C and G major scale</b>	<ul style="list-style-type: none"> <li>• Compose simple melodies in C and G major using musical notes (crochets, quavers and minims)</li> <li>• Use given motifs to compose melodies. Hip-hop, reggae, calypso, folk, patriotic, traditional, rap etc</li> <li>• Compose music that reflects various moods/events</li> <li>• Compile a repertoire of favourite songs</li> </ul>		
<b>LO 3 PERFORMING</b>					
<b>Interpret, perform &amp; critically evaluate simple musical scores through song or instrument</b>	<ul style="list-style-type: none"> <li>▪ Read and sing or play rhythmic phrases</li> <li>▪ Play and sing intervals</li> <li>▪ Perform a piece of music in various styles e.g. folk/patriotic songs, traditional, calypso, jazz, reggae, hymns etc</li> <li>▪ Participate in musical events.</li> </ul>	<b>Sing, play simple compositions to entertain others &amp; critically analyse performances of self &amp; others</b>	<ul style="list-style-type: none"> <li>• Sing lyrics of their own composition</li> <li>• Perform with a group using a variety of instruments (ensemble).</li> <li>• Read scores and prepare an accompaniment on an instrument</li> <li>• Perform favourite musical pieces and songs to an audience. (Calypso, reggae, folk, hip-hop, traditional etc)</li> </ul>		

**SUBJECT: VPA      STRAND: DRAMA      KEY STAGE: 2**

**ATTAINMENT TARGET:** The learner will be able to develop knowledge and skills, value and appreciate drama through the creative use of the body and imaginative potential.

We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 5</b>		<b>GRADE: 6</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		
	<b>Use bodies to illustrate the effects of social issues through drama</b>	<ul style="list-style-type: none"> <li>▪ Re-enact cultural aspects of the community life – conte, coud-main, bucket brigade etc.</li> <li>▪ Research a social issue of choice and dramatise it including a possible solution</li> </ul>	<b>Plan and give a group performance utilising body movements, sensory awareness etc</b>	<ul style="list-style-type: none"> <li>▪ Develop body movement to express different emotions(fear, anger, shock, surprise, joy)</li> <li>▪ In groups, prepare outlines for different personal/social situations that evoke strong emotions</li> <li>▪ Dramatise the outlines to others</li> <li>▪ Demonstrate various way of cooperating</li> </ul>
	<b>Demonstrate use of appropriate language for solving everyday problems</b>	<ul style="list-style-type: none"> <li>▪ Use the voice in different ways to prevent and resolve conflict with peers and adults.</li> <li>▪ Participate in class debates about a problem of their choice.</li> </ul>	<b>Participate in a variety of oral activities</b>	<ul style="list-style-type: none"> <li>▪ Use the voice in performances to assume different characters.</li> <li>▪ Join with and respond to others in oral activities (e.g. Choral speaking).</li> <li>▪ Research, plan and participate in formal oral activities e.g. debate, speeches etc</li> <li>▪ Participate in informal activities e.g. discussions, dialogues using appropriate conversation skills (taking the floor, holding the floor, maintaining argument etc) Respond without planning to each others' improvisation.</li> <li>▪ Use language in role plays to maintain good relationships and prevent and resolve conflicts.</li> </ul>
<b>Critically analyse various dramatic presentations</b>	<ul style="list-style-type: none"> <li>▪ Rearrange and present scenes and plots</li> <li>▪ Demonstrate a willingness and ability to work together when performing.</li> <li>▪ Demonstrate knowledge of the elements of a skit, play, and the effects of lighting strategies for a performance that celebrates their own artistic heritage and that of others.</li> </ul>	<b>Use their visual and performing arts knowledge and skills to create and perform a drama for others.</b>	<ul style="list-style-type: none"> <li>▪ Select/create an outline, cast characters, identify props</li> <li>▪ Draw up &amp; carry out rehearsal schedule</li> <li>▪ Stage drama involving music dance and art</li> <li>▪ Analyse their own response and that of the audience(s) to the drama</li> </ul>	

# **PHYSICAL EDUCATION & SPORTS**

**Key Stage 2**

**LEARNING OUTCOMES & SUCCESS  
CRITERIA**

**Grades 5 – 6**

PHYSICAL EDUCATION AND SPORTS		STRAND 1: PHYSICAL EDUCATION		KEY STAGE: 1 & 2		
ATTAINMENT TARGET: The learner will be able to appreciate the need for a healthy lifestyle as well as demonstrate high levels of fitness, safety and coordination to participate meaningfully in sports.						
We will know the learner has achieved this target when she/he can:	GRADE 5			GRADE 6		
	LEARNING OUTCOMES		SUCCESS CRITERIA	LEARNING OUTCOMES		SUCCESS CRITERIA
	LO 1 – HEALTH, FITNESS AND SAFETY					
	<b>Recognise injuries related to muscles and joints and discuss why specific foods are necessary for athletes.</b>		<ul style="list-style-type: none"> <li>describe at least two injuries related to muscles and joints</li> <li>discuss and simulate ways of treating injuries related to muscles and joints</li> <li>Define and give examples of a balanced diet</li> <li>Discuss the importance of different foods for athletes</li> <li>Suggest foods to be taken by athletes</li> </ul>	<b>Recognise serious injuries such as broken bones, eye injuries, etc.</b>		<ul style="list-style-type: none"> <li>differentiate between a fracture and a broken limb</li> <li>discuss and simulate the necessary actions to be taken to deal with a broken/fractured limb</li> </ul>
LO 2 MOVEMENT AND MOTOR SKILLS						
<b>Consistently and confidently perform locomotor skills and combinations of skills in competition settings</b>		<ul style="list-style-type: none"> <li>Perform multi jumps (bounding, island hops etc)</li> <li>Perform the basic long jump with and against others</li> <li>Run with varying speeds and jump with and against others</li> <li>Roll in order to prevent injury when falling</li> <li>Tumble in order to ‘break’ a fall</li> <li>use various locomotor skills in an obstacle course, (leaping, running, climbing, swimming, etc.) with and against others</li> </ul>	<b>Demonstrate ways to receive, retain and send an object with increasing control and accuracy.</b>		<ul style="list-style-type: none"> <li>Throw and catch to and from a specific target</li> <li>Catch tennis balls thrown with force to them</li> <li>Hit specified objects with a tennis/cricket ball</li> <li>Modify ways of sending, receiving and retaining various objects.</li> </ul>	

PHYSICAL EDUCATION AND SPORTS		STRAND 2: SPORTS		KEY STAGE: 1 & 2	
ATTAINMENT TARGET:		To acquire basic skills and competencies in dealing with games and sports where bats are required.			
We will know the learner has achieved this target when she/he can:	<b>GRADE 5</b>		<b>GRADE 6</b>		
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	
	<b>LO 3 - To acquire basic skills and competencies for effective participation in individual sports</b>				
	<b>Develop jumping and throwing skills for individual athletic event. (discuss, javelin, shot put, fosbury etc.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate the javelin, discuss and cricket ball throws</li> <li>• Develop their long jump and high jump skills – scissors (and fosbury*)</li> </ul>	<b>Demonstrate an understanding for fair competition through small sided games.</b>	<ul style="list-style-type: none"> <li>• Explain the importance of fair play</li> <li>• Demonstrate respect for rules</li> <li>• Value the contribution of each team member</li> <li>• Demonstrate fair play through small team competition</li> <li>• Demonstrate respect for officials</li> </ul>	
	<b>LO 2 - To acquire basic skills and competencies for effective participation in team sports requiring a big ball</b>				
	<b>Understand and appreciate the importance of teamwork, rules and infringements by participating in small games.</b>	<ul style="list-style-type: none"> <li>• Discuss/experience the importance and advantages of teamwork</li> <li>• Discuss rules and infringements involved in games with bats (cricket, tennis, rounders)</li> </ul>	<b>Demonstrate an understanding for fair competition through small sided games.</b>	<ul style="list-style-type: none"> <li>• Explain importance of fair play</li> <li>• Demonstrate respect for rules</li> <li>• Value the contribution of each team member</li> <li>• Demonstrate fair play through small team competition</li> <li>• Demonstrate respect for officials</li> </ul>	
	<b>LO 1 – To acquire basic skills and competencies for effective participation in team sports requiring a bat</b>				
<b>Understand and demonstrate the importance of teamwork, rules and infringements involved in sports with bats</b>	<ul style="list-style-type: none"> <li>• Discuss/experience the importance and advantages of teamwork</li> <li>• Discuss rules and infringements involved in games with bats (cricket, tennis, rounders)</li> </ul>	<b>Demonstrate activity specific skills in a variety of individual activities.</b>	<ul style="list-style-type: none"> <li>• Demonstrate proper sprinting techniques</li> <li>• Use their own abilities to assists others/team in relay events</li> <li>• Demonstrate proper techniques in throwing and jumping events.</li> </ul>		