

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 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:

KEY STAGE	STUDENT AGES	APPROX GRADE/FORM
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:

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

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 1

**LEARNING OUTCOMES
&
SUCCESS CRITERIA**

K - GRADE 2

SUBJECT: LANGUAGE, ARTS STRAND: LISTENING AND SPEAKING KEY STAGE: 1				
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.				
We will know that the learner has achieved this attainment target when she/he can	GRADE: K		GRADE: 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1 COMMUNICATING PERSONAL IDEAS, EXPERIENCES & FEELINGS			
Listen and speak about personal experiences, news, feelings, ideas while demonstrating appropriate conversation skills	<p><i>Talk about</i></p> <ul style="list-style-type: none"> • Themselves: name, age, address, tel no., family, likes and dislikes • Topics that interest them e.g. hobbies, pets etc. • Things that make them happy, sad, angry etc • Personal experiences and news and respond to each other with empathy • Personal issues & provide information, give opinions, suggest solutions <p><i>Listen</i></p> <ul style="list-style-type: none"> • Attentively e.g. take turns, do not interrupt, make eye contact, encourage speaker with appropriate body gesture • To different opinions, ideas, discuss and respond appropriately, • And ask questions to get more information, understand task etc • Recognise moral values 	Listen & speak about personal experiences, news, feelings and ideas in topics of their interest using appropriate conversation skills.	<p><i>Talk about</i></p> <ul style="list-style-type: none"> • Themselves: name, age, address, tel no., family, • Likes and dislikes & give reasons • Topics that interest them. • Personal experiences and news and respond to each other with empathy • Their feelings in various situations and events • Self initiated issues, give information, opinions, suggest solutions <p><i>Listen</i></p> <ul style="list-style-type: none"> • Attentively, take turns, do not interrupt, make eye contact, use appropriate body gesture • To different opinions, ideas, discuss and respond appropriately, • And ask questions for clarification and elaboration • for main idea to re-tell it • And respond courteously • Identify moral values and relate them to their daily lives 	
LO 2: LO2: PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES				
Use sounds, words and grammar of IAE to create and interpret simple oral texts¹ <i>Focus on narrative</i>	<p><i>Speaking</i></p> <ul style="list-style-type: none"> ▪ Join in stories, poems etc that are read to them ▪ Re-tell a favourite story, rhyme and poem ▪ Talk about characters, setting & events, with teacher and peers, give opinions and relate to their lives. 	Use sounds, words and grammar of IAE to create and interpret simple oral texts that narrate + Recount(Re-tell)	<p><i>Speaking</i></p> <ul style="list-style-type: none"> ▪ Join in stories, poems etc that are read to them ▪ Re-tell a story, rhyme and poem in local or IAE ▪ Talk about characters, settings, events, with teacher and peers, give opinions and relate to their lives 	

¹ ORAL TEXTS = spoken language made face-to-face, by phone or recorded or heard from radio, TV, film etc.

		<ul style="list-style-type: none"> ▪ Talk about how descriptive words in stories, poems make them feel ▪ Begin to respond in IAE with support ▪ Name parts of a book e.g. title, author, character with guidance ▪ Add words to the word families in the rhymes, poems ▪ Tap rhythms in rhymes ▪ ‘Read aloud from visuals <p><i>Listen to texts that narrate and</i></p> <ul style="list-style-type: none"> ▪ respond with peers and/or teacher e.g. record some data, show the sequence of events, perform ▪ Identify basic sequence of events in stories poems ▪ Repeat rhymes, individual letters of the alphabet, blends ▪ identify the main points ▪ Predict what will happen next ▪ Identify, key words that relate to story texts e.g. , once upon a time, and then, after ▪ Identify, talk about and use language structure of narration. Focus: past tense sentence patterns in the texts 		<ul style="list-style-type: none"> ▪ Locate, talk about & use adjectives + nouns (singular + plural) in the texts ▪ Respond to who, what, where, why, when and how questions for narrative texts ▪ Respond in IAE with the support of the teacher ▪ Talk about favourite books ▪ Read aloud 1-2 sentences from a familiar text that narrates ▪ Make blends, add a line to a rhyme ▪ Sing, chant rhythms in rhymes <p><i>Listen to texts that recount and</i></p> <ul style="list-style-type: none"> ▪ Respond with peers and/or teacher e.g. record some data, sequence events, perform ▪ Identify sequence of events in stories, poems, recounts ▪ Repeat rhymes, rhyming patterns, blends, digraphs, ▪ Predict what will happen next ▪ Identify the main points of a recount ▪ Identify and talk about story elements ▪ Identify, words that indicate past tense, time sequence & are typical in narrative and recount texts ▪ Identify, talk about and use past tense sentence patterns and time sequence words of recount
LO 3 COMMUNICATING FOR DAILY LIVING				
	<p>Ask and respond to questions, listen, follow and give simple instructions announcements and explanations in appropriate</p>	<p><i>Speak to</i></p> <ul style="list-style-type: none"> • Greet, thank, request, apologise, invite, leave –take • Give simple instructions /directions (1-2 steps) ▪ Ask and answer questions using simple phrases and sentences for clarification/elaboration ▪ Make simple announcements to the class ▪ Give simple explanations as to why certain behaviour happened 	<p>Ask and respond to questions, listen, respond & give instructions, simple messages & explanations using appropriate language for</p>	<p><i>Speak to</i></p> <ul style="list-style-type: none"> • Give simple instructions/directions (2-3 steps) • Ask questions to elicit information about instructions, explanations, messages & give responses ▪ Make announcements to the class ▪ Give explanations of simple natural processes

language for familiar audiences	<ul style="list-style-type: none"> ▪ Hold conversations with peers to represent typical daily experiences in the community e.g doctor’s; ▪ Communicate basic personal needs and desires. (“May I go to the bathroom, please?”) <p><i>Listen and</i></p> <ul style="list-style-type: none"> ▪ Follow instructions and directions in school (1-2 steps) ▪ Respond to explanations by giving opinions and empathise /react ▪ Ask questions for clarification and elaboration ▪ Respond appropriately to announcements ▪ Answer questions in context 	familiar audiences	<ul style="list-style-type: none"> ▪ Hold conversations that imitate typical • Greet, give thanks, apologies, requests, invites and say goodbye <p>Listen and</p> <ul style="list-style-type: none"> ▪ Follow instructions and directions (2-3 steps) ▪ Respond to explanations by giving opinions and empathise ▪ Ask questions for clarification and elaboration ▪ Respond appropriately to announcements ▪ Answer questions in context ▪ Identify fact from fiction, fantasy
LO 4 DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE			
Listen, create & perform different oral texts of their own choice from predominantly local culture.	<p><i>Speak and listen to others as they</i></p> <ul style="list-style-type: none"> ▪ Select and share their different oral texts of their own choice ▪ Participate in choral recitations, songs, drama ▪ Retell favourite stories, jokes, proverbs by using appropriate gestures/expressions ▪ Tell an imaginative story alone and with peers ▪ Create a song, rhyme jingle poem etc. ▪ Take part in a class performance of a story <p>▪ <i>Record songs/stories and voices on tape/CD/computer²</i></p>	Listen, respond, create, perform & talk about different oral texts of their own choice from predominantly local and regional cultures.	<p><i>Speak and listen to others as they:</i></p> <ul style="list-style-type: none"> ▪ Select and share oral texts of their own choice ▪ Participate in choral recitations, songs, drama ▪ Retell favourite stories, jokes, proverbs by using appropriate gestures/expressions ▪ Tell an imaginative story alone and with peers ▪ Create a song, rhyme jingle poem etc. ▪ Take part in a class performance of a story ▪ Begin to recognise socio-cultural biases/assumptions in different texts e.g. gender ▪ Respond to a text through a different mode e.g. Give a talk/role play/dance/draw/ create/
LO 5: LISTENING & SPEAKING ACROSS THE CURRICULUM			
Use vocabulary & language of Grade K subjects to talk, think, solve problems, process & use information for learning across the curriculum	<p><i>Using Grade K texts</i></p> <ul style="list-style-type: none"> • Talk about & use words of different subjects • Discuss a topic from other subjects, give opinions and state what they learned • Explain how to do something from another subject • Listen to a text & respond in different ways to the information (e.g. write, draw, colour, match) • Gather information about a problem from another subject and present findings 	Use vocabulary & language of Grade 1 subjects to talk, think, solve problems, process & use information for learning across the curriculum	<p><i>Using Grade 1 texts</i></p> <ul style="list-style-type: none"> ▪ Talk about the words used in different subjects ▪ Discuss a topic from other subjects, give opinions and state what they learned ▪ Explain how to do something from another subject ▪ Listen to a text and record the information • Gather information about a problem from another subject and present findings

² It is hoped that this will be available to all by time of implementation.

SUBJECT LANGUAGE ARTS STRAND: LISTENING AND SPEAKING KEY STAGE: 1	
<u>ATTAINMENT TARGET:</u> 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.	
GRADE 2	
LEARNING OUTCOMES	SUCCESS CRITERIA
LO 1 COMMUNICATING PERSONAL IDEAS, EXPERIENCES & FEELINGS	
Listen and speak about personal experiences, news, feelings, ideas and offer opinions while demonstrating appropriate conversation skills	<p><i>Talk about</i></p> <ul style="list-style-type: none"> • Themselves: their strengths and needs, their hopes for the future, jobs they would like in small groups and with class • Topics that interest the class. • Personal experiences, give news and respond to each other with empathy • Their feelings in various situations and events and ask others for their feelings, thoughts etc • Self initiated issues/problems they face, exchange information, opinions & suggest solutions to help others <p><i>Listen</i></p> <ul style="list-style-type: none"> • Attentively, take turns, do not interrupt, make eye contact, use appropriate body gesture • To different opinions, ideas, discuss and respond appropriately, • And ask questions for clarification and elaboration • And get main idea to re-tell it • And respond courteously • And recognise emotional tone of speaker and respond appropriately • Relate moral values to their lives • Begin to identify socio-cultural values in oral texts e.g. gender
LO 2: PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES	
Use sounds, words and grammar of IAE to create and interpret simple oral texts that narrate, re-tell/ recount + <i>Instruct</i>	<p><i>Speaking</i></p> <ul style="list-style-type: none"> ▪ Join in, re-tell & tell their own stories, poems, jokes, proverbs etc in IAE ▪ Talk about characters, events, sequence, with teacher and peers, give opinions and relate it to their lives ▪ Respond to who, what, where, why, when and how questions for narrative & recount texts ▪ Respond in IAE with minimal support from the teacher ▪ Give instructions to a peer to make/do something and talk about if the peer was able to follow and how to improve ▪ Give directions to peers to go somewhere, talk about if the directions were useful and how they can improve ▪ Identify, discuss and make blends, digraphs, rhymes from spoken texts ▪ Sing, chant, clap rhythms of short texts as they tell speak ▪ Read aloud from familiar texts that narrate, & recount with expression <p><i>Listen to texts that narrate, recount and instruct to</i></p> <ul style="list-style-type: none"> ▪ Respond with peers and/or teacher e.g. record some data, sequence events, perform etc ▪ Identify sequence of events in stories, poems ▪ Repeat rhymes, blends, digraphs, ▪ Identify the main points

	<ul style="list-style-type: none"> ▪ Predict what will happen next ▪ Identify, talk about & use words that indicate past tense, connect sentences, show sequence of events and are typical of story texts. ▪ Identify, talk about and use language structure of instruction e.g. command (verb + adjective + noun) and require logical sequence ▪ Express opinions on what they liked and disliked about the different texts and give reasons why ▪ Repeat predominantly IAE sounds that can give problems e.g. ‘th’ in initial, mid and final position.
LO 3 COMMUNICATING FOR DAILY LIVING	
Ask and respond to questions, listen, respond & give instructions, simple messages & explanations using IAE appropriately for familiar audiences	<p><i>Speak</i></p> <ul style="list-style-type: none"> • Give simple instructions/directions (3-4 steps) • Ask relevant questions to elicit specific information about instructions, explanations, messages & give appropriate responses ▪ Make announcements to the class ▪ Give explanations of behaviour and events at school ▪ In pairs and groups conduct typical oral exchanges from community activities e.g. Post Office, shopping, etc • Communicate basic personal needs and desires. • (“May I go to the bathroom?”) • Greet, give thanks, apologies, requests, invites and leave taking. <p>Listen and</p> <ul style="list-style-type: none"> ▪ Follow instructions and directions (3-4 steps) to perform as required ▪ Respond to explanations by giving opinions and empathise ▪ Ask questions for clarification and elaboration ▪ Respond appropriately to announcements ▪ Give relevant answers to questions ▪ Distinguish between fact and fiction and fact and opinion.
LO 4 DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE	
Listen, respond, perform, create and talk about different oral texts from predominantly global cultures that are of interest to them.	<p><i>Speak and listen to others as they:</i></p> <ul style="list-style-type: none"> ▪ Join in different oral texts that the class chooses ▪ Participate in choral recitations, songs, drama ▪ Retell favourite stories, jokes, proverbs by using appropriate gestures/expressions in different ways ▪ Tell an imaginative story individually and with peers ▪ Create a song, rhyme, jingle, poem, drama, role play etc. ▪ Take part in a class performance of a story
	<ul style="list-style-type: none"> ▪ Explain why they enjoyed listening to/telling a story, rhyme, poem etc ▪ Respond to a text through a different mode e.g. Give a talk/role play/write/draw/create/dance etc ▪ Chant, sing, tap rhyme and rhythm of IAE ▪ Make a group presentation to the class
LO 5 LISTENING & SPEAKING ACROSS THE CURRICULUM	
Use vocabulary & grammar of Grade 2 subjects to talk, think, solve problems, process & use information for learning across the curriculum	<p>Using Grade 2 texts</p> <ul style="list-style-type: none"> ▪ Build vocabulary as they talk about words used in different subjects ▪ Discuss topics from other subjects in IAE, give opinions, state what they enjoyed and what they learned ▪ Explain how to do something from another subject ▪ Listen to a text and record the information on a table, chart etc ▪ Gather information about a problem from another subject and present findings. ▪ Make oral presentations from another subject that are relevant to a given topic and audience

SUBJECT: LANGUAGE ARTS STRAND: 2 READING KEY STAGE: 1				
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.				
We will know that the learner has achieved this attainment target when she/he can	GRADE: K		GRADE: 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1 MAKING MEANING AT TEXT LEVEL			
	<p>Demonstrate understanding that print and visual texts carry meaning related to their purpose Focus: narrative texts</p>	<ul style="list-style-type: none"> ▪ Read own 'writing' (scribble, print, drawing) to others ▪ Read 'writing' of peers and others. ▪ Handle a book properly ▪ Recognise the direction of print. ▪ 'Read' title and author with support & predict content. ▪ Identify & talk about parts of a book. ▪ Retell a story presented through visuals in sequence ▪ Retell texts they have 'read' in a variety of ways in pairs and small groups ▪ Read and respond to simple texts with the teacher, class and group ▪ Use picture clues and language print experience to interpret the meaning of a string of 3-4 words in a text ▪ Identify & discuss story structure (beg/mid/end) , characters, setting etc ▪ Identify, talk about & 'read' simple sentences in narrative texts with support ▪ Identify, talk about & 'read' past tense sentence patterns in narrative texts. ▪ Express preferences for texts. 	<p>Use the vocabulary and grammar to read / view and understand the meaning of familiar print & visual texts that narrate + Recount (Re-tell)</p>	<ul style="list-style-type: none"> ▪ Recognise concepts of print (, words, spaces between words, sentences) ▪ Read own 'writing' and that of peers to others & make links to own experience ▪ Use cover, title, etc to predict content ▪ Use visuals to predict & explain events in narrative texts ▪ Check predictions as they read ▪ Read and respond to local stories -fact & fiction, poems, greeting cards with teacher, class and group ▪ Scan the text and respond with teacher to simple who/ what/ where/ when/ questions ▪ Locate and read repeated patterns of narrative texts independently ▪ Begin to read simple familiar texts with support ▪ Identify & discuss story structure, characters, setting and main points of plot ▪ Identify, talk about & 'read' actions & descriptions in narrative /recount texts, ▪ Identify, talk about & 'read' past tense sentence patterns including connectives in narrative texts. ▪ Express preferences for texts with reasons ▪ Read aloud 2 simple sentences from familiar narrative texts to sound like natural speech ▪ Identify, discuss and use punctuation .

LO 2 MAKING MEANING AT CONTEXT LEVEL			
Use background knowledge & experience to recognise social moral and cultural values in Grade K texts & relate it to their lives	<ul style="list-style-type: none"> ▪ Read visuals to identify and discuss moral social & cultural values in different texts ▪ Talk about the values in the narrative texts and relate them to their own lives ▪ Draw conclusions/make judgements about the values presented in the texts 	Use background knowledge & experience to recognise social moral and cultural values in Grade 1 texts & relate it to their lives.	<ul style="list-style-type: none"> ▪ Read visuals to identify and discuss moral social & cultural values in different texts ▪ Talk about the values in the narrative texts relate them to their own lives ▪ Draw conclusions/make judgements about the values presented in the texts
LO 3 MAKING MEANING AT WORD LEVEL			
Use phonic and sight recognition skills to read the alphabet and common sight words including some personally significant words	Using the texts used at LO1 <ul style="list-style-type: none"> ▪ Show that they can recognise upper case letters of the alphabet and name them ▪ Show that they can recognise lower case letters of the alphabet and name them ▪ Identify letters and sounds in initial position ▪ Identify letters and sounds in final position of words (e.g. inflectional 's') ▪ Identify rhyming patterns of 3-letter words with short vowels and match to sounds ▪ Distinguish letters from words ▪ Identify discuss and use consonants in initial & final position ▪ Read 75% sight words for Grade K, including high frequency words ▪ Read words from spoken vocabulary (LEA) including personally significant words ▪ Read words aloud, repeat with the teacher and recognise English phonemes ▪ Identify, talk about and read his/her own name in print ▪ Identify, talk about & read common environmental print seen around them (e.g. road signs, shop names, numbers etc) 	Use phonic and sight recognition skills to read letters & common words including personally significant and the identified high frequency words	Using the texts used at LO1 <ul style="list-style-type: none"> ▪ Read 75% of sight words for grade 1, including high frequency words ▪ Identify, talk about and read the names of peers in print ▪ Read common compound words ▪ Read personally significant words. ▪ Read & talk about common environmental print ▪ Use contextual clues to identify new words ▪ Read words from spoken vocabulary (LEA) ▪ Identify medial sounds in words ▪ Identify & distinguish consonant blends in different positions in words ▪ Identify & distinguish between short and long vowels and create rhymes with them ▪ Read words aloud, repeat with the teacher & recognise English phonemes ▪ Identify, talk about & read words commonly found in narrative texts

LO 4 READING TO DEVELOP POSITIVE ATTITUDES			
Show interest & enthusiasm for reading different print and visual texts.	<ul style="list-style-type: none"> ▪ Show interest in visual and printed texts in different places (walls, media, stores, etc) ▪ Show willingness to talk about print & visual texts that have been read to them/ that they have read ▪ Share ideas from texts that they have 'read' and enjoyed ▪ Participate actively during reading activities ▪ Point to text while reading ▪ Read along when teacher reads familiar stories in small group/with whole class ▪ State likes and dislikes of texts & authors 	See self as a reader by selecting and reading different favourite texts.	<ul style="list-style-type: none"> ▪ Show interest in visual and printed texts in different places (walls, media, stores, etc) ▪ Talk about print & visual texts that have enjoyed ▪ Select favourite local texts. ▪ Express personal responses to stories ▪ Share favourite texts with others ▪ Participate actively during reading activities ▪ Point to text while reading ▪ Read along when teacher reads familiar stories in small group/with whole class ▪ State likes and dislikes of texts & authors
LO 5 READING ACROSS THE CURRICULUM			
Read/view Grade K texts to think, reason, solve problems, process & use information for learning in different subjects	<ul style="list-style-type: none"> • Talk about themes and topics already taught in other subjects • Identify words related to content areas and talk about them in various subjects. • Ask for clarification and elaboration of words and texts • Read/view to solve simple problems • Read information recorded on charts and other visuals 	Read/view Grade 1 texts to think, reason, solve problems, process & use information for learning in different subjects	<ul style="list-style-type: none"> • Talk about themes and topics already taught in other subjects • Identify words related to content areas and talk about them in various subjects. • Ask for clarification and elaboration of words and texts • Read/view to solve simple problems • Read /view & interpret information recorded graphically from other subjects • Use reading strategies to process information from other subjects • Use contents page and indexes to find information with support

GRADE 2	READING	KEY STAGE 1
LO 1 MAKING MEANING AT TEXT LEVEL		
Use the vocabulary and grammar to read / view and understand the meaning of familiar print & visual texts that narrate, recount + <i>Instruct</i>	<ul style="list-style-type: none"> ▪ Recognise concepts of print (sentences and paragraphs) ▪ Read own writing and that of peers to others & make links to own experience ▪ Use cover, title, visuals etc to predict content of texts ▪ Read to check predictions ▪ Read and respond to local & other narrative/recount texts with teacher, class and group ▪ Scan the text and respond to simple who, what, where, when, why, how questions ▪ Locate and read repeated patterns of narrative /recount texts independently ▪ Identify & discuss story structure, characters, setting and main points of plot • Identify, talk about & read actions & descriptions in narrative & recount texts, <ul style="list-style-type: none"> ▪ Show understanding of a simple instructional texts on how to do or make something by making/doing it with support ▪ Identify, talk about & read imperative & present tense sentence patterns including time connectives in instructional texts. ▪ Express preferences for texts with reasons. ▪ Use punctuation of instructional texts to get meaning. 	

LO 2 MAKING MEANING USING CONTEXT	
Use background knowledge & experience to recognise social moral and cultural values in Grade 2 texts & relate it to their lives.	<ul style="list-style-type: none"> ▪ Read visuals to identify and discuss moral social & cultural values in different texts ▪ Talk about the values in the narrative texts and relate them to their own lives ▪ Draw conclusions/make judgements about the values presented in the texts
LO 3 MAKING MEANING AT WORD LEVEL	
Use phonic and sight recognition skills to read letter combinations and common words in Grade 2 texts including high frequency words	<p>Using the texts used at LO1:</p> <ul style="list-style-type: none"> ▪ Read 75% high frequency words ▪ Read common sight words for Grade 2 including compound words ▪ Read personally significant words. ▪ Read & talk about common environmental print ▪ Use contextual clues to identify unfamiliar words ▪ Read words from spoken vocabulary (LEA) ▪ Identify regular vowel sounds in the middle of words ▪ Identify & distinguish consonant blends in different positions in words ▪ Identify & distinguish between short and long vowels and create rhymes with them ▪ Read words aloud, repeat with the teacher and recognise English phonemes ▪ Identify, talk about & read words commonly found in instructional texts ▪ Use strategies of word shape, sounding out, initial final medial letters etc to identify sight words ▪ Use knowledge of phonic letter sound relationships to decode unfamiliar words ▪ Use syllabic patterns to decoding unfamiliar words ▪ Make meaningful substitutions for unknown words
LO 4 DEVELOP A POSITIVE ATTITUDE TO READING	
Use criteria to select, read and respond by self or with others to short familiar text from local regional and international literature	<ul style="list-style-type: none"> ▪ Show interest in finding texts on favourite topics from other places e.g. home, library, internet etc. ▪ Talk about print & visual texts that have enjoyed ▪ Select favourite texts. ▪ Express personal responses to stories ▪ Share favourite texts with others ▪ Read a text recommended by someone else ▪ Participate actively during reading activities ▪ Read along when teacher reads familiar stories in small group/with whole class ▪ Read aloud from a favourite text to the class/group ▪ State likes and dislikes of texts & authors
LO 5 READING ACROSS THE CURRICULUM	
Use language of Grade 2 texts to think, reason, solve problems, investigate & process information for learning across the curriculum	<ul style="list-style-type: none"> • Talk about themes and topics already taught in other subjects • Identify words related to content areas and talk about them in various subjects. • Ask for clarification and elaboration of words and texts • Read/view to solve simple problems • Read /view & interpret information recorded graphically from other subjects • Scan texts with the teacher to process information from other subjects • Begin to identify main points from details in texts from different subjects • Use contextual clues, previous knowledge and experience of other subjects to figure out meaning of unfamiliar words in texts from another subjects

SUBJECT: LANGUAGE ARTS STRAND: 3 WRITING KEY STAGE: 1				
ATTAINMENT TARGET: The learner will be able to read for understanding and enjoyment using a wide range of texts, both print and visual, by interpreting and constructing meaning and responding critically to the aesthetic, cultural and emotional values in the texts.				
We will know that the learner has achieved this attainment target when she/he can	GRADE: K		GRADE: 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1 PRODUCING PERSONAL & EVERYDAY TEXTS			
	Produce visuals, words & phrases about personal experiences, ideas, feelings and for daily needs.	<ul style="list-style-type: none"> ▪ Hold the pencil in an appropriate way ▪ Imitate writing ▪ Trace or write their own names ▪ Assign a message or meaning to their own written symbols and read their own writing. ▪ Trace and begin to write upper and lower case letters ▪ Copy words and phrases with legible handwriting. ▪ Produce a personal text (print or visual) for daily use ▪ Write letters to make specific sounds ▪ Put spaces between words. 	Produce visuals, words & 1-2 sentences to express personal information and for daily use	<ul style="list-style-type: none"> ▪ Imitate writing ▪ Write their own names ▪ Read their own writing. ▪ Write upper and lower case letters ▪ Copy phrases and short sentences with legible handwriting. ▪ Produce a personal text (print & visual) for daily use ▪ Write letters to make specific sounds ▪ Put spaces between words, full stops at end of sentences and capital letters and the beginning, ▪ Write personal greetings, messages to family & friends ▪ Begin to write a journal/diary ▪ Begin a personal dictionary of known words
LO 2: PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES				
Use graphics, grammar and vocabulary to create and interpret simple texts. <i>Focus: Narration</i>	<ul style="list-style-type: none"> ▪ Draw pictures to represent characters, setting and events of a story ▪ Draw several pictures to show the sequence of a story ▪ ‘Write’ (scribble) to tell a story ▪ Label some pictures with known initial letters and words ▪ Use left to right organisations of print in writing ▪ Practice writing /forming letters legibly ▪ Rearrange letters to make a word & copy it ▪ Begin to use a capital letter at beginning of a sentence and a full stop at end ▪ Create a story and a poem with the teacher ▪ As a class make a book for the class library with the teacher of a favourite story ▪ Use their word bank to check spelling of Gr K high frequency & sight words. ▪ Check own writing against a model ▪ Correct own work 	Use graphics, grammar and vocabulary to create and interpret simple texts that narrate + Recount (re-tell)	<ul style="list-style-type: none"> ▪ Draw pictures to represent characters, setting and events of a story ▪ Draw several pictures to show the sequence of a story ▪ ‘Write’ (scribble) to recount an event ▪ Label some pictures with known words ▪ Form letters in words legibly ▪ Rearrange words to make a sentence and copy it ▪ Use a capital letter at beginning of a sentence, for names and places personal pronoun ‘I’ and a full stop at end of sentences ▪ Create a recount text and a poem with the teacher ▪ Make a book for their class library as a class with the teacher of the life of an interesting local person ▪ Use their word bank to spell known words correctly including high frequency words at grade level correctly ▪ Edit work to check spelling especially Gr 1 high frequency & sight words of own spelling & that of others ▪ Correct own work ▪ Write common letter strings and vowel patterns, ▪ Write nouns, pronouns past tense verbs in sentences, ▪ Brainstorm purpose and audience & draw ideas for writing ▪ Check own writing against a model and correct 	

LO 3 TRANSFERRING DATA			
Produce Grade K print and visual texts in response to oral, visual & electronic texts ³	<ul style="list-style-type: none"> ▪ Produce visuals to represent characters, setting, events in a story ▪ Produce visuals in a group to sequence a story ▪ Produce visuals to make greeting cards ▪ Write/draw symbols in tables and charts ▪ Write tallies, numbers, marks to record games, events ▪ As a class make a story book 	Produce Grade 1 print and visual texts in response to oral, visual & electronic texts	<ul style="list-style-type: none"> ▪ Produce visuals to represent characters, setting, sequence of events in a story ▪ Produce a set of visuals to explain a familiar change observed in the environment (e.g. growth of seed to plant/ tadpole to frog) ▪ From discussion of a special event, make greeting cards ▪ Write tallies, numbers, marks to record games, events, surveys etc ▪ As a class make a story book
LO 4 DEVELOPING A POSITIVE ATTITUDE TO WRITING			
Show interest and enthusiasm for using different tools, colours and designs to make marks and to communicate	<ul style="list-style-type: none"> ▪ Free write using colours of their own choice ▪ Draw pictures using colours and design of their own choice ▪ Present and read your writing to family, friends and teacher ▪ Show interest in writing by using colours and design in journals 	See self as a producer of texts & select favourite purposes and audiences for writing	<ul style="list-style-type: none"> ▪ Free write using colours of their own choice ▪ Draw pictures using colours and design of their own choice ▪ Present and read your writing to family, friends and teacher ▪ Show interest in writing by using colours and design in journals
	<ul style="list-style-type: none"> ▪ Share writing with others ▪ Respond positively to feedback given by teachers and peers on their writing ▪ Show interest in correct spelling ▪ Begin to develop a portfolio of best work 		<ul style="list-style-type: none"> ▪ Share writing with others ▪ Respond positively to feedback given by teachers and peers on their writing ▪ Show interest in correct spelling ▪ Select best pieces of work for portfolio ▪ Show interest in writing independently and with others for fun (games, puzzles, word searches etc)
LO 5: PRODUCE TEXTS ACROSS THE CURRICULUM			
Use vocabulary & grammar of Grade K subjects to talk, think, solve problems, process & use information for writing across the curriculum	<ul style="list-style-type: none"> ▪ Produce visuals of themes and topics already taught in other subjects • Label visuals with initial letters or symbols. • Write/draw to solve simple problems • Produce & interpret information from other subjects graphically 	Use vocabulary & grammar of Grade 1 subjects to talk, think, solve problems, process & use information for writing across the curriculum	<ul style="list-style-type: none"> ▪ Produce visuals of themes and topics already taught in other subjects • Label visuals with words & symbols. • Write/draw to solve simple problems • Produce & interpret information from other subjects graphically • Use and increase personal dictionary /word bank of known words • Make informational books for class library as a group

³ Electronic texts will not be assessed until all schools have access

GRADE 2	
LO 1 PRODUCING PERSONAL & EVERYDAY TEXTS	
Produce texts for personal and daily use	<ul style="list-style-type: none"> ▪ Write their full names ▪ Read their own writing. ▪ Write upper and lower case letters independently. ▪ Copy phrases and short sentences with legible handwriting. ▪ Produce a personal text (print & visual) for daily use ▪ Write letters to make specific sounds ▪ Write capital letters and the beginning, full stops & question marks at end of sentences ▪ Write personal greetings, messages to family & friends ▪ Build personal dictionary /word bank of known words ▪ Write a journal/diary
LO 2 PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES	
Use graphics, grammar & vocabulary to create & interpret simple texts.	<ul style="list-style-type: none"> ▪ Draw pictures and write words to describe characters, setting and events of a story ▪ Draw several pictures to show the sequence of a story and write one short sentence to match each picture. ▪ Use sentences from narrative, recount & instructional texts as models for their own writing. ▪ ‘Write’ 3 sentences using time conjunctions to recount an event with support. ▪ Write 3 sentences using at least one conjunctions to describe familiar objects, people and places ▪ Rearrange simple sentences to make a short paragraph and copy it ▪ Use a capital letter at beginning of a sentence, names and places personal pronoun ‘I’ .
Focus on Narrative, recount + <i>Instruction</i>	<ul style="list-style-type: none"> ▪ Use a full stop and question mark at end of statement and question sentences ▪ As a class/group create an instruction text with support based on a practical demonstration. ▪ Complete simple instructional /directional texts. ▪ Write simple instructions /directions on how to find something or somewhere with some guidance ▪ Produce an instructional text on how to do or make something with illustrations for their class with support ▪ Write imperatives and simple present sentences as instructional/directional statements. ▪ Use their word bank to spell known words correctly including high frequency words at grade level correctly ▪ Use basic sentence patterns in present and past tense, singular and plural forms accurately according to purpose ▪ Brainstorm purpose, audience and ideas for writing ▪ Show willingness to share their writing and respond to the writing of others and give feed back ▪ Check initial draft of their writing based on models and feedback they received and their own critical reading. ▪ Edit texts they produce to check spelling especially Gr 2 high frequency & sight words. ▪ Continue to work on a writing task until it is completed satisfactorily
LO 3 RESPONDING TO DIFFERENT TEXTS	
Produce new print and visual texts in response to oral, visual & electronic texts and share with others	<ul style="list-style-type: none"> ▪ Produce visuals to represent characters, setting, events in a story ▪ Produce visuals in a group to sequence a story ▪ Produce visuals to make greeting cards ▪ Produce visuals to represent a set of instructions in sequence ▪ Write/draw symbols in tables and charts ▪ Write tallies, numbers, marks to record games, events ▪ As a class create a story book about how they made/did something.

LO 4 DEVELOPING A POSITIVE ATTITUDE TO WRITING	
Demonstrate self motivation to produce simple texts for different purposes & audiences in print, visual/ or electronic form	<ul style="list-style-type: none"> ▪ Free write using colours of their own choice ▪ Draw pictures using colours and design of their own choice ▪ Present and read their writing to family, friends and others ▪ Show interest in writing by using colours and design in other pieces of writing including journals ▪ Show willingness to share writing with others ▪ Show interest in learning to spell words correctly ▪ Select best pieces of written work for portfolio ▪ Show interest in writing independently & with others ▪ Respond positively to feed back given by teachers and peers on their writing ▪ Writing speech bubbles for cartoons with support, ▪ Write cross words, word searches etc for fun
LO 5: PRODUCING TEXTS ACROSS THE CURRICULUM	
Use vocabulary & gram -mar of Gr2 subjects to talk, think, problem -solve, process & use information for writing across the curriculum	<ul style="list-style-type: none"> ▪ Use and increase personal dictionary /word bank of known words in written texts. ▪ Produce visuals of themes and topics already taught in other subjects • Label visuals with words & symbols. • Write/draw to solve simple problems ▪ Produce & interpret information from other subjects graphically ▪ Make informational books for class library as a group

MATHEMATICS

Key Stage 1

**LEARNING OUTCOMES
&
SUCCESS CRITERIA**

K - GRADE 2

ATTAINMENT TARGET: NUMBER OPERATIONS & RELATIONSHIPS

The learner will be able to apply number operations and relationships with speed and accuracy to solve daily problems using a variety of strategies.

	GRADE K		GRADE 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
We will know the learner has achieved this Attainment Target when s/he can:	Demonstrate an understanding of number up to 10	<ul style="list-style-type: none"> Count and build up to 10 objects using games, songs etc. Play games, sing songs and use bodies to make numbers Discuss, use and write number sets up to 10 and represent them in a variety of ways Compare sets of objects using simple vocabulary (e.g. 'large', 'small', 'many', 'few', 'same number as', 'equal to', 'more than', 'less than', 'bigger than' etc.) 	Demonstrate an understanding of number up to 20	<ul style="list-style-type: none"> Count and build up to 20 objects using games, songs etc. Discuss, use and write numbers up to 20 and represent them in a variety of ways Play games to develop number sense (bingo, matching, jigsaws etc.) Compare sets of objects using appropriate vocabulary in a variety of ways (e.g. 'one more than', 'one less than', using = symbol etc.)
	Solve simple real life problems relating to counting	<ul style="list-style-type: none"> Complete simple number sequences Use concrete materials to solve problems Use counting on strategy 	Create and solve real life problems related to counting	<ul style="list-style-type: none"> Ask questions that can be solved by counting Count a) in sequence b) in 2's c) in 5's to answer questions Count backwards from 10 to answer questions Discuss ways of arranging objects so that they are easier to count.
	Create and solve real life problems involving addition and subtraction with numbers no greater than 10.	<ul style="list-style-type: none"> Use objects, pictorial representations and games to add two numbers, with totals up to 10. Write number sentences to represent addition up to 10. Identify and discuss situations in their everyday activities (e.g., games) where they use addition and subtraction. Use objects and pictorial representations and games to subtract one number from another, with both numbers being less than or equal to 10. Create and solve simple problems involving addition and subtraction. 	Create and solve real life problems involving addition and subtraction with numbers no greater than 20.	<ul style="list-style-type: none"> Use objects and pictorial representations and games to add two numbers, with totals up to 20. Write number sentences to represent addition up to 20. Identify and discuss situations in their everyday activities (e.g., games) where they use addition and subtraction. Use objects and pictorial representations and games to subtract one number from another, with both numbers being less than or equal to 20. Create and solve simple problems involving addition and subtraction.

<p>Understand whole and a half</p>	<ul style="list-style-type: none"> ▪ Identify and discuss a whole and half of an object. ▪ Colour to show halves and wholes of given diagrams or objects. ▪ Divide objects in different ways to show halves (e.g. cut, share, fold, colour) 	<p>Understand whole, half and quarter</p>	<ul style="list-style-type: none"> ▪ Identify and discuss a whole and parts of a whole. ▪ Identify and discuss one-half and one-quarter of a whole. ▪ Explain what one-half and one-quarter mean ▪ Represent one-half and one quarter of a whole. Read and write the fractions $\frac{1}{2}$ and $\frac{1}{4}$.
<p>LEARNING OUTCOMES</p>		<p>SUCCESS CRITERIA</p>	
<p>Demonstrate an understanding of number up to 100</p>	<ul style="list-style-type: none"> ▪ Count and make sets up to 100 objects in a variety of ways ▪ Count by 2's, 5's, and 10's to 100 and beyond. ▪ Count on from a given number. ▪ Play games to develop number sense (bingo, matching, jigsaws etc.) ▪ Identify, discuss, use and write numbers up to 100 and represent them in a variety of ways ▪ Compare and order sets of numbers in a variety of ways ▪ Use a calculator, pencil and paper procedures, or mental strategies to investigate number concepts. 		
<p>Create and solve simple problems involving place value</p>	<ul style="list-style-type: none"> ▪ Use games and sorting activities to discuss and state the place value of any two digit number ▪ Discuss and write two digit numbers in expanded forms (e.g. $27 = 20 + 7$) ▪ Create and solve problems involving place value 		
<p>Create and solve real life problems involving addition and subtraction with numbers up to 100 and involving multiplication and division of one and two digit numbers.</p>	<ul style="list-style-type: none"> ▪ Discuss and use several strategies to recall the basic facts for addition and subtraction up to 20. ▪ Use several strategies to add a two-digit number to a one or two digit number, without and with regrouping, totals up to 100. ▪ Create and solve problems involving addition and subtraction of whole numbers with totals up to 100. ▪ Discuss and use several strategies to subtract a one or two-digit number from a two-digit number, without and with regrouping. ▪ Discuss and use several strategies (e.g., concrete objects, skip counting, properties of multiplication) to develop the multiplication basic facts for the 2, 5, and 10 times table. ▪ Create and solve simple problems involving multiplication and division using concrete objects 		
<p>Use and write simple fractions in a variety of ways in real life situations</p>	<ul style="list-style-type: none"> ▪ Identify and compare simple fractions using concrete materials (halves, quarters, eighths) using games and puzzles ▪ State and write in numerals the proper fraction that corresponds to a pictorial or concrete representation of a fraction of a whole. ▪ Describe real life situations that involve fractions of a whole. 		

MATHEMATICS: STRAND 2 GEOMETRY KEY STAGE 1

ATTAINMENT TARGET: GEOMETRY

The learner will be able to identify and describe attributes of geometric shapes in space and apply this knowledge to solve problems in a variety of situations.

	GRADE K		GRADE 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
We will know the learner has achieved this Attainment Target when s/he can:	3 – DIMENSIONAL SHAPES			
	Describe, name and classify 3-D shapes based on observations.	<ul style="list-style-type: none"> ▪ Describe the attributes of 3-D shapes using words such as ‘roll’, ‘slide’, ‘flat’, ‘round’, ‘curved’ etc. ▪ Sort 3-D shapes on the basis of their attributes, e.g., shape, size and function in real life ▪ Identify examples of 3-D shapes in real life ▪ Use 3-D shapes to make objects 	Classify 3-D shapes according to their own criteria and explain criteria used.	<ul style="list-style-type: none"> ▪ Discuss and record the attributes of 3-D shapes, using words such as flat, round, curved, can roll, slide, stack etc. ▪ Sort and classify 3-D shapes on the basis of their attributes such as shape, size, and/or function ▪ Explain and select their own criteria to classify 3-D shapes ▪ Classify real objects according to the 3-D shape they make ▪ Use 3-D shapes to make objects
	2 – DIMENSIONAL SHAPES			
	Sort and classify 2-D shapes based on observation and use them to make simple patterns and pictures.	<ul style="list-style-type: none"> ▪ Describe the attributes of 2-D shapes ▪ Sort 2-D shapes on the basis of their attributes e.g., shape and size ▪ Identify objects in real life that are made up of 2-D shapes ▪ Use cut-outs of 2-D shapes to make patterns and pictures ▪ Play games to reinforce use of prepositions such as ‘above’, ‘below’, ‘in’, ‘on’, ‘outside’, ‘inside’ etc. ▪ Identify rectangles, triangles and circles by name 	Sort 2-D shapes and investigate patterns and pictures that can be made from them.	<ul style="list-style-type: none"> ▪ Identify and talk about examples of 2-D shapes (rectangles, squares and circles) in their environment ▪ Sort and classify 2-D shapes on the basis of their attributes e.g., shape, size and number of sides ▪ Explain and select and use their own criteria to classify 2-D shapes ▪ Use 2-D shapes to draw patterns and pictures ▪ Recognise sight words square, circle, triangle using matching games ▪ Sketch 2-D shapes
GRADE 2				
LEARNING OUTCOMES		SUCCESS CRITERIA		
3 - DIMENSIONAL SHAPES				
Classify and identify, by name, regular 3-D shapes according to given criteria		<ul style="list-style-type: none"> ▪ Identify the faces of 3-D shapes ▪ Identify the 2-D shapes that make up the faces of 3-D shapes ▪ Sort and classify 3-D shapes on the basis of their attributes, e.g., number of faces, shape of faces, size etc. ▪ Describe and compare the groups formed from classification exercises ▪ Identify and discuss examples of cubes, cuboids, cones, cylinders and spheres in their environment 		
2 – DIMENSIONAL SHAPES				
Classify and identify, by name, regular 2-D shapes according to given criteria		<ul style="list-style-type: none"> ▪ Identify and talk about examples of 2-D shapes (rectangles, squares, triangles and circles) in their environment ▪ Sort and classify 2-D shapes on the basis of their attributes, e.g., shape, size, number of corners ▪ Describe 2-D shapes in terms of the number and length of their sides ▪ Sketch squares, rectangles, triangles and circles ▪ Sketch 2-D shapes according to given descriptions ▪ Play games to reinforce use of prepositions such as by, on, in, inside, outside, opposite, beside etc. 		

ATTAINMENT TARGET: MEASUREMENT

The learner will be able to make and use estimation and accurate measurement using appropriate instruments and units to solve problems in a variety of contexts.

We will know the learner has achieved this Attainment Target when s/he can:	GRADE K		GRADE 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	Describe and compare the length of different objects using appropriate vocabulary	<ul style="list-style-type: none"> Discuss and describe lengths of objects using phrases such as ‘short’, ‘long’, ‘wide’ etc. Compare lengths of objects using phrases such as ‘longer than’, ‘shorter than’, ‘wider than’, etc. Discuss and describe heights of objects using phrases such as ‘tall’, ‘short’. Compare the heights of objects using phrases such as ‘taller than’, ‘shorter than’, etc. Discuss and describe distances using phrases such as ‘short’, ‘long’, ‘far’, ‘away’, ‘nearby’, etc. Compare distances using phrases such as ‘shorter’, ‘longer’, ‘closer’, ‘further’, etc. 	Estimate and measure length of different objects using non-standard units	<ul style="list-style-type: none"> Recognise as sight words ‘short’, ‘long’, ‘tall’, ‘near’, ‘far’ etc. Estimate and compare estimates of lengths and heights of objects using non-standard units. Measure and record lengths and heights of objects using non-standard units. Estimate and measure distances in the school environment using non-standard units. Compare two linear measurements using phrases such as longer than, shorter than, taller than, etc.
			Compare sizes of shapes by direct comparison	<ul style="list-style-type: none"> Use words and phrases such as ‘large’, ‘smaller’, ‘larger than’ etc. to describe the size of a shape. Compare the size of shapes by placing one on top of the other.
	Describe and compare the capacity of different containers using appropriate vocabulary	<ul style="list-style-type: none"> Describe capacity of containers using phrases such as ‘full’, ‘empty’, ‘half full’ etc. Compare capacity of containers using phrases such as ‘holds more’, ‘holds less’ etc. 	Estimate and measure the capacity of different objects using non-standard units	<ul style="list-style-type: none"> Recognise as sight words ‘full’ and ‘empty’ Estimate and compare estimates, measure and record the capacity of containers using non-standard units. Compare the capacity of containers using non-standard units, using phrases such as holds more than, holds less than, etc.
	Describe and compare the mass of different objects using appropriate vocabulary	<ul style="list-style-type: none"> Describe the mass of objects as heavy, light, very light, etc. Compare the mass of objects, using phrases such as ‘heavier than’, ‘lighter than’, ‘as heavy as’, etc. Sing, recite rhymes, riddles relating to mass. 	Estimate and measure mass of different objects using non-standard units	<ul style="list-style-type: none"> Recognise as sight words ‘heavy’ and ‘light’ Estimate and compare estimates, measure and record mass of objects in non-standard units. Compare the mass of two objects, using phrases such as heavier than, lighter than, etc.
	Sequence events using vocabulary appropriate to age in familiar contexts	<ul style="list-style-type: none"> Use time vocabulary appropriately: e.g., today, yesterday, tomorrow, morning, afternoon, etc. Use songs and rhymes to name the days of the week. Use pictures to sequence simple events Identify and talk about activities that happen at night and day 	Tell and write time appropriate to age and use a calendar to obtain simple information	<ul style="list-style-type: none"> Recognise as sight words the days of the week, ‘today’, ‘month’, ‘year’ Name the month of special events in their lives. Explain the different things they do each day of the week. State and write the date of the current day. Represent the time for real life events that occur on the hour and half hour, using an actual or model clock. Read and write time on the hour in several ways (e.g., 8:00, eight o’ clock).

Solve simple real life problems involving representation and combination of coins up to 10c	<ul style="list-style-type: none"> ▪ Identify and describe the 1cent, 2 cent, 5 cent and 10 cent coins. ▪ Represent 2 cents, 5 cent and 10 cents in different ways, using coins and drawings. ▪ Find the total value of a set of coins up to a total of 10 cents. 	Create and solve real life problems involving representation and combination of coins.	<ul style="list-style-type: none"> ▪ Identify and describe the 1 cent, 2 cent, 5 cent, 10 cent and 25 cent coins. ▪ Create and solve real life problems involving representation and combination of coins. ▪ Find the total value of a combination of coins, with totals up to 20 cents. ▪ Role-play shopping to make change from amounts up to 20 cents, using counting on. ▪ Create and solve problems involving money
GRADE 2			
LEARNING OUTCOMES		SUCCESS CRITERIA	
Estimate and measure the length, of different objects using basic standard units.	<ul style="list-style-type: none"> ▪ Compare estimates, measure and record lengths and heights of objects using the metre as the unit of measure. ▪ Estimate, measure and record distances using the metre as the unit of measure. ▪ Play games to use the language of comparison e.g. tallest, shortest, longest etc. ▪ Create and solve problems involving linear measurement 		
Use basic 2-D shapes to cover surfaces	<ul style="list-style-type: none"> ▪ Make wall patterns with simple 2-D shapes e.g. square, rectangle ▪ Make observations about patterns and pictures e.g. some 2-D shapes make patterns that cover a page others leave gaps ▪ Observe patterns and make predictions of what is next. 		
Estimate and measure the capacity of different objects using basic standard units	<ul style="list-style-type: none"> ▪ Compare estimates, measure and record the capacity of containers using the litre as the unit of measure. ▪ Compare the capacity of two or three containers using phrases such as ‘holds more’, ‘holds the least’, etc. ▪ Create and solve problems involving measurement of capacity. 		
Estimate and measure the mass of different objects using basic standard units	<ul style="list-style-type: none"> ▪ Compare estimates, measure and record the mass of objects using the kilogram as the unit of measure. ▪ Talk about situations in real life where the kilogram is used as a unit of measure and give reasons for these uses of the unit. ▪ Compare the masses of two or three objects using phrases such as heavier, lighter, lightest, etc. ▪ Create and solve problems involving measurement of mass 		
Tell and write time appropriate to age and solve simple problems involving time	<ul style="list-style-type: none"> ▪ Sing songs for the number of days in a month (e.g. 30 days has September, ...) ▪ Examine calendars to compare the number of days in a week, month ▪ Use time vocabulary appropriately, e.g., yesterday, today tomorrow, next week, last week, as soon as, etc. ▪ Read and write dates and months from a calendar. ▪ Tell, read, write and represent time on the hour, and half-hour in several ways (e.g., 8:00, eight o’clock) on analogue clock/watch. ▪ Tell, read, write and represent time on a digital clock/watch ▪ Create and solve simple problems involving time. 		
Create and solve real life problems involving representation and combination of coins and giving of change.	<ul style="list-style-type: none"> ▪ Describe the coins and notes in circulation. ▪ Represent amounts up to \$5.00 using coins in a variety of combinations. ▪ Find the total cost of two or three items, up to a total of \$1.00. ▪ Role play shopping to find change from \$1.00 using counting on (shop keeper’s method) ▪ Create and solve problems involving money. 		

MATHEMATICS: STRAND 4: STATISTICS AND DATA HANDLING KEY STAGE 1				
ATTAINMENT TARGET: STATISTICS AND DATA HANDLING				
The learner will be able to use a variety of strategies to collect, organize analyse, and interpret data to make decisions and solve problems.				
We will know the learner has achieved this Attainment Target when s/he can:	GRADE K		GRADE 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1: DATA COLLECTION			
	Collect simple data through observations and describe results orally.	<ul style="list-style-type: none"> ▪ Collect simple sets of data in the class and school environment using observation ▪ Discuss and talk about the results of data collection and classification activities. ▪ Use counting to determine the number of objects in group 	Collect simple data through observations and record results.	<ul style="list-style-type: none"> ▪ Classify objects and persons according to self-selected criteria ▪ Collect simple sets of data in the class and school environment through observation. ▪ Record collected data using simple number statements
	▪ LO 2: DATA REPRESENTATION AND INTERPRETATION			
Compare data orally.	<ul style="list-style-type: none"> ▪ Represent data graphically using objects e.g. matchboxes ▪ Use concrete objects to represent and compare data ▪ Compare data using phrases such as ‘more than’, ‘less than’ ‘one more than’, ‘the same as’ etc. 	Use pictures and simple charts to represent and compare data	<ul style="list-style-type: none"> ▪ Represent collected data using objects ▪ Describe how data are represented in simple pictographs, where one picture represents one unit of data ▪ Describe similarities and differences between pictographs and bar graphs ▪ Read and interpret the data represented in simple pictographs and bar graphs 	
GRADE 2				
LEARNING OUTCOMES		SUCCESS CRITERIA		
LO 1: DATA COLLECTION				
Collect simple data through observation and interview and record results.	<ul style="list-style-type: none"> ▪ Generate real life questions that may be answered through data collection ▪ Describe how to collect data through observation and simple interviews ▪ Discuss similarities and differences between observation and interviewing ▪ Collect simple sets of data through observation and simple interviews ▪ Use number statements to record collected data 			
LO 2: DATA REPRESENTATION AND INTERPRETATION				
Use, construct and interpret simple charts and pictographs	<ul style="list-style-type: none"> ▪ Discuss and describe how data are represented in pictographs and in bar graphs ▪ Construct simple pictographs and bar graphs for which a grid has been provided where one picture represents one unit of data from real life data ▪ Read the data presented in simple pictographs and bar graphs ▪ Interpret the data presented in simple pictographs and bar graphs 			

MATHEMATICS: STRAND 5: PATTERNS, FUNCTIONS & ALGEBRA KEY STAGE 1				
ATTAINMENT TARGET: PATTERNS, FUNCTIONS & ALGEBRA				
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				
We will know the learner has achieved this Attainment Target when s/he can:	GRADE K		GRADE 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	Discuss how one number relates to another in familiar situations	<ul style="list-style-type: none"> ▪ Talk about and show relationships between items e.g. glove is to hand as shoe is to feet (or hat to head). 	Describe the relation of one number to another in familiar contexts	<ul style="list-style-type: none"> ▪ Identify and discuss simple relationships between two numbers e.g. 'is one more than', 'is one less than', 'is greater than' etc. ▪ Find the result of simple operations on numbers e.g. 'add one', 'subtract two' etc.
	Observe and talk about patterns and shapes in familiar situations	<ul style="list-style-type: none"> ▪ Talk about, identify, predict and continue simple patterns. ▪ Make and complete simple patterns with shapes and symbols 	Identify and create simple patterns using a variety of materials.	<ul style="list-style-type: none"> ▪ Make and complete patterns using circles, triangles, rectangles and squares ▪ Create and solve simple problems involving pattern prediction and completion
	GRADE 2			
	LEARNING OUTCOMES	SUCCESS CRITERIA		
Use simple diagrams to show relation of one number to another in familiar contexts	<ul style="list-style-type: none"> ▪ Draw arrow diagrams to show simple relationships ▪ Create and solve their own problems using number patterns and relationships 			
Predict missing elements of simple patterns or sequences	<ul style="list-style-type: none"> ▪ Complete a sequence of numbers that involves counting by 2's, 5's and 10's ▪ Create their own number sequence by counting on ▪ Play games and puzzles to complete number sequences ▪ Solve problems involving simple number sequences 			

SCIENCE

Key Stage 1

**LEARNING OUTCOMES
&
SUCCESS CRITERIA**

K - GRADE 2

SUBJECT: SCIENCE and TECHNOLOGY STRAND: 1 – LIFE SCIENCE KEY STAGE: 1
ATTAINMENT TARGET 1: The learner will be able to confidently apply scientific and technological knowledge and skills, in everyday situation, 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	K		GRADE: 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1 LIVING THINGS IN THE ENVIRONMENT			
	1. Differentiate between living and non-living things	<ol style="list-style-type: none"> 1. Identify different things in the environment 2. State at least two characteristics of plants and animals. 3. Describe living things and non-living in the environment. 4. Colour some living and non-living things. 5. Role-play the action of some living things. 6. Imitate the movement of some animals. 7. Make presentations displaying living and non-living things. 	1. Describe the external structures of some living things.	<ol style="list-style-type: none"> 1. Identify the external parts of some animals and discuss their functions 2. Describe a known pet. 3. Identify the external parts of some local plants and discuss their functions. 4. Observe some plants in different local habits and record the information in pupils note books. 5. Care for a plant for at least two weeks. 6. Observe and evaluate some plants in their habitat
	LO 2 PLANTS AND ANIMALS			
	2. Identify plants and animals as living things.	<ol style="list-style-type: none"> 1. Observe and name two (2) characteristics of plants and animals. 2. Imitate the movement of some animals 3. Identify by sight and/or sound a variety of animals. 4. Discuss the uses of different living things. 	2. Describe familiar plants and animals and discuss their basic needs.	<ol style="list-style-type: none"> 1. Observe and name plants and animals in the local environment. 2. Compare and classify plants and animals in the local environment. 3. Explain how plants and animals depend on their local environment for their basic needs. 4. Make oral reports about their pets. 5. Estimate the size of some animals and plants (big, small, tall, short, etc.) using non-standard units
LO 3 ADAPTATIONS OF ORGANISMS				
3. Observe and discuss plants and animals in their local environments.	<ol style="list-style-type: none"> 1. Observe and describe how some local plants and animals adapt to their environment 2. Match plants and animals to their habitat (include human beings). 3. Colour the living place of some animals or plants 4. Visit one of the following habits (pond, nursery and river etc.) and talk about animals or plants observed. 	3. Group plants and animals according to given criteria	<ol style="list-style-type: none"> 1. Discuss the importance of some plants and animals 2. Group some plants and animals according to their uses. 3. Role-play the behaviour of some animals. 4. Imitate the action of some animals 5. Make a presentation of some plants and animals e.g. Scrapbook, collage. 	

We will know that the learner has achieved this attainment target when she/he can	SUBJECT: SCIENCE AND TECHNOLOGY STRAND: I LIFE SCIENCE KEY STAGE I	
	ATTAINMENT TARGET 1: The learner will be able to confidently apply scientific and technological knowledge and skills, in everyday situation, to demonstrate an appreciation of diversity and inter-relationships in the environment.	
	GRADE: 2	
	LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1	LIVING THINGS IN THE ENVIRONMENT
	1. Describe things in the local environment using different sense organs.	<ol style="list-style-type: none"> 1. Discuss how humans and animals gather information 2. Identify sense organs and discuss what each sense organ is used for 3. Describe how some animals use their sense organs to identify other things. 4. Identify and classify objects by their smell (odour), texture, sight and sound. 5. Identify common sources of sound and smell 6. Construct and use simple musical instruments (drums, guitar, shack-shack etc.).
	LO 2	PLANTS AND ANIMALS
	2. Describe and explain the growth and development of some plants and animals.	<ol style="list-style-type: none"> 1. Classify local plants based on their size, (herbs, shrubs, and trees.) 2. Follow the development of a seed to a seedling 3. Classify animals on the basis of their size and covering or the food they eat. 4. Describe the physical changes of some animals from the newly hatched or newborn to adult including humans.
LO 3	ADAPTATIONS OF ORGANISMS	
3. Explain how plants and animals survive in their environment.	<ol style="list-style-type: none"> 1. Observe various types of local plants and differentiate between them in terms of their habitat 2. Observe various types of plants and describe how they produce young plants (seeds, cuttings, corms, tubers, etc.). 3. Talk about how seeds of plants are spread from one place to another. 4. Discuss the function of various animal structures and how they are suited to their environment 5. Discuss and present simple food chains. 	

ATTAINMENT TARGET 2: The learner will be able to effectively apply scientific and technological knowledge to critically interpret and evaluate space exploration and the natural phenomena associated with the earth’s structure.

We will know that the learner has achieved this attainment target when she/he can	K		GRADE: 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1 WEATHER AND CLIMATE			
	1. Discuss changes in the weather.	<ol style="list-style-type: none"> 1. Observe and describe different types of weather (rainy, windy, and sunny). 2. Place pictures on weather charts to indicate daily weather changes. 3. Talk about how different weather affects their activities. 4. Describe conditions associated to rainy, sunny and windy (strong winds and hurricanes). 	1. Discuss and use simple instrument to measure weather conditions	<ol style="list-style-type: none"> 1. Identify and discuss the instrument used for indicating wind direction. 2. Discuss what a thermometer is and what it is used for. 3. Use a simple instrument to record rainfall. 4. Discuss the importance of rain to the environment. (Cooling, water to plants, water to humans where there is no river, etc.)
	LO 2 RESOURCES			
	2. Describe resources that are used by humans	<ol style="list-style-type: none"> 1. Identify and discuss common resources used in the home. 2. Discuss the importance and use of resources to humans 3. Use local materials to make objects or toys 4. Classify objects according to shape, colour, etc. 	2. Use material resources to produce different things.	<ol style="list-style-type: none"> 1. Identify and discuss the use of some materials found in the school environment.. 2. Group the materials according to size, colour, material made of and texture. 3. Discuss how littering can be avoided
LO 3 SOLAR SYSTEM				
3. Demonstrate an understanding that the sun, earth and moon are parts of the Solar System.	<ol style="list-style-type: none"> 1. Draw and colour pictures of the earth, moon, and sun. 2. Discuss the importance of the earth, moon and sun. 3. Talk about the position of the sun relative to earth at sunrise, noon and sunset. 	3. Discuss simple characteristics of the earth as a planet in the solar system	<ol style="list-style-type: none"> 1. Represent the Solar System on paper and label the positions of the earth and the sun. 2. Name at least three planets in the solar system including Earth 3. Colour a model of the Solar System using different colours. 4. Observe and record natural occurrences of the day and night. (Compare night and day) 	

SUBJECT: SCIENCE AND TECHNOLOGY		STRAND: 2 EARTH AND SPACE SCIENCE		KEY STAGE: 1	
ATTAINMENT TARGET 2: The learner will be able to effectively apply scientific and technological knowledge to critically interpret and evaluate space exploration and the natural phenomena associated with the earth's structure.					
We will know that the learner has achieved this attainment target when she/he can	GRADE: 2				
	LEARNING OUTCOMES		SUCCESS CRITERIA		
	LO 1		WEATHER AND CLIMATE		
	1. Construct and use instruments to observe and record weather conditions		<ol style="list-style-type: none"> 1. Construct and use a rain gauge using locally available materials 2. Construct a model thermometer 3. Construct a wind vane and evaluate its use. 4. Use the wind vane to record the direction of wind. 5. Gather information from family members on damage done by natural disasters on the environment (e.g. Beach front washed away in hurricanes) 		
	LO 2		RESOURCES		
2. Develop useful objects using resources in the environment in a sustainable way		<ol style="list-style-type: none"> 1. Use safety measures when collecting materials in the environment. 2. Group materials found in the school environment according to recyclable and non-recyclable. 3. Construct a toy using recyclable materials. 4. Make a graphical (pictograph/ bar graph) representation of the materials found in the environment. 5. Organize and participate in a clean up project. 			
LO 3		SOLAR SYSTEM			
3. Describe and represent the movement of the earth relative to the sun.		<ol style="list-style-type: none"> 1. Explain the movement of the earth relative to the sun. 2. Explain the occurrence of night and day 3. Discuss the length of time the earth takes to revolve around the sun. 			

SUBJECT: SCIENCE AND TECHNOLOGY		STRAND: 3 PHYSICAL SCIENCE		KEY STAGE: 1	
ATTAINMENT TARGET 3: The learner will be able to confidently demonstrate through the application of scientific and technological skills a practical understanding of properties of matter.					
We will know that the learner has achieved this attainment target when she/he can	K			GRADE: 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1 ENERGY				
	1. Demonstrate an understanding of energy in the context of the changes taking place around us.	<ol style="list-style-type: none"> List forms of energy in the home. (Heat, chemical, electrical, etc. Demonstrate an understanding of simple safety practices in the home and school Discuss solar energy as a form of energy. Identify things at home that use energy and state the form of energy used. Identify and discuss food as a source of energy for themselves and other living things. 		1. Construct and Operate devices that produce /use and convert- energy.	<ol style="list-style-type: none"> Operate simple devices at home and school to show the use of energy Demonstrate an understanding of safety practices in the home and school Identify simple devices that use energy in the home Explain energy conversion in simple devices Construct a simple device to demonstrate the use and conversion of energy.
	LO 2 FORCES				
2. Develop an understanding of forces exerted by their own bodies and other objects.	<ol style="list-style-type: none"> Push and pull objects e.g. chairs, doors, toys and boxes, then explain what happened. Squeeze newspapers and other materials and explain what happened. 		2. Describe and evaluate the various effects of forces.	<ol style="list-style-type: none"> List example of situations where forces are used. Identify forces at work in common objects (e.g. Can opener, screwdrivers, wheeled bags). Show how applying a force can change motion. Show how applying a force can change directions. 	
LO 3 MATTER					
3. Identify some materials found in the environment.	<ol style="list-style-type: none"> Observe and describe objects according to properties (colour, size, shape, texture). Group objects according to their properties above. Distinguish between objects and the materials from which they are made. Identify different materials such as wood, glass, clay, plastic, rubber, metal etc. List objects made from the materials above. 		3. Describe the properties of some materials found in the environment.	<ol style="list-style-type: none"> Investigate the properties of materials (egg. Transparency, hardness, strength). Match the properties of materials to their use. Choose materials suitable for making kites, windmills, and water wheels, pot handles. Construct a simple object using chosen and appropriate materials. 	

SUBJECT: SCIENCE AND TECHNOLOGY		STRAND: 3 PHYSICAL SCIENCE		KEY STAGE: 1	
ATTAINMENT TARGET 3: The learner will be able to confidently demonstrate through the application of scientific and technological skills a practical understanding of properties of matter.					
We will know that the learner has achieved this attainment target when she/he can	GRADE: 2				
	LEARNING OUTCOMES		SUCCESS CRITERIA		
	LO 1		ENERGY		
	1. Design and make simple devices powered by different sources of energy.		<ol style="list-style-type: none"> 1. Identify and describe devices that use moving air or water as energy sources (e.g. Wind mills, water mills, sailboats). 2. Design and construct a device propelled by air (kite, balloon, rocket). 3. Demonstrate the use of a simple electrical circuit. 4. Identify and discuss ways in which technology (related to energy use) has enhanced the lives of people 		
	LO 2		FORCES		
2. Demonstrate the effects of forces on common structures & mechanical devices.		<ol style="list-style-type: none"> 1. Identify different structures (buildings, bridges) in the environment. 2. Classify structures using different criteria (e.g. man-made/natural, what made of etc.) 3. Identify and discuss simple mechanical devices and state their uses/importance. 4. Design using locally available material and compare simple structures 			
LO 3		MATTER			
3. Demonstrate changes in the state of matter		<ol style="list-style-type: none"> 1. Observe and describe how water can be solid, liquid or gas. 2. Describe the properties of solids and liquids using the senses. 3. Give examples of solids and liquids 4. Discuss the conditions that cause changes from solid to liquid and back. 			

SUBJECT: SCIENCE AND TECHNOLOGY		STRAND: 4 AGRICULTURE SCIENCE		KEY STAGE: 1		
ATTAINMENT TARGET 4: The learner will be able to apply scientific and technological knowledge and skills to identify and solve practical problems related to the sustainable use of agricultural resources to facilitate production, distribution and marketing to meet the needs of society.						
We will know the learner has achieved this A. T. when s/he can.	K			GRADE: 1		
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA	
	LO 1			AGRICULTURAL PRACTICES		
	1. Demonstrate practical knowledge and skills related to Agriculture and the people involve in agriculture.	<ol style="list-style-type: none"> 1. Explain what is agriculture. 2. List some activities, related to agriculture. 3. Name tools used in agriculture. 4. Name some of the products in agriculture. 5. List people involve in agriculture. 6. Link people involve in agriculture to the type of activity they perform. 		1. Develop practical knowledge of the activities that are related to land preparation.	<ol style="list-style-type: none"> 1. Identify tools used for land preparation. 2. Talk about the activities being carried out before planting. 3. Explain the function of drains on farmlands. 	
	LO 2			CROPS		
	2. Understand that plants are used in agriculture.	<ol style="list-style-type: none"> 1. Name plants use in agriculture 2. Colour plants used in agriculture. 3. Discuss the parts of the plant used for food. 4. Discuss the part of the plant used as planting materials. 		2. Recognise that plants are used to produce food in society.	<ol style="list-style-type: none"> 1. Name a variety of plants, which are used, as food. 2. Discuss which plants produce food above ground and which below ground. 3. Grow a number of plants in pots and observe their growth. 	
LO 3			ANIMALS			
3. Recognise that animals are important for agricultural development.	<ol style="list-style-type: none"> 1. List some animals used in agriculture. 2. Colour animals used in agriculture. 3. Name the young of animals used in agriculture. 		3. Recognise that animals are used to produce food in agriculture.	<ol style="list-style-type: none"> 1. Name the flesh of various animals (e.g. Cow-beef, sheep-Mutton, pig-pork) 2. Name some products that are developed from animal parts. 3. List other products that can be obtained from animals. 		

SUBJECT: SCIENCE AND TECHNOLOGY		STRAND: 4 AGRICULTURE SCIENCE		KEY STAGE I		
ATTAINMENT TARGET 4: The learner will be able to apply scientific and technological knowledge and skills to identify and solve practical problems related to the sustainable use of agricultural resources to facilitate production and marketing to meet the needs of society.						
We will know that the learner has achieved this attainment target when s/he can;	GRADE 2					
	LEARNING OUTCOMES			SUCCESS CRITERIA		
	LO 1			AGRICULTURAL PRACTICES		
	1. Describe various products obtained from plants and animals used in agriculture.			<ol style="list-style-type: none"> List a number of plants and discuss their importance re⊕ lumber, food, agro processing, ornamentals, medicinal etc.) List a number of animals and discuss their importance (beast of burden, meat, shoes, ornamentals, jewellery etc.) 		
	LO 2			CROPS		
	2. Classify various types of plants based on given criteria			<ol style="list-style-type: none"> Collect a variety of plants. Classify the plants according to their use. Collect a variety of medicinal plants. State the functions or use of the medicinal plants above. 		
LO 3			ANIMALS			
3. Classify animals according to their use in agriculture.			<ol style="list-style-type: none"> Group animals according to their use in agriculture. Talk about/visit an animal farm near your home or school. Make a presentation of farm animals to your class. Include type of breeds, housing needs, diet, etc. 			

SOCIAL SCIENCES

Key Stage 1

**LEARNING OUTCOMES
&
SUCCESS CRITERIA**

K - GRADE 2

SOCIAL SCIENCES: STRAND 1 CIVIC IDEALS & PRACTICES KEY STAGE 1

ATTAINMENT TARGET: CIVIC IDEALS & PRACTICES

The learner will be able to demonstrate knowledge, understanding and appreciation of their national identity, groups, governance, rights and responsibilities.

We will know the learner has achieved this Attainment Target when s/he can:	GRADE K		GRADE 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
LO 1 PATRIOTISM				
Demonstrate love and appreciation for country.	<ul style="list-style-type: none"> Identify our national flag, bird, flower and map of Dominica. Sing and interpret correctly, the 1st stanza of the national anthem. Give reasons why they love their country. Show appreciation for things Dominican. Demonstrate steps in a folk dance(Heel and Toe) and depict an aspect of the national wear. 	Describe and show appreciation for aspects of their national identity.	<ul style="list-style-type: none"> Demonstrate appropriate behaviour towards national flag, flower, bird, anthem and pledge. Describe specific features of the national bird, flower and flag. Sing and interpret correctly the 2nd stanza of the national Anthem and recite the pledge. Identify and describe some things Dominican-music, festival, folk stories, language, dance, national wear. Talk about why they love their country. 	
LO 2 COOPERATION				
Demonstrate the ability to work and play together and show respect for self and concern and tolerance to others.	<ul style="list-style-type: none"> Discuss how they work and play together at home and why it is important to them. Work in groups to complete various tasks in the Class, making no distinction among those with disabilities and showing tolerance towards others. 	Demonstrate understanding of the importance to work & play together in school and show respect for self and concern and tolerance for others.	<ul style="list-style-type: none"> Discuss, role play, make visuals of and participate in real life situations that may occur to show: <ul style="list-style-type: none"> -how they share, work & play together at school. -how they feel about working & playing together in groups. -how they are able to tolerate the slow/ less fortunate child etc Deal with situations which require them to be respectful to self and others. 	
L O 3 RIGHTS/ RESPONSIBILITY AND GOVERNANCE				
Demonstrate understanding of their rights, responsibilities and the need for leaders at home.	<ul style="list-style-type: none"> Discuss rules in the home, who makes them, how and why they are made and how they feel about the rules. Talk about what happens when rules are broken or followed. Identify different leaders in the home and state why they are called leader. Discuss some of their rights and responsibilities and that of others in the home. 	Understand their rights and responsibilities at school and show respect for leaders in authority.	<ul style="list-style-type: none"> Compare their rights and responsibilities at home and school. Express their feelings when their rights or those of another are not respected. Associate punishment/reward with breaking rules, regulations at school. Identify leaders in their class, school, and show respect to those in authority. 	
LO 4 GROUPS				
Recognise the family as a group and explain the role of members.	<ul style="list-style-type: none"> Describe the family as a group. Describe important events in the family and how they show respect for self and others in the family. Illustrate roles of family members 	Differentiate between the family and school as a group and describe the roles of the members	<ul style="list-style-type: none"> Compare the role of members of their family and school. Illustrate events at school and compare with home events. Identify the school as a group and describe the functions of smaller groups in their school. <ul style="list-style-type: none"> - what they do, who are the members, how do you become a member. 	

SOCIAL SCIENCES		STRAND 1: CIVIC IDEALS & PRACTICES	KEY STAGE 1
ATTAINMENT TARGET:			
The learner will be able to demonstrate knowledge, understanding and appreciation of their national identity, groups, governance, civic rights and responsibilities.			
GRADE 2			
We shall know when the learner has achieved this Attainment Target when s/he can..	LEARNING OUTCOMES	SUCCESS CRITERIA	
	LO1 PATRIOTISM		
	Understand what makes them a Dominican and how to show love and appreciation for their country.	<ul style="list-style-type: none"> ▪ Discuss the importance of the national flag, anthem, coat of arms, and pledge to them and country. ▪ Listen to, sing and interpret correctly the 3rd stanza of the national anthem. ▪ Discuss how and why national independence is celebrated in their community and the importance of their involvement in the celebration. • Use a variety of ways to demonstrate love for country and its people. 	
	LO 2 CO-OPERATION		
	Demonstrate the ability to work & play together in the community and show respect for self and concern and tolerance for others.	<ul style="list-style-type: none"> ▪ Discuss the importance of working together in the community. ▪ Show tolerance towards those who do not want to work and those with disabilities. ▪ Explain the importance of an existing cooperative in their community. 	
	LO 3 RIGHTS, RESPONSIBILITIES & GOVERNANCE		
	Recognise that their rights and that of others should be respected by the community and that all leaders must be respected.	<ul style="list-style-type: none"> ▪ Describe their rights and responsibilities in the community where they live. ▪ Express their feelings when their rights or those of others are not respected or responsibilities not fulfilled. ▪ Identify community leaders-their qualities, responsibilities and ways to recognise their contribution. ▪ Depict a leader they would like to emulate. 	
LO 4 GROUPS			
Recognise and appreciate the positive contribution of groups in their community.	<ul style="list-style-type: none"> ▪ Identify groups in their community, their functions and how they help in their community. ▪ Select a particular community group and give reasons why they would like to be a member. 		

SOCIAL SCIENCES STRAND 2: LOCATION, PEOPLE & PLACES

ATTAINMENT TARGET: The learner will be able to demonstrate an understanding of Location, its relationship with weather and climate and origins of people and their religion, cultural beliefs and social practices.

We will know the learner has achieved this Attainment Target when s/he can:	GRADE K		GRADE 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
	LO1 LOCATION			
	Describe the location of their home.	<ul style="list-style-type: none"> ▪ Name and locate different places and things in and around the house. ▪ Discuss why these places are important to them. e.g. kitchen, bedroom, backyard. ▪ Show and tell where their house is located. 	Describe the location of their school and important places in it.	<ul style="list-style-type: none"> ▪ Name, describe and locate important places in their school. ▪ Show and tell the location of their school. ▪ Explain the importance of their school to them and others.
	LO2 PHYSICAL EARTH, NATURAL PHENOMENA AND CLIMATE			
	Describe things related to the weather and explain some ways that humans interact with these.	<ul style="list-style-type: none"> ▪ Talk about the weather as it relates to land, water and air (rainy, dry, cloudy, windy, puddles) ▪ Describe how the weather affect them and others at home and school. ▪ Discuss and illustrate how they adapt to these weather conditions- wear raincoats, use umbrellas, sweaters, light clothes, rain shoes. 	Understand that the weather changes daily and influences man's activities.	<ul style="list-style-type: none"> • Discuss the conditions of the air on a given day and describe how it affects the land and people. • Illustrate the changes in weather for a given time. • Talk about how they feel and what they do or don't do during different weather conditions. • Describe the type of activities other people can or can't do during different weather conditions.
	LO3 PEOPLE AND ORIGIN			
	Recognise that we all have personal ancestors-grand parents who came before us.	<ul style="list-style-type: none"> • Recognise their name and state some personal characteristics. • Identify who are their grand parents. • Discuss why their parents and grandparents are important to them. • Insert the names of their parents and grandparents correctly on their family tree. 	Recognise that our parental ancestors are part of our history.	<ul style="list-style-type: none"> • Draw a family tree to show their parental ancestors including great grand parents. • Interview their parents, grand/great grand parents to know more about their past.. • Represent information about their ancestors using visual/print.

GRADE 2	
LEARNING OUTCOMES	SUCCESS CRITERIA
LO 1 LOCATION	
Describe the location of their community in relation to another and their island.	<ul style="list-style-type: none"> • Describe the location of their community by identifying special areas or features in or near it- school, church, river, .streets, bus stops and other communities. • Locate their community on a map of Dominica. • Use a pictorial map to interpret information about the location of a community. • Discuss the differences between the location of their community and any other. • Explain the advantages or disadvantages of the location of their community to them and others.
LO 2 PHYSICAL EARTH,NATURAL PHENOMENA AND CLIMATE	
Examine how water, land and air impact on the weather, earth and man’s activities.	<ul style="list-style-type: none"> ▪ Discuss how some natural features are related to our weather. ▪ Describe the conditions of the land when there is a flood, landslide or drought. ▪ Explain how these disasters affect human activities. ▪ Identify individuals or groups who help in time of these disasters.
LO 3 PEOPLE AND ORIGIN	
Recognise that we have special groups of people who are our ancestors.	<ul style="list-style-type: none"> ▪ Identify the Caribs as one group of our ancestors. ▪ Distinguish between their parental ancestors and other ancestors. ▪ Represent information about the Caribs orally or using visual/print.

SOCIAL SCIENCES:		STRAND 3: RESOURCES		KEY STAGE 1		
<i>ATTAINMENT TARGET:</i>						
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 the learner has achieved this Attainment Target when s/he can:	GRADE K			GRADE 1		
	LEARNING OUTCOMES		SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA	
	LO1 TYPES,USES AVAILABILITY AND ALLOCATION					
	Demonstrate understanding of the use of and show appreciation for resources in the house, yard, and neighbourhood.	<ul style="list-style-type: none"> ▪ Identify resources in the house, yard, neighbourhood (Include man and animals) ▪ Associate common objects in the house, yard with the resources from which they are made. ▪ Demonstrate appreciation and correct use of resources, especially those found in their home, yard and Neighbourhood. 		Recognise and group resources found in their school and surroundings.	<ul style="list-style-type: none"> ▪ Group resources found around their school – (man-made, human and natural.) ▪ Discuss how each group of resources benefits them (help with their learning, beautify, provide road, bridge for easy movement, animals for food, humans for love and care, work, sun, rain. ▪ Show appreciation for resources by practicing proper use and explain how a resource can be conserved or preserved. ▪ Use a resource to create something useful. 	
	LO 2 CONSERVATION/PRESERVATION					
	Understand and appreciate the importance of conservation practices used in the home.	<ul style="list-style-type: none"> • Demonstrate simple conservation practices related to water, food, lights, refuse, personal effects- clothes. • Describe situations when there are no lights, water, food, and what actions are taken. 		Recognise and appreciate their responsibility in conserving and preserving the resources in their school/ neighbourhood.	<ul style="list-style-type: none"> ▪ Describe how they take care of resources at school- books, bags, wrappings, bottles and fruit peels. ▪ Talk about how they feel when the yard is dirty, tall grass, animal wastes, the benches are broken. ▪ Participate in a clean up campaign at school. ▪ Illustrate or demonstrate how they help to preserve some common resources. 	
LO 3 ECONOMIC ACTIVITY						
Describe the work and occupation of people in their family and appreciate the value of work and those who work.	<ul style="list-style-type: none"> • Describe the types of work their family members do. • Identify the best ways money earned in the family should be used. • Discuss the importance of family members to be employed. 		Recognise and appreciate that the school has many workers and that money is needed for its functions.	<ul style="list-style-type: none"> • Identify the persons who work in their school and show that the work they do is appreciated. Find out how they are paid and by whom. • Discuss how the school earns its own money and how the money is used. • Participate in a school’s activity to help the school meet its needs. 		

GRADE 2

LEARNING OUTCOMES	SUCCESS CRITERIA
LO 1 TYPES, USES, AVAILABILITY AND ALLOCATION	
Recognise the interdependence of resources and to appreciate that resources can become scarce.	<ul style="list-style-type: none">▪ Identify different types of resources available in their community.▪ Show how one resource depends on an other.▪ Predict what would happen if any of the natural resources disappeared and suggest how to prevent this from happening.▪ Describe what people do to get resources that are not available in their community-(fish, food, rivers, and doctors).
LO 2 CONSERVATION/PRESERVATION	
Describe conservation /preservation practices in their community.	<ul style="list-style-type: none">▪ Describe and illustrate the best conservation/preservation practices in their community- skip system, water, beaches, and rivers.▪ Talk about measures to keep their community clean.▪ Participate in a class project to adopt and beautify a selected area of their community.
LO 3 ECONOMIC ACTIVITY	
Understand that their community provides opportunity for economic activities for its people and the development of the community.	<ul style="list-style-type: none">▪ Describe the types of economic activities in their community and the people involved and the goods and services provided.▪ Discuss the benefits of economic activity to the people and their community.▪ Describe and illustrate a typical tourist, banana or fishing day in their community.▪ Show appreciation for people who work for the benefit of their community.

SOCIAL SCIENCES:		STRAND 4: SOCIAL ISSUES AND CHANGE		KEY STAGE 1	
ATTAINMENT TARGET:					
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 the learner has achieved this Attainment Target when s/he can:	GRADE K			GRADE 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA
	LO1 SOCIAL ISSUES				
	Understand and appreciate that social issues which affect families can be resolved.	<ul style="list-style-type: none"> • Identify, and discuss some social issues that you and your family members face at home. • Suggest ways to solve these problems. ▪ Demonstrate how they feel when the problem is resolved. 		Recognise and appreciate that social issues at school must be resolved.	<ul style="list-style-type: none"> • Identify problems in the classroom and school which affect them, • Suggest ways to solve these problems. • Demonstrate how they feel before and after the problem has been resolved.
	LO2 SOCIAL CHANGE				
Understand and appreciate that changes are taking place all the time	<ul style="list-style-type: none"> • Identify some changes which have taken place in the home. • Describe their feelings about the changes. • Give reasons why the changes took place. 		Understand and appreciate the reasons for changes that take place in their schools.	<ul style="list-style-type: none"> • Discuss the changes in their school and express their feelings about the changes. • Compare the changes and make a judgment about the changes. • Suggest other changes they would like to see in their school and why. 	
GRADE 2					
LEARNING OUTCOMES			SUCCESS CRITERIA		
LO1 SOCIAL ISSUES					
Recognise and appreciate that community problems can be resolved through mutual respect, concern and tolerance.			<ul style="list-style-type: none"> • Identify some problems affecting the community. • Suggest ways to solve these problems • Choose the appropriate persons to help resolve a problem. 		
LO 2 SOCIAL CHANGE					
Recognise that their community is changing and understand the reasons for the changes.			<ul style="list-style-type: none"> • Identify and describe some things that have changed in their community. • Compare changes in transportation and communication. • Suggest other changes that are necessary for their community. • Represent changes in their community using print/visual or other. 		

VISUAL & PERFORMING ARTS

Key Stage 1

**LEARNING OUTCOMES
&
SUCCESS CRITERIA**

K - GRADE 2

SUBJECT: VISUAL AND PERFORMING ARTS ⁴		STRAND: ART AND CRAFT		KEY STAGE: 1		
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.						
We will know that the learner has achieved this attainment target when she/he can	GRADE: K			GRADE: 1		
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA	
	LO 1 CREATING					
	Express themselves by using different materials	<ul style="list-style-type: none"> ▪ Make and discuss free hand drawing of their own choice ▪ Produce 2 or 3 dimension work with used materials to express feelings, thoughts and experience ▪ Identify objects by their shapes, sounds and colours ▪ Follow directions to make various geometric shapes ▪ Draw different types of lines 		Express themselves by using various patterns, shapes and objects.	<ul style="list-style-type: none"> ▪ Make and discuss free hand drawing of things in the environment ▪ Present own impressions of patterns given (e.g. musical notes) ▪ Create patterns using given shapes of objects 	
	LO 2 COLOURS					
	Identify, discuss and use basic colours and a variety of lines	<ul style="list-style-type: none"> ▪ Identify, discuss and use the colours red, blue, purple, orange, black, green, yellow, white & brown in context (name favourites) ▪ Discuss different shades of the same colour ▪ Match colours with objects of same colour ▪ Select colours to paint, colour, draw etc objects according to reality ▪ Colour templates, letters, pictures, flag etc 		Identify, discuss and use primary colours to create and appreciate new colours	<ul style="list-style-type: none"> ▪ Identify the primary colours ▪ Discuss and differentiate between primary and other colours ▪ Mix primary colours and identify new colours obtained ▪ Use the new colours to paint colour templates pictures, letters etc 	
	LO 3 DESIGN					
Create designs using a variety of materials	<ul style="list-style-type: none"> ▪ Use templates to create designs – hands, feet, leaves, stamps. ▪ Make papier mache using tear, cut and paste method ▪ Arrange two or more pieces of discarded material to create something new. 		Use a combination of shapes to create patterns, objects and visuals.	<ul style="list-style-type: none"> ▪ Re-arrange shapes to create new designs. ▪ Use play dough to create objects ▪ Use different materials, especially local, to create new objects 		
GRADE 2						
LEARNING OUTCOMES			SUCCESS CRITERIA			
LO1 CREATING						
Express themselves by using patterns, materials to create 2-dimensional objects		<ul style="list-style-type: none"> ▪ Make and discuss free hand drawing using the immediate environment ▪ Produce 2-dimensional shapes using water colours, paint, crayons or markers etc ▪ Combine artwork to make a collage. 				

⁴ It is mandated that every VPA session at KS 1 and 2, will combine criteria from **ALL** 3 learning Outcomes: Listening, Creating and Performing

LO2 COLOURS	
Investigate the effects of mixing primary and secondary colours; express preferences and give reasons.	<ul style="list-style-type: none"> ▪ Experiment with primary and secondary colours, observe and record the colour changes ▪ Talk about how the different colours make them feel. ▪ Invent names to describe colours made from mixing primary and secondary colours.
LO 3 DESIGN	
Formulate patterns to create their own designs	<ul style="list-style-type: none"> ▪ Fold and cut paper to create mobiles, puppets etc. ▪ Use and display objects made ▪ Demonstrate an understanding of safety when using scissors and any other sharp tools ▪ Design 3D models of the community and create new objects using local materials

SUBJECT: PERFORMING & VISUAL ARTS STRAND: MUSIC KEY STAGE: 1				
ATTAINMENT TARGET: The learner will be able create and develop an appreciation for music by participating, performing and responding to sounds in the environment.				
We will know that the learner has achieved this Attainment Target when she/he can..	GRADE: K		GRADE: 1	
	LO	SUCCESS CRITERIA	LO	SUCCESS CRITERIA
	LO 1 LISTENING			
	Explore and imitate sounds in the environment	<ul style="list-style-type: none"> Recognise and imitate a) loud and soft sounds(dynamics) b) high and low sounds(pitch) c) long and short (duration) and d) fast and slow (tempo) sounds from the environment Use the different sounds to make music through games, role play etc Identify and talk about familiar musical instruments by sounds 	Identify, imitate and describe a variety of sounds in the environment	<ul style="list-style-type: none"> Listen and imitate different sounds found in the environment Listen to specific sounds, identify and talk about the objects and instruments used Classify sounds according to the materials used (e.g. wood, skin, metal etc) Listen and imitate ‘me’, ‘soh’ and ‘lah’ on the C major scale Listen and memorise simple local tunes.
	LO 2 CREATING			
	Use a variety of materials to produce fun music	<ul style="list-style-type: none"> Play musical games Recall simple melodies imitate them to others by singing, chanting (e.g. rhymes) Imitate simple rhythm patterns using voice, percussion and other local materials (paper, plastic, twigs, shells etc) Manipulate the solfa notes ‘me’ and ‘soh’ to compose and sing simple tunes 	Organise sounds using various elements of music	<ul style="list-style-type: none"> Organise sounds to make music Reproduce rhythmic segments and combine them into more complex patterns by clapping, stamping, humming etc. Arrange/compose ‘me’ ‘soh’ and ‘lah’ pitches on the C major scale in simple tunes
	LO 3 PERFORMING			
	Respond to music by performing a variety of fun activities	<ul style="list-style-type: none"> Dance to the beat of songs, rhymes and poems Perform appropriate body movements to music, both live and recorded Perform simple musical responses from different visual stimuli, including action songs 	Respond to musical selections with appropriate actions	<ul style="list-style-type: none"> Participate in more detailed action songs (e.g. heads , shoulders, knees and toes) Respond appropriately according to tempo of a song Coordinate hands to play musical games Sing simple tunes(folk, rhymes, calypso) Participate in musical activities at school.
	GRADE: 2			
	LEARNING OUTCOMES		SUCCESS CRITERIA	
LO 1 LISTENING				
Demonstrate the ability to order sounds.	<ul style="list-style-type: none"> Distinguish between tuned and untuned percussion Listen to develop a variety of tones from percussion and other local materials Listen and sing ‘me’ ‘soh’ and ‘lah’ ‘tee’ and ‘doh’ pitches of the C major scale Play listening musical games 			
LO 2 CREATING				
Compose a tune using two or more elements	<ul style="list-style-type: none"> Create own sound scores to reflect specific elements of music Compose, in oral or print form, simple tunes using ‘me’ ‘soh’ and ‘lah’ ‘tee’ and ‘doh’ pitches of the C major scale 			
LO 3 PERFORMING				
Use percussion to accompany music	<ul style="list-style-type: none"> Read/interpret and perform simple sound scores Sing tunes that they have composed alone and with others Sing and accompany simple melodies (e.g. folk songs, patriotic songs, rap, calypso etc.) Participate in a performance of local music with their or others’ composition. 			

SUBJECT: VPA		STRAND: 3 DRAMA		KEY STAGE: 1	
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	GRADE: K			GRADE: 1	
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA
	LO 1 MOVEMENT				
	Demonstrate body awareness through a variety of fun activities	<ul style="list-style-type: none"> ▪ Demonstrate the use of body parts to communicate messages and feelings ▪ Use the 5 senses to explore the environment ▪ Talk about things they like and dislike from using senses 		Identify, discuss & use a variety of body movements to express self.	<ul style="list-style-type: none"> ▪ Demonstrate through mime a range of emotions, feelings and messages ▪ Talk about different types of body movements they have seen and the types they should and should not use and give reasons ▪ Discuss different responses to other people's body movements and role play appropriate responses ▪ Imitate the movement of various familiar living things and objects by self and as a group
	LO2 VOICE				
	Demonstrate ability to use voice for various purposes	<ul style="list-style-type: none"> ▪ Retell local short stories, rhymes, proverbs, riddles and sing songs using loud and soft, high and low, fast and slow styles. ▪ Participate in fun speaking games, with and without action, (tongue twisters, I-spy, what's the time etc.) 		Use knowledge of how the voice works to practice clear expressive speech	<ul style="list-style-type: none"> ▪ Retell stories, longer rhymes, riddles and jingles changing voice to match different characters. ▪ Select and recite favourite poems, stories, proverbs by self and with group ▪ Use proper breathing techniques when making an oral presentation
	LO3 PERFORMANCE				
	Convey awareness of self and their physical space through the senses	<ul style="list-style-type: none"> ▪ Demonstrate the ability to follow instructions. ▪ Imitate sounds in the environment. ▪ Demonstrate through gesture their responses to: <ul style="list-style-type: none"> - different moods and feelings - the feel of nice and unpleasant textures - pleasant and unpleasant sights(e.g. scenes, views, situations) ▪ Alone and in groups make shapes and objects with their bodies. 		Demonstrate the ability to perform in groups cooperatively and collaboratively.	<ul style="list-style-type: none"> ▪ Role play animal characters ▪ Mime familiar situations at home, school and the and community ▪ Plan and dramatise a favourite story, rhyme, proverb so that all are involved.
GRADE: 2					
LEARNING OUTCOMES		SUCCESS CRITERIA			
Combine mime and movement to enhance creative self-expression		<ul style="list-style-type: none"> ▪ Perform simple movement sequences following straight, curved and zig-zag pathways ▪ Use body to mime jobs or occupations ▪ Use movement and mime to express personal likes and dislikes for others to guess 			
Use voice to practice clear expressive speech		<ul style="list-style-type: none"> ▪ Play games/sing songs to compare sounds made by animals and people ▪ Exhibit correct body posture and use of hands and eyes when making oral presentations ▪ Participate in a show and tell activity 			
Express a variety of feelings		<ul style="list-style-type: none"> ▪ Identify, discuss and dramatise the feelings that they experience when certain pleasant and unpleasant situations occur. 			

HEALTH & FAMILY LIFE EDUCATION

Key Stage 1

**LEARNING OUTCOMES
&
SUCCESS CRITERIA**

K - GRADE 2

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: K		GRADE:1	
LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
LO 1: PERSONAL/EMOTIONAL WELL-BEING			
Display an awareness of self and emotions	<ul style="list-style-type: none"> Recognise that they are all alike and special. Describe themselves positively in simple terms Describe their families and their position in the family Play games/Make display badges/posters that celebrate self, family members and each other. Demonstrate assertive behaviours through role plays and in relationships with peers. Respond appropriately to anger, pain, and joy. 	Demonstrate basic social skills in developing good relationships with family members and others.	<ul style="list-style-type: none"> Recognise that they are alike but unique in the family. Demonstrate through playing games/role play the basic social skills of: <ul style="list-style-type: none"> - Listening while others are speaking. - Refraining from laughing at the mistakes of others. - Displaying friendly behaviour (e.g. hugging, playing, sharing) - Exhibiting fair play regardless of gender. - Applauding positive behaviour and achievement of others. - Interacting with each other in an honest and helpful ways - Using 'excuse me', 'sorry' and other polite remarks. - Waiting their turn.
LO 2: SPIRITUAL WELL BEING			
Show reverence according to one's faith	<ul style="list-style-type: none"> Show spiritual gratitude for life. Sing and enjoy spiritual choruses and songs of praise. Recite simple prayers according to one's faith Respond positively to moments of silence and prayer. 	Recognise different ways of showing reverence according to one's faith	<ul style="list-style-type: none"> Respect those in authority through cooperation and keeping rules. Respect the worship time of each other's faith. Practice speaking the truth. Demonstrate qualities of honesty. Participate in prayer time according to one's faith.
LO 3: SOCIAL WELL BEING			
Build good relationships at home and school	<ul style="list-style-type: none"> Show concern for others by sharing and caring. Have Sharing time during which pupils share positive events and experiences with others. Keep the rules at school and home. Carry out chores at home and at school. Be reliable and trustworthy. 	Recognise and appreciate the positive qualities of different people	<ul style="list-style-type: none"> Interact with others in a way that is honest and helpful. Applaud positive behaviour and achievement of others. Allow people to contribute in areas where they are strong. Discuss appropriate ways to help others in difficult situations (e.g. where blood is involved and personal risk) Give others a chance to use their talents.
LO 4: WORK AND CAREERS			
Demonstrate awareness of the variety of jobs/work people do at home	<ul style="list-style-type: none"> Identify jobs people do within the home and surroundings. Differentiate between chores/jobs Speak about the jobs that members of their family do. Articulate a desire to perform a certain job when they are older. Role-play jobs they would like to do. 	Identify and talk about the tools and equipment used by different workers in the community	<ul style="list-style-type: none"> Listen to talk from professionals and discuss the skills/knowledge needed. Demonstrate what persons in different professions do. Role play different jobs and skills needed for a job of their choice.

GRADE: 2	
LO 1: Personal/Emotional Well-Being	
Exhibit behaviours & attitudes that reflect positive self esteem and ways of coping with emotions	<ul style="list-style-type: none"> • Demonstrate some level of self-confidence by using initiative in familiar situations. • Express personal feelings and opinions to common situations at home and school. • Affirm others by using complimentary remarks (e.g. circle time) at school and home. • Demonstrate an awareness of self by their general deportment.
LO 2: Spiritual Well Being	
Demonstrate awareness and respect for each other's religious faiths	<ul style="list-style-type: none"> • Practice qualities of listening, understanding another's point of view and forgiveness. • Discuss each other's faith and show respect and tolerance toward each other. • Resolve conflict by using the principles according to one's faith.
LO 3: Social Well Being	
Maintain lasting positive relations with others at home and school	<ul style="list-style-type: none"> • Role-play common situations depicting poor behaviour (e.g. mockery, laughing, booing) and discuss changes to show tolerance of and respect towards others. • Be obedient to those in authority. • Assist others in difficulties demonstrating personal care and safety. • Demonstrate the principles to 'doing unto others as you would have them do unto you'.
LO 4: Work and Careers	
Identify jobs in the community and discuss the basic knowledge and skills needed to perform them well	<ul style="list-style-type: none"> • Prepare and ask questions to community workers, record and discuss information given and make a presentation. • Use pictures of tools as stimuli to generate discussions on skills and knowledge needed to operate them. • Discuss dangers on engaging in jobs/activities without the necessary skills and knowledge. • Identify and discuss how the subjects they learn are needed for different jobs.

SUBJECT: HEALTH AND FAMILY LIFE EDUCATION APPROPRIATE EATING AND FITNESS STRAND:2 KEY STAGE 1			
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			
K		GRADE 1	
LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
LO1: DRUGS			
Demonstrate an awareness of drugs	<ul style="list-style-type: none"> • Display an understanding of what a drug is by:. • - Identifying drugs when seen e.g. on charts, posters and in real life. -Classifying drugs as ‘good’ (medicine given by doctors) and ‘bad’. - Identifying persons from whom they can accept drugs e.g. parents, doctors. • Recite rhymes/jingles for and against the use of bad drugs. • Discuss care and safety with drugs. 	Show awareness of the dangers of certain drugs	<ul style="list-style-type: none"> • Identify useful and harmful drugs. • Listen/view advertisements promoting drugs acceptable in the country and discuss. • Make a presentation with art, drama, dance etc on the misuse of drugs. • Discuss, categorise and make a display of labels on containers of harmful substances to show care and safety.
LO 2: NUTRITION			
Appreciate the need to eat nutritional meals every day	<ul style="list-style-type: none"> • Use different art forms to show basic foods eaten at breakfast, lunch and supper. • Discuss reasons for eating nutritional meals. • In groups prepare displays of a sample of nutritional foods. • 	Realise that our bodies need different types of food to remain healthy	<ul style="list-style-type: none"> • Group foods according to three basic functions – “Go, Grow and Glow”. • Use literature /sing songs to explain briefly the importance of food to healthy life. • Demonstrate healthy snack choices for at least a week.
LO 3: FITNESS, REST & HYGIENE			
Engage in body movements that enhance fitness	<ul style="list-style-type: none"> • Use a variety of media to imitate climbing ladders, marching, tracing waving etc. • Demonstrate washing their hands after use of the toilet (and engage in other hygiene practices). • Participate in PE and sport activities at school. • Practice good posture 	Understand that rest, exercise fresh air and good hygiene habits contribute to a healthy body	<ul style="list-style-type: none"> • Dramatize good hygiene habits through action songs and poems. • Show the consequences of not washing hands after using the toilet through a visual. • Perform actions that develop their limbs. • Practice taking rest periods.

GRADE: 2	
LO1: DRUGS	
Describe simply the effects of drugs and other substances on the individual	<ul style="list-style-type: none"> • Prepare and ask questions to resource persons about the effects of drug on an individual • Discuss the information and role play situations to show the effects. • Produce posters/slogans which demonstrate the effects of drugs. • Express feelings and opinions about persons who are affected by drugs. • Demonstrate ways (e.g. role play) of refusing or avoiding harmful substances.
LO 2: NUTRITION	
Identify and discuss nutritious choices from commonly available foods and drinks	<ul style="list-style-type: none"> • Choose healthy foods from foods presented and state reasons for their choice. • Identify and discuss the use of locally grown foods instead of imported,/ processed foods, and give reasons. • Develop strategies to encourage parents to provide healthy snacks. • Plan simple nutritious meals using various menu cut outs
LO 3: FITNESS, REST & HYGIENE	
Engage in daily activities to maintain personal health & fitness	<ul style="list-style-type: none"> • Engage in fitness activities. • Role play care of personal effects after use e.g. soiled/used kerchief, comb, tooth brush) • Maintaining accepted personal appearance and dress. • Develop and use sleep log to practice going to bed on time. • Demonstrate hygiene practices e.g. brushing teeth, use of handkerchief etc.

SUBJECT: HEALTH AND FAMILY LIFE EDUCATION		SEXUALITY AND SEXUAL HEALTH		STRAND:3		KEY STAGE 1	
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							
K				GRADE 1			
LEARNING OUTCOMES		SUCCESS CRITERIA		LEARNING OUTCOMES		SUCCESS CRITERIA	
LO: 1 GENDER AND SEXUALITY							
Discuss the similarities and differences between male and female		<ul style="list-style-type: none"> • Discuss ways in which they see boys and girls as the same and different • Sing songs, rhymes about boys and girls that are gender sensitive • Use words related to gender appropriately. • Make a visual to represent similarities and differences between male and female. 		Examine and compare gender roles and responsibilities within the family		<ul style="list-style-type: none"> • Make a visual to show understanding of themselves and their family • Explain the role that males and females play in the family • Explore feelings about the roles that males & females play. • Listen to/read/view a variety of literature and discuss situations in which family members may change gender roles in the family. • Talk about what happens to the family when members do not carry out their roles. 	
LO 2: SEXUAL BEHAVIOUR							
Demonstrate an appreciation of and respect for their bodies and those of others		<ul style="list-style-type: none"> • Show pride in themselves as male/female through I AM SPECIAL visuals/role play • Invent their own songs, rhymes, poems etc to celebrate their particular gender • Understand that certain parts of the body are private • Demonstrate ways to keep the private parts of the body clean and protected e.g. correct wiping practices and clothing using a doll • Differentiate between good and bad touches • Demonstrate ways to respond to good and bad touches 		Appreciate themselves for who they are and develop positive sexual values		<ul style="list-style-type: none"> • Make positive statements about themselves and the other gender as boys/girls • Participate in mixed group activities and discuss their feelings. • Make a booklet about themselves; their likes, dislikes, strengths, needs and why they appreciate their gender 	
LO: 3 SEXUALLY TRANSMITTED DISEASES/HIV AND AIDS							
Demonstrate an awareness of HIV and AIDS		<ul style="list-style-type: none"> • Share their understandings of HIV and AIDS • Discuss & role play ways in which they can interact with people with HIV and AIDS 		Understand that HIV AIDS can be contracted by everyone		<ul style="list-style-type: none"> • Talk about ways in which HIV and AIDS can be spread from one person to another and ways it can be prevented. • Draw pictures of ways to show empathy for persons with HIV and AIDS. 	

GRADE: 2	
LO: 1 GENDER AND SEXUALITY	
Explain what makes one male or female	<ul style="list-style-type: none"> • Identify basic physical similarities and differences. • Name and discuss differences that they see between males and females (children and adults) including genitalia. • Discuss the roles that males and females can play during pregnancy and caring for the new-born baby(feeding, cleaning, loving) • Make a visual to show external differences between males and females and share with others.
LO: 2 SEXUAL BEHAVIOUR	
Use social skills to keep themselves sexually safe and healthy	<ul style="list-style-type: none"> • Discuss how good and bad touches make them feel • Demonstrate ways to keep themselves sexually safe through visual or role play, dolls etc: e.g. Avoid sitting on laps of strangers, taking rides and gifts from strangers. • Role play: how to access help when in danger, how to show discomfort when bad situations occur . • Memorise important telephone numbers family names and addresses and use in a role play.
LO: 3 SEXUALLY TRANSMITTED DISEASES/HIV AND AIDS	
Demonstrate empathy towards those who are infected and affected by HIV and AIDS	<ul style="list-style-type: none"> • Discuss effects of HIV and AIDS on the individual and their family. • Use visuals as stimuli for discussion of ways to provide support to people who are infected and affected by HIV and AIDS. • Role play ways to show empathy to those infected and affected. • Prepare cards, letters and be sensitive to those infected and affected by HIV and AIDS.

SUBJECT: HEALTH AND FAMILY LIFE EDUCATION MANAGING THE ENVIRONMENT STRAND: 4 KEY STAGE 1

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

K		GRADE 1	
LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA
LO 1: ENVIRONMENTAL AWARENESS			
Appreciate the beauty of home and school environment	<ul style="list-style-type: none"> • Cultivate & care for a plant at school or at home. • Demonstrate proper disposal habits e.g. using bin wisely. • Make a visual of a beautiful environment of their choice • Avoid cruelty and unnecessary killing of little creatures through songs, rhymes and actions • Demonstrate respect for one’s own property, that of others and the school. 	Discuss ways to enhance the beauty of home and school surroundings.	<ul style="list-style-type: none"> • Plan and participate in a clean up campaign at school. • Make a group presentation of different things they do at home to keep it clean e.g. role play, visual, song etc. • Discuss in groups ways to make the school, classroom more beautiful. • Discuss negative environmental practices and their effect on the environment make a visual to show the effects of some of them.
LO 2: HEALTH AND SAFETY			
Discuss the factors that contribute to a safe and healthy environment at home and school	<ul style="list-style-type: none"> • Look at pictures/posters of school environments and identify potential dangers that could cause accidents at school • Discuss and demonstrate understanding of appropriate actions to avoid (e.g. role play, pick up toys in class, replace chairs, store bags neatly, etc) and deal with simple accidents when they happen (e.g. inform adult/ teachers, care with blood, applying band-aids etc) • Make a list (e.g. orally, visually) of games, activities and objects that could be dangerous to them and others. 	Demonstrate ways in which a safe and healthy environment impacts positively on their lives and those of others in the community	<ul style="list-style-type: none"> • Role play, sing action songs/rhymes clean-up activities at home • Use literature to highlight the impact of good environmental behaviours on their well-being.e.g. tell stories, recite poems etc) • Talk about different ways that germs can be spread (e.g. litter, coughs sneezes etc) and make visuals to show ways to prevent them. • Demonstrate healthy behaviours in class and record progress in their Journals for at least a week.
GRADE: 2			
LO 1: ENVIRONMENTAL AWARENESS			
Show appreciation for a clean and healthy environment and ways to keep it beautiful.	<ul style="list-style-type: none"> • Create slogans pertaining to a clean and healthy surroundings. • Plant and tend a plant in a pot/tin at school and leave them to beautify the school environment. • Make a visual to demonstrate ways to conserve resources e.g. shutting off taps, lights etc. • Discuss habits that promote a clean and healthy environment and spontaneously display them at school. 		
LO 2: HEALTH AND SAFETY			
Demonstrate health and safety measures for living in harmony with the environment	<ul style="list-style-type: none"> • Talk about some of the illnesses they get, their causes (e.g flies, cockroaches, coughing, etc) and medicine they take. and make a chart with the information • Observe and discuss things that can damage the environment and improper environmental practices and suggest ways to prevent damage to the environment. 		

PHYSICAL EDUCATION & SPORTS

Key Stage 1

**LEARNING OUTCOMES
&
SUCCESS CRITERIA**

K - GRADE 2

PHYSICAL EDUCATION AND SPORTS		STRAND 1: PHYSICAL EDUCATION		KEY STAGE: 1		
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 s/he can:	GRADE K			GRADE 1		
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA	
	LO 1 – HEALTH, FITNESS AND SAFETY					
	Experience the effects of various colors and material for sporting attire and the causes and the effects of dehydration and rehydration.	<ul style="list-style-type: none"> • identify proper attire for P.E sessions • explain why various attire are more appropriate than others • explain the proper attire for P.E sessions • explain how and why fluids are lost • explain what causes dehydration • explain the dangers of dehydration • explain the importance of replacing lost fluids. 		Discuss/understand the need for proper hygiene before, during and after P.E. and Sports and the importance of fruits and vegetables in an athlete’s diet. (Link with HFLE)	<ul style="list-style-type: none"> • discuss proper hygiene during and after P.E sessions • discuss the need for using towels during P.E sessions • discuss the need for washing up/ bathing and drying after P.E sessions • discuss the need to focus on specific areas of body when bathing (under arms, between toes, etc) • identify and differentiate between fruits and vegetables • discuss the importance of fruits and vegetables in an athlete’s diet • recognize that energy is required for physical activity 	
LO 2 MOVEMENT AND MOTOR SKILLS						
Experience locomotor skills through a variety of activities and using a variety of body parts (eg. Walking, jumping, creeping running, receiving, retaining, rolling, bringing, balancing)	<ul style="list-style-type: none"> • Run freely • Run freely in designated area • Jump freely • Jump in rhythm • Move to a beat • Catch and throw balloons • Roll on ground • Creep under objects (bench, etc,) • Catch and send balloons 		Experience and develop locomotor skills through a variety of activities and using a variety of body parts (eg. Walking, jumping, running, receiving, retaining, throwing)	<ul style="list-style-type: none"> • Balance while standing, turning or hopping with eyes closed • Keep balance after running • Move along predefined paths • Perform “bunny hops” • Roll without hurting self or others • Run freely in area created for game. • Catch and throw balls made with balloons and/or paper • Catch and throw big balls 		

PHYSICAL EDUCATION AND SPORTS		STRAND 1: PHYSICAL EDUCATION	KEY STAGE: 1
GRADE 2			
	LEARNING OUTCOMES	SUCCESS CRITERIA	
We will know the learner has achieved this target when s/he can:	LO 1 – HEALTH, FITNESS AND SAFETY		
	Develop an appreciation for First Aid and the importance of basic first aid techniques for cuts and bruises and differentiate between energy foods and building/protecting foods.	<ul style="list-style-type: none"> • discuss what “First Aid” is • discuss the importance of first aid • discuss and simulate basic first aid techniques • Discuss an athlete’s diet • Identify and suggest foods used to provide energy • Identify/suggest healthy snack 	
	LO 2 MOVEMENT AND MOTOR SKILLS		
	Select and perform 1. -locomotor skills in a variety of activities and 2.- ways to receive, retain, throw, etc. using a variety of body parts individually and with others.	<ul style="list-style-type: none"> • Run for a given length of time • Run, without interruption, the number of the age in minutes (Ex. A 7yr. old will run for 7 minutes) • Dodge items (balls) thrown at them • Jump over specific objects • Climb onto and over specified objects • Use single repeated traveling actions while jumping (jump from side to side, forward/backward, etc.) • Throw and catch a ball to/from a partner • Throw an object (stone) safely (without injuring self or other) • Throw ball high in air and catch • Throw and catch a tennis ball to self and to partner 	

PHYSICAL EDUCATION AND SPORTS		STRAND 2: SPORTS		KEY STAGE: 1		
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 s/he can:	GRADE K			GRADE 1		
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA	
	LO 1 - To acquire basic skills and competencies for effective participation in individual sports					
	Experience the basic skills of running, sending, bringing, jumping, swimming, etc. in a variety of environments	<ul style="list-style-type: none"> Run freely Run on ball of feet Avoid being caught Run with a teammate Simulate swimming strokes 		Demonstrate the basic skills of running, throwing, jumping, swimming in a variety of environments and using various equipment.	<ul style="list-style-type: none"> Run along a straight or winding path Run along a predefined athletic track Throw tennis or cricket balls, modified javelins, etc. Jump over small objects Jump in rhythm Do jumping jacks Jump from side to side 	
	LO 2 - To acquire basic skills and competencies for effective participation in team sports requiring a big ball					
	Demonstrate an understanding, love and appreciation for sports involving big balls (football, b-ball, v-ball, netball, etc.)	<ul style="list-style-type: none"> Identify and differentiate between the various balls/equipment used for netball, handball, basketball, volleyball, football Play freely with balls, individually and in groups 		Demonstrate the ability to receive and control the ball.	<ul style="list-style-type: none"> Explain the importance of receiving and controlling the ball properly. Discuss and demonstrate ways of controlling the ball (sports specific) 	
	LO 3 - To acquire basic skills and competencies for effective participation in team sports requiring a bat					
Demonstrate an understanding, love and appreciation for sports involving bats (tennis, cricket, rounders, etc.)	<ul style="list-style-type: none"> Identify and describe a few basic equipment required for sports/games with bats. Discuss how some of these sports are played. Describe and differentiate between the various bats used 		Demonstrate an understanding of basic concepts involved in sports requiring bats	<ul style="list-style-type: none"> Explain how points are scored in various games with bats Discuss importance of scoring points and runs Explain and differentiate between the various terms used in these sports 		

PHYSICAL EDUCATION AND SPORTS		STRAND 2: SPORTS	KEY STAGE: 1
We will know the learner has achieved this target when s/he can:	LEARNING OUTCOMES	SUCCESS CRITERIA	
	GRADE 2		
	LO 1 - To acquire basic skills and competencies for effective participation in individual sports		
	Select and perform basic skills of running, throwing, jumping swimming in a variety of environments and using various equipment.	<ul style="list-style-type: none"> • Jump over obstacles • Run specified distances and for specified durations • Run a specified distance in a given time • Avoid being caught • Demonstrate various strokes in swimming • Jump to a specified distance 	
	LO 2 - To acquire basic skills and competencies for effective participation in team sports requiring a big ball		
	Demonstrate the ability to receive and pass the ball	<ul style="list-style-type: none"> • Discuss and experience why passing is important • Demonstrate proper techniques for catching and passing the ball • Demonstrate various ways of receiving and passing the ball 	
LO 3 – To acquire basic skills and competencies for effective participation in team sports requiring a bat			
Demonstrate various skills required in sports involving bats.	<ul style="list-style-type: none"> • Demonstrate proper footwork • Demonstrate attacking and defensive skills. 		