

SECTION 4

Integrated Studies

The Integrated Studies are divided into learning areas: Science; Social Studies; Sensory, Motor and Health; and Social and Emotional. These learning areas are blended or integrated into the teaching and learning activities found in the daily and weekly guides.

These lessons give opportunities for children to understand the world in which we live by building specific skills and studying content that might be found in Science, Social Studies, Sensory, Motor and Health and Social and Emotional Skills. Lessons will promote curiosity in young children as they carry out activities that help them to explore their world and delight in what they find. They will nurture positive attitudes in learners as they encounter the values embedded within.

4.1 Principles for Teaching Integrated Studies

This curriculum has been planned carefully for the holistic development of the children. Integration of subject areas and learning processes allow teachers to focus on the learning that particular activities can bring, rather than on a subject area in isolation. This is important at this age and stage of development that PPY children have reached. At this stage they are learning to love learning while gaining some foundational skills that will prepare them for Primary School education.

The concepts within integrated studies are organised into Strands, Strand themes, General Learning Outcomes (GLO) and Specific Learning Outcomes (SLO), just like the other learning areas.

It is recommended that teachers focus on the process of learning, more than on the attainment of specific learning outcomes or mastery of lots of skills. Some children will exceed these outcomes, while others will continue to work toward them. The important thing is that children have meaningful experiences in class.

4.2 Some Teaching Approaches for the Integrated Studies

4.2.1 Science

Teaching approaches in science for young children involve asking questions, probing for answers, conducting investigations, and collecting data. Science, rather than being viewed as the



memorization of facts, becomes a way of thinking and trying to understand the world. This approach allows children to become engaged in the investigative nature of science and to experience the joy of having wonderful ideas.

There are three (3) strands in Pre-primary science program and themes.

Science Knowledge
Strand Theme: Information to gather and organise
Science Skills
Strand Theme: Personal skills to explore concepts and ideas
Science for Others
Strand Theme: Patterns and changes that can help others

The teacher will need an ability to take what they are used to looking at every day in the physical world around them and share it with children as if it is the first time they have seen it. They can help children to understand that the world is a wonderful place. They should be willing to go outside to explore and gather items for learner discovery. The teacher will need to plan and prepare for activities and experiments to give the children the joy of discovering what the world is all about.

Children are naturally curious about the world and want to find out as much as they can. They want to know what makes the wind blow, how trees grow, why fish have fins, and where turtles go in the winter. But they don't want adults to give them the answers. They want to be the discoverers, the experimenters, and the theory builders. They don't want science to be something that is imparted to them; they want it to be something that they do. They want to be scientists; not just consumers of science. They want to ask their own questions, collect their own data and arrive at new and wonderful ideas. These "wants" should shape the foundation of an early childhood science curriculum.

The pre-primary year is the foundation and a vital year for building the formation of attitudes of the young learners towards science. Developing interest and confidence towards science at this age and showing them the scientist perspective is very important.

4.2.1.1 Science Concepts

Science concepts are the ideas that organise science activities. Within each Science Specific Learning Outcomes (SLO) there are concepts that the learners need to grasp. If a teacher digs deeply into a SLO they will see the concepts there. In considering Science SLO teachers will guide learners to identify concepts and build conceptual skills. In lesson plans, teachers can use the concepts identified here when stating the concepts in a lesson.

Science Concepts Taught During the Pre - Primary Year.

Science Concepts	Examples in PPY Lessons
Identifying things about people, animals and plants.	<p>People:</p> <ul style="list-style-type: none"> - are living things, SC.1.1.1.1 Tm 1 wk 1-4 - have basic needs SC.1.1.1.2 - make babies SC.1.1.1.4 Tm 1 wk 3 <p>Meet basic needs SC.1.2.1.2 Tm 2 wk 1-4.</p> <p>Use tools to meet needs SC.3.1.1.1 Tm 1 wk 1-8,</p> <p>Animals:</p> <ul style="list-style-type: none"> - are living things, SC.1.1.1.5, 1.1.1.6, 1.1.1.7, 1.1.11.8 Tm 2 wk 1-4 - have basic needs SC.1.2.1.3 Tm 2 wk 5, <p>Plants:</p> <ul style="list-style-type: none"> - have basic needs SC.1.1.1.13, 1.1.1.14, 1.1.1.15, 1.1.1.16. Tm 3, wk 1-4
Properties of materials	<p>Clothes around the world SC.1.3.1.3 Tm 3 wk 5-8</p> <p>Building materials SC.1.3.1.1 Tm 1 wks 1-4</p> <p>Building materials for shade SC.1.3.1.4 Tm 4 wk 5-8</p>
Comparing	People and animals meet basic needs differently SC. 3.1.1.2 Tm 2, wk 5
Observing and identifying changes.	<p>Seeds change into plants SC.1.2.1.6 Tm 3, wk 1-4.</p> <p>Water evaporates SC.2.2.1.2 Tm 4 wk 5-8.</p> <p>Cause and effect e.g. water on a sponge SC 2.2.1.1 Tm 3, wk 5-8.</p> <p>States change e.g. through cooking, dissolving SC.1.2.1.7 Tm 3 wk 5-8.</p> <p>Colours change when mixed SC.1.2.1.10 Tm 4 wk 5-8.</p>
Asking and answering questions.	Class discussions SC.3.2.1.1. Tm 1,2,3,4



Elements of the earth, sustainability	<p>Picture and discussion. Enjoy songs and rhymes about earth SC.1.1.1.12 elements of the earth Tm 3 wk 1</p> <p>Weather maps, maps and concrete models are in social studies.</p> <p>Discussion about how we must look after the land and water because they meet our needs SC.3.1.1.3 Responsibility for sky through an air pollution experiment SC.3.1.1.4 Tm 3 wk 7.</p>
Recording information through drawing, constructing, graphing	<p>Observing, investigating and recording information through drawing examples (Tm 2 wk 5), use pictures drawn to make a picture graph (Tm 2 wk 6).</p> <p>SC 3.2.1.2 Tm 1,2,3,4</p>
Presenting information	and explanation SC.3.2.1.3 Tm 1,2,3,4
Using the five senses	<p>Identify and describe 3 objects by smell.</p> <p>Game: Blindfold some children SC.2.1.1.2 Sense of sight SC.2.1.1.3 Sense of smell SC.2.1.1.4 Sense of touch, SC.2.1.1.5 Sense of hearing, SC 2.1.1.16 Sense of taste Tm 2, wk 1-4</p>
How the world works, including time and weather.	<p>Listen to and enjoy custom stories explaining concepts of time, weather patterns and how things happen in the world SC.1.2.1.1</p> <p>Discussion on the weather, make weather chart SC.1.2.1.4</p> <p>Discuss and record changes in weather SC 1.2.1.5</p> <p>Shadows – the absence of light SC 1.1.11.18 SC.1.2.1.9</p> <p>Time: days of the week are found in LL and MA. Language about time like before and after is in MA.</p>

4.2.1.2 Teaching Five Senses

Using the five senses strengthens our learning experiences. When you are putting together activities for your Pre-primary Year learners, there are some questions teachers can ask themselves: for example: How can I make activities multi-sensory experiences? How can I add the five senses into activities?

Here are some probing questions to help teachers could ask learners:

1. What is it you saw?
2. What noises did you hear?

3. What did it smell like?
4. Did you like the taste?
5. How did it feel?
6. What does that show you?
7. What does that tell you?

Think of these questions when you are planning any activities for your Pre-primary Year learners. It will help them to think for themselves. They will have a better understanding of the world around them.

Lessons that directly teach the five senses use outcome SC.2.1.1.1 “identify the senses of sight, smell, touch, hearing and taste” and are found in Term 1 weeks 5 to 8, term 2 weeks 1-4.

Senses	Concept	Some lesson activities
Sense of Touch	Gain information through touch	<ul style="list-style-type: none"> Term 2 week 1 Science Identify and describe objects through touch: SC 2.1.1.4 Describe through touch
Sense of Smell	Gain information through smell. Distinguish between good and bad smells, comfortable and uncomfortable smells.	<ul style="list-style-type: none"> Term 1 weeks 5 Science Identify and describe 3 objects by smell: SC.2.1.1.3 identify objects or the source of the smell through sense of smell only.



Sense of Sight	<p>Gain information through seeing.</p> <p>Distinguish between letters.</p> <p>Observing is thinking about what is seen.</p> <p>Respond to sight</p>	<ul style="list-style-type: none"> describe various objects through sight. Term 2 week 2 day 4 Language and Literacy: Talk about the difference between letter shapes. Term 1 & 2 Maths: MA.1.1.1.11 observe and copy. MA.1.1.1.10 observe natural patterns. MA.1.1.1.13 observe and identify. Term 2 week 3 – 5 Sensory Motor and Health. SM.3.1.1.4 Move in response to directions Respond to sight with movements – show symbol on flash card for noisy action and children should do the action
Sense of Hearing, Sounds	<p>Listening well is thinking about what is heard.</p> <p>Distinguish between sounds.</p> <p>Gain information through hearing sounds.</p>	<ul style="list-style-type: none"> Every term Literacy - Distinguishing between letter sounds – every term learners are involved in this activity. Listen and perceive differences between letters: LL.1.5.1.2 Hear beginning sounds; LL.2.5.1.3 orally play with the sounds of several small letters within words. Term 1 week 5: Identify by hearing – teacher can hide some things... SC.2.1.1.1 Identify by the senses. Every term Literacy – Compare the sounds of different languages: LL.2.6.1.2 demonstrate awareness of features of print and sounds in various languages Term 2. Weeks 1-4 Science Listen: SC.2.1.1.5 identify familiar sounds and to detect the direction of the sound through sense of hearing only
Sense of Taste	<p>that Gain information through taste.</p> <p>Distinguish between tastes.</p>	<ul style="list-style-type: none"> Term 2 Weeks 1-4 Science SC.2.1.1.6 identify and describe the taste of foods through using such words as sweet, sour, bitter and salty.

4.2.1.3 Fostering Scientific Thinking

One of the desired outcomes of the Pre-primary Year science curriculum is the development of scientific thinking in young children. Scientific thinking differs from the learning of scientific facts in that scientific thinking involves children in the process of finding out. Instead of learning what other people have discovered, scientific thinking leads children to make their own discoveries. Scientific thinking is manifest as young children ask questions, observe and compare and record data through drawing and constructing,

An environment that fosters scientific thinking is one that gives young children the time, space, and materials to exercise their curiosity. It also gives them the freedom to engage in child-centred explorations, experimentations, and explanations. Note that in posing questions in relation to an experiment, the teacher avoids giving facts or stating rules. The questions posed invite more reflective thinking and further experimentation. The experiment and the related findings are the child's, not the teacher's or someone else's. To become engaged in scientific thinking, children need to dig in the dirt, dip water from a bucket and closely observe trees and plants.

Productive Questions to Foster Scientific Thinking

Type of Question	Purpose/Examples	Examples
Attention-focusing	Calls attention to significant details	What is it doing? How does it feel?
Measuring & counting	Generates more precise information	How many? How much? How heavy?
Comparison	Fosters analysis and classification	How are they alike? How different?
Action	Encourages exploration of properties and events; also encourages predictions	What if...?
Problem-posing	Supports planning & trying solutions to problems	How could we...?
Reasoning	Encourages reflection on experiences & construction of new ideas	Why do you think? Can you explain that?

Table 18: Adapted from Martens, M L., (1999) *Productive Questions – Tools to Support Constructivist Learning*

4.2.2 Social Studies

In considering Social Studies learning outcomes teachers will guide the learners to explore their identity as part of a family, a community, a county and the world.

Learners will gradually build a sense of the world as something bigger than and beyond their experience and understanding but filled with awe and wonder. They will value the heritage and customs of the past and present, discovering the reasons behind them as they begin to look to the



future.

Learners will explore the contributions of different countries and people groups and recognise that their diversity enriches our lives. They will have opportunities to build a sense of belonging, pride and responsibility as they participate in community and National activities and care for local areas.

There are three (3) strands in the Pre-primary Year Social Studies programme and themes.

Strand: Social Studies Knowledge

Strand Theme: Personal community and history

Strand: Social Studies Skills

Strand Theme: People and events can be significant

Strand: Social Studies for Others

Strand Theme: Serve and protect

4.2.2.1 Social Studies Concepts

Social Studies concepts are the ideas that organise our social studies activities. Within each Social Studies Specific Learning Outcomes (SLO) there are concepts that the learners need to grasp. If a teacher digs deeply into a SLO they will see the concepts there. In considering Social Studies SLO teachers will guide learners to identify concepts and build conceptual skills. In lesson plans, teachers can use the concepts identified here when stating the concepts in a lesson.

Social Studies Concepts	Examples in PPY Lessons
Community	<p>People live in families. Talk time: discussion. SS.1.1.1.1 Tm 1 wk 1-4</p> <p>People live in locations for reasons. Talk time: discussion SS.1.2.1.1 Tm 2 wk 1-4</p>
Identity and belonging	<p>Language for location. Story: new friend SS.3.2.1.1 Tm 1 wk</p> <p>There are differences in family stories; Talks about comparing families SS.1.3.1.1 Tm 3 wk 1-4</p> <p>Use language for family history and location; everyone is part of a family, a community, a county and a world SS.1.3.1.2 Tm 3 wk 5</p> <p>Community activities, people play roles. plan to participate in a community activity SS.1.3.1.4 Tm 4 wk 1-4</p> <p>Contribute to community, clean a chosen site SS1.3.1.5Tm 4 wk 5-8</p>
Celebrate important things	<p>Class discussion of important things, sing national anthem</p> <p>Diversity – people have different points of view SS.2.1.1.2 Tm2 wk 3 Talk time</p> <p>Discussion - special holidays SS.2.1.1.4 (Link to SE.1.1.1.5 National events)</p> <p>Compare past and present SS.2.2.1.2 (link to SE.2.2.1.2</p> <p>Celebrate differences) Listen to visiting elder SS.2.2.1.1.Tm 3 wk 5</p>

Customs are important	Listen to custom stories SS.2.3.1.1 Local culture – learn custom dance SS.2.3.1.4
There are many other people living further away	Aware of communities beyond and maps- talk time discussion - naming different places SS.3.1.1.5 Tm 3 wk 7 Communicate idea about locations SS.3.2.1.1
Take care of things	Take care of land, sea, home and school SS.3.3.1.1 actively care for a specifically selected site SS.3.3.Learn about compost SS.3.3.1.4 Tm 2 wk 5-8

4.2.2.2 Social Studies Knowledge, Skills and Social Studies for Others

Teachers should help learners to discover that they are more than individuals but that they are part of a number of wider groups. They are part of a family and will have a particular role to play there. They are part of a village or local community which includes other roles. They are also part of a nation within a world. Learners need to discover that there is a history to each of these people groups and these histories have influenced the decisions that have been made over time.

Teachers should help learners to explore the celebrations that take place within families and communities and begin to appreciate their significance. Each celebration declares that something is important to the people. It could be the birth of a family member, the origins of a community or the Independence of a nation. We celebrate people and events that are important to us in ways that are culturally meaningful. Learning the meaning of these celebrations helps us to identify as part of a group or community and brings greater meaning and enrichment to our lives.

Teachers should help learners to find out about families and community as well as significant events from their history that help to recognise the responsibility we have towards others. They can use this knowledge and skill to communicate more easily and interact with others. Learners should recognise that each group has its own history and significance that should be celebrated. This responsibility extends to protecting these people groups and their environments to make sure they will last for a long time. This includes caring for the land and sea as well as the immediate surroundings at home and at school.

4.2.2.3 Teaching Approaches in Social Studies

Good Discussions

Teachers need to develop skills in leading discussions. Remember that a discussion means to take turns talking about something. The teacher does not just tell the learners what they want them to say. Instead, the teacher asks questions or offers ideas to encourage the learners to think and respond. At this stage there are no right or wrong answers. It is exploring thoughts and ideas from



many people. At the end of a discussion, the teacher may like to summarise the ideas or help the learners to understand a particular idea from the discussion as a learning point.

Base discussions on children's interests

Teachers need skills in supporting children as they explore and construct. Children are curious about the world around them and love to discover why things are the way they are. Teachers are encouraged to base social studies on current events in their communities or across Solomon Islands. Get to know the interests of the children in your class as much as possible. Then when you are talking about people and places the learners will be excited to talk about their own places and people that they know and are interested in.

Invite interesting visitors

Teachers need skills in networking, finding community members that can visit school and encouraging learners to value the customs, crafts, dances and songs of their cultures.

Encourage Imagination

When you talk about people or things that were in the past, get children to close their eyes and imagine what it was like and then talk about that. Getting learners to care about what their ancestors did is very important. Get children to think and then about how they would have responded to a historical event.

4.2.2.4 Teachers as Role Models

Teachers need to be good models of the attitudes and behaviours that are nurtured in Social Studies. Teachers should be rediscovering and renewing a personal sense of identity, community and national pride. Then allow this to flow over into the learners. Teachers need to put aside any personal prejudices and exercise open and loving hearts and minds. People from different islands and countries and cultures should be considered, welcomed and loved for the sake of peace and unity.

“The people that should be leading the country are busy teaching school.”

This anonymous quote reminds us that a teacher's behaviour should emulate or impact best citizen that the children can imprint. Teachers have a powerful effect on young children because their behaviours are being formed by the adults around them. The teacher has great influence on the whole class through their words and actions.

4.2.3 Sensory, Motor and Health

Sensory Motor and Health studies in the PPY curriculum focus on health and safety knowledge and motor skills for health and positive brain development. Our children need to live full and active lives. Teachers can ask learners to take responsibility for improving their own well-being and the well-

being of their communities. Learning in safety, health and movement strands of the Sensory Motor and Health learning area helps children grow as confident, actively involved, and lifelong learners, who are ready to contribute to their world in Solomon Islands. This is also an area of the curriculum where custom dance and song can be freely expressed and linked to social studies of culture and the social emotional strand of Solomon Islands Identity.

The Sensory, Motor and Health studies are integrated studies in the PPY curriculum that focus on The three strands, and their strand themes are:

Strand: Safety – Safe practices for work and play

Strand Theme: Safe practices for work and play

Strand: Health – Make healthy choices and habits

Strand Theme: Make healthy choices and habits

Strand: Movement – Movement for health and cognitive learning ability

Strand Theme: Movement for health and cognitive learning ability

4.2.3.1 Concepts

The Sensory, Motor and Health concepts are the ideas that organise sensory, motor and health activities. Within the Sensory, Motor and Health Specific Learning Outcomes (SLO) there are concepts that the learners need to grasp. If a teacher digs deeply into a SLO they will see the concepts there. In considering Sensory, Motor and Health SLO teachers will guide learners to identify concepts and build conceptual skills. In lesson plans, teachers can use the concepts identified here when stating the concepts in a lesson.

The Sensory, Motor and Health Concept	Examples in PPY Lessons
Recognise dangerous things	Build awareness of risks with medicines, chemicals, handling of food and water Story: Yellow Balls - about safety with medicine SM1.1.1.1 Tm 1 wk 2; stay away from chemicals e.g. petrol – don't breathe it, or smell it, or touch it, drink it. Tm 1 wk 2.
Be safe playing and swimming	Build water safety awareness skills. Discussion about water. Teach the children to use a stick to check the depth of water. SM.1.2.1.3, Tm 2 wk 1 Avoid risky play – talk together about risk – doing something that might be dangerous.SM.1.2.1.4. Tm3 wk 1.
Respond to disasters	Teach songs: Tsunami Song; Flood Song; Earthquake Song Sm.1.3.1.1 Tm 2 week 3



Form healthy food habits	Observe the transformation (change) of food by cooking SM.2.1. 1.4 Tm 3 wk 1 Body safety- Roleplay pretend to prepare food and drink water SM.1.2.1.2 Tm 1 wk 1.
Form healthy hygiene habits	Sing rhymes, Teacher describes small germs, Face washing SM2.2.1.1 Tm 1 wk 1 - 2
Build health through physical activity	Children take yesterday's drawing pattern and use their bodies to make the 3 shapes; running games SM.2.3.1.1 Tm 1 wk 3-4
Name body parts	Talk time: 5 senses to explore and learn about the world SM.3.1. Tm 1 wk 5
Develop/demonstrate motor skills	Develop skills in drawing through using a finger to draw a circle on your hand, Hand-eye coordination development exercises: Eye-tracking exercises SM.3.2.1.2 Tm1 wk 5 Missing part in a sequence of action song Hokey Pokey SM.3.3.1.2 Tm 1 wk 6
Movements for brain development	Follow actions - Mirror movement: Pairs and one copies the other's big trace and number movements like a mirror- SM.3.3.1.1 Tm 1 wk 6 participate in exercises to cross the midline - cross pattern flip flops SM.3.3.1.5 Tm 4 wk 1

4.2.3.2 Explaining Strands: SM 1 Safe Practices

In strand SM 1.1 teachers should demonstrate safe practices to children and require them to demonstrate this back to everyone. These include handwashing, nose blowing and toilet routines.

In strand SM 1.2 teachers should help learners to consider risks and safety factors in activities and make decisions for safe behaviour. Lessons include keeping safe around medicine and chemicals and being safe swimming.

In strand SM 1.3 teachers should teach learners about how to respond in emergencies or disasters and teach them to do Disaster Drills. Actions practiced repeatedly, so that people know what to do in an emergency to ensure their safety, are what we call disaster drills. Teachers should also help children identify who can help them be safe in an emergency.

Safety and Disaster Risk Planning

We want our schools to be safe places. We need to be prepared for any danger.

Guidelines for Preparing School Disaster Management Plan is a document that School Head Teachers and Principals should have a copy of this for you to read. It is important to ask your Head Teacher to work with you to meet this Learning Outcome in the syllabus because a disaster drill you teach, should also be the one the other classes in the school are using.

Some useful vocabulary and definitions can be found in the glossary section.

Purpose of the School Disaster Plan

Schools have many small children, who are among the most vulnerable groups. It has been proven time and again that during disasters children are the most affected. To reduce this vulnerability, particularly for Schools, it is important to have a Schools Disaster Management Plan. Schools if better prepared for disasters can play a lead role in the community in responding to disasters. The School has the responsibility towards their immediate community for the safety of their members, just as the neighbouring community is also responsible to support the School.

Aims and Objectives

A School Disaster Plan aims to ensure the safety of the learners and the staff and members of their families during an emergency. It takes stock of available or missing resources and helps to organize efficient response.

The objectives of the plan are:

- ☐ To identify the hazard in and around the school and find ways to manage these hazards.
- ☐ To plan and implement the risk reduction activities in the school.
- ☐ To have effective disaster preparedness, and effective emergency response plans for saving of lives.
- ☐ To help identify training and strengthening needs in the future.
- ☐ To undertake information, education and communication activities to create awareness among communities.

Recommendations: Contents of a School Disaster Management Plan

A School Disaster Plan usually includes the following topics:

- (i) School name and location
- (ii) School Management Committee – its formation and their roles and responsibilities.
- (iii) Roles and responsibilities of everyone's relevant to the plan.



- (iv) Hazard identification and safety assessment.
- (v) Inventory of resources available to the school.
- (vi) Dissemination (sharing) of the plan.
- (vii) Conduct of emergency drills.
- (viii) Evaluation and updating of the plan to improve effectiveness.
- (ix) Early warning system.

Hazard Identification

What do you plan to do about a hazard that might become a disaster?

Schools need to write notes in these boxes.

	Hazard	Likelihood of the hazard occurring (High Medium, Low)	Vulnerability	Frequency/ Timing	Hazard Reduction Measure
1					
2					
3					
4					

Source: Adapted from MEHRD School Disaster Management Plans (2011) Policy Document

Emergency Warning System

What procedures and systems are in place within the community and the school to alert people of risk from hazards?

Schools need to write notes here.

Map of Safe Areas and Evacuation Routes

Schools need to draw a map showing the evacuation routes here.

School Disaster Management Committee

Schools need to list the chosen people here.

No.	Members	Name	Contact No.
1	Community Committee Chair		
2	Community Committee – Female		
3	Community Committee - Male		
4	Head Teacher		
5	Teacher		
6	Parent		

Roles and Responsibilities of Committee

Schools need to write notes about who will do what here.

Activities to be undertaken before an emergency #	Activities	By Whom	When	Where
1				
2				
3				
4				
5				
6				

Schools need to write notes about who will do what here.

Activities to be undertaken before an emergency #	Activities	By Whom	When	Where
Cyclone				



Tsunami				
Flood				

Schools need to write notes about who will do what here.

Activities to be undertaken before an emergency #	Activities	By Whom	When	Where
Cyclone				
Tsunami				
Flood				

Source: Adapted from MEHRD School Disaster Management Plans (2011) Policy Document

4.2.3.3 Explaining Strands: Health

In this strand teachers should help learners to understand and make healthy choices and develop healthy habits. They will explore the need for nutritious food and discover the risks that some food items bring, especially when they are not used in the right ways and amounts. They will learn to appreciate 'always foods' to keep them strong and healthy and 'sometimes foods' only for special treats. They will also foster habits to keep their bodies free from sickness and disease.

Make sure children know about the dangers of diabetes and other non-communicable diseases and that they can avoid them with good eating and exercise. Make sure they know about tiny germs that are almost invisible, so they can be careful to have clean hands and clean water and food.

4.2.3.4 Explaining Strands: Movement

In this strand teachers should promote the children's health and cognitive learning ability. Movement and exercise will use up a lot of learners' natural energy but will also help to develop the motor skills needed for healthy physical development.

Learners will develop their bodies and brains for ongoing and advanced learning in the future. They will gain self-confidence in their physical abilities.

Skills that are found in athletics, sports and dance are all taught in the movement strand. It is also a time that draws out learning dispositions in children where they should develop creativity and

collaboration. If a teacher does not know a lot about teaching physical exercises or about dancing, they should invite community members to help them learn more in this area so that they can be excellent teachers even of movement activities.

Some children are gifted in sports, or in running or in dance. It brings them great delight to do these activities. Teachers should notice these children and give them every opportunity to enjoy these activities and help lead others in them.

Development of the Whole Person

The curriculum aims for development of the whole person including health awareness and good health practices, therefore the Sensory Motor and Health (SM) outcomes may be found in any part of the daily timetable but are often found in the Move Time. Lessons may include knowledge, skills or attitude development around physical education and health. Although movement activities may emphasis literacy or maths or the value of unity. All learning areas are at some time found in the movement activities.

A range of skills, attitudes, values and behaviours are addressed across the PPY curriculum. The physical skills identified are expressed in the “Strand Theme: Movement for health and cognitive learning ability”

These skills are also expressed in the Health Strand within the “Sub-strand: SM.2.3 Build health through physical activity”.

Physical Development in the Syllabus Section 6

Show body awareness and basic movement skills

Show progression of fine and gross motor skills

Participate in active play and cognitive exercises

Teachers can help learners to build habits and routines for healthy and happy living and learning by *explaining to their learners why they are doing these activities*, what it is teaching them and how it is developing their bodies and especially their brains. Learners are usually really interested to understand why they are doing things. It helps to add meaning and satisfaction. So as you are moving, talk and explain.

Brain-based Development Activities

Brain-based activities are included which are designed to give learners the best possible opportunities in their present and future learning. They consist of special exercises to build brain abilities by stopping persistent infant reflexes, building a dominant side to the body and teaching both sides of the brain to work together. These repetitive exercises can have a significant impact



on learner ability in just a few minutes each day. *Teachers are very much encouraged to study, understand and use these exercises.*

Teachers are encouraged to examine the Learning Outcomes for the SM area and understand their significance within the curriculum. This is more than just a time for games or sport during Move Time. The outcomes for SM can be taught right across the 5 different Activity Times. At the PPY age level, learners are developing important skills for managing body movement and brain activity as well as strategies for general health and well-being. Be prepared to explain this to parents as some ideas may conflict with home practices, e.g. sometimes food and always foods; hand-washing; supervision while swimming, are all topics discussed in lessons with SM learning outcomes.

For many teachers linking learning outcomes to doing movement activities will be a new way of working. Teaching skills in ball handling or creating dance sequences will be new. Teachers are encouraged to take up the challenge and teach these new areas and new ways with the knowledge that it is very beneficial for their learners.

4.2.4 Social and Emotional

Social and Emotional learning outcomes focus on a growing sense of personal identity and esteem. This includes exploring individual abilities over time, identifying feelings and how they affect our bodies and appropriately expressing feelings.

Twelve core values are explored throughout the curriculum in a manner easily understood at the PPY level. Twelve associated cartoon characters teach the learners by their example and experience how we should treat one another and how it benefits both individuals and the community. It is extremely important to use kind and caring language, encouragement and praise towards the children at all times.

Words and phrases such as 'wonderful, excellent, champion, well done, great thinking, lovely manners, your actions make me so happy, your sharing makes my heart happy. Finally, Christian Education provides the foundation for both personal identity and the values. Learners will come to understand how the world came to be and why we hold to our values and beliefs.

These areas of integrated studies appear across the curriculum in various forms. They are included in Talk, Story, Think, Try and Movements times as the opportunity arises rather than in isolated lessons. This is, after all, the way the world works; we call upon various skills and understandings as we have need and not according to the time of day. In addition, almost everything we do has elements of a number of subject areas. Learning has much greater meaning if learners can see how it fits into their everyday lives.

The Social and Emotional Strands and Strands Themes are:

Strand: Identity**Strand Theme: SE.1 Awareness of personal identity****Strand: Values****Strand Theme: SE.2 Values in daily life****Strand: Christian Education****Strand Theme: SE.3 A sense of Christian Identity****4.2.4.1 Concepts: The Social and Emotional Concepts**

The Social and Emotional Concepts	Examples in PPY Lessons
Solomon Islands identity	Share about one's likes / dislikes, abilities, and interests - Have learners think of something that they like to do. Invite learners to take turns sharing with the class. SE.1.1.1.1 Tm 1 wk 1. Talk or draw what I like about Solomon Islands SE.1.1.1.7 Tm 4 wk 4
We have feelings	<p>Role-play – show concern. SE.1.2.1.3 Talk about connections between feelings, body reactions, show stimulus pictures SE.1.2.1.5 Tm 1 wk 7- 8</p> <p>Share about one's likes / dislikes, abilities, and interests - Have learners think of something that they like to do. Invite learners to take turns sharing with the class. SE.1.1.1.1 Tm 1 wk 1. Talk or draw what I like about Solomon Islands SE.1.1.1.7 Tm 4 wk 4</p> <p>Role-play – show concern. SE.1.2.1.3 Talk about connections between feelings, body reactions, show stimulus pictures SE.1.2.1.5 Tm 1 wk 7- 8</p>
We make effort	Celebrate own effort and progress Putting things away – link to identity, my skills – S.E.1.3.1.1 Tm 1 wk 3
We are skilled	
Define values	Think time - invite children to express thoughts / ideas on values SE.2.1.1.1 Tm 2 wk 4 Story: The Tree and the Vegetables.
Apply values	
Celebrate differences	Draw out the ideas of working together and unity. SE.2.1.1.2 Tm 1 wk 1
Demonstrate values	Talk time - Celebrate others smile at them, cheer 'hooray" for them SE.2.2.1.2 Tm 2 wk 8. Have a class discussion. How would we make others feel if we acted the wrong way like crying at Christmas? SE.2.2.1.3 Tm 2 wk 3
Follow rules	<p>Move time - Demonstrate manners while playing a game. SE.2.3.1.4 Tm 2 wk 3 Try time -Talk about how we can demonstrate peace. SM.2.3.1.2 Tm 1 wk 6</p> <p>Follow classroom rules – Move time - Go outside and do exercises. Think time - Rule: when we clean-up we all help. SE. Tm 2 wk 7</p>
Christian Identity	Bible Lesson plan T1L1 God's Word is Eternal. Christian Education: Story: God is our shepherd SE.3.1.1.1 Tm 1 wk 1-2
Identify God as creator	
Identify Jesus	Christian Education – Jesus is Emmanuel SE 3.2.1.1 Tm 2 wk 1
Participate in bible stories	Interact with biblical concepts - Jesus was able to heal SE 3.3.1.2 Tm 2 wk 7 Jesus is baptised in obedience to God SE .3.3.1.2 Tm 2 wk 2



4.2.4.2 Strand: Identity

Strategies for Teachers

Personal identity

Personal identity is a significant concept for learners to develop and understand about themselves. This includes aspects they have no control over, such as where they grew up or color of their skin. Learners also demonstrated their personal identity outwardly through what they wear and how they interact with people.

The teacher helps learners to understand that their homes, community background and school environment form the basis of what they bring to their learning in the classroom. The teacher will ask questions to stimulate learners to think deeper as they discuss to develop a strong cultural identity in the learners.

Teachers can support learners to take opportunities to talk about their homes, community background or the school environment in a language they are comfortable. Support learner's to appreciate their identity and sense of belonging in their local environment with respect of their values, beliefs, customs and culture.

Provincial identity

The teacher can help learners to talk about how they are individually different from each other. Put learners into ethnic groups, they can be involve in programmes that use local resources. For example, conduct an activity where they will be wearing their cultural costumes and telling something about it.

Create an environment for learners to work in their provincial groups. Sing common songs or dances in their provinces. Allow learners to talk about their personal skills and qualities positively acknowledging their progress. For example, showcase one cultural dance or songs at least once a month and tell something about them and how they relate to their culture. If possible, allow them to demonstrate dances and songs during move time.

Story telling

Teachers can use a story to help the learners focus on unity. Despite Solomon Islands being made up of different ethnic groups, we are all Solomon Islanders. This can be demonstrated through language in local poems, rhymes, songs and dances and through promoting local arts and crafts, local and national cultural, values and identities, and the national anthem.

4.2.4.3 Strand: Values

Discussion

The teacher is helping learners to identify and describe the different good character traits people experience through the twelve (12) values that are explored throughout the curriculum.

Teachers can help learners to recognise that being kind, fair and respectful to others can support the learners in their daily lives. The learners can also be guided by the teacher on the use of the twelve cartoon characters. Teach learners by their example how we should treat one another and how it benefits both individuals and the community.

Language

The teacher must note that it is extremely important to use kind and caring language, encouragement and praise towards the children at all times. Words and phrases such as 'wonderful, excellent, champion, well done, great thinking, lovely manners, your actions make me so happy, your sharing makes my heart happy and so on.

Role play

Teachers can help learners to recall and share about emotional responses to different situations and represent these in a variety of ways e.g. drawing, role play, choosing pictures that show that emotion, making up a song about it, making up a dance about it. For learners to identify and describe the emotions of people who are happy, sad, excited, tired, angry, scared or confused you could show a range of pictures and ask guided questions to help learners to contribute to role - plays.

Teachers may use the values characters stories in discussing values with learners. The teachers and learners will discuss qualities in learners and consider how they contribute to the good of the class. The teacher and students can role play ways to celebrate differences while maintaining unity. Learners can talk about how characters could deal with various situations. For example, see the Theresa story where people want to exclude her but she draws them together.

Demonstration

Teacher guides learners to demonstrate practically the values by following rules while understanding the purpose of following rules around taking care of ourselves and our environment.

4.2.4.4 Strand: Christian Education

Christian Education provides the foundation for both personal identity and the values. Learners will come to understand how the world came to be and why we hold to our values and beliefs.

Guide learners to make sense of Christian Identity. Identify God as the creator, identify who Father God is, Identify Jesus and the role of the Holy Spirit. As learners develop understanding of Jesus as Son of God and participate in Bible stories and activities they will also explore what it means to follow a Christian way of life.



The teacher should take note that the curriculum aims for development of the whole person including physical, social, emotional and spiritual awareness and good Christian practices. Social and Emotional (SE) outcomes may be found in any part of the daily timetable.

Some suggested approaches to teaching Christian Education and Values Integration

- Working with finger puppets, present bible stories. For example, the Birth of Jesus.
- Prepare a sorting activity of matching captions and pictures.
- Design a 'Feelings' sheet – sad, happy, confused, etc. let them raise a picture to demonstrate their feeling after each activity.
- Role playing. Allow learners to demonstrate different characters in the story and ask their feeling about it after performing.

Teachers can help learners to build habits and routines to follow a Christian way of life and happy living and learning by explaining to their learners why they are doing these activities, what it is teaching them and how it is developing their Christian life.

4.2.4.5 Social – Emotional Means What?

What does social and emotional learning have to do with learning?

Research has shown that children's learning is influenced by a range of social and emotional factors. How well children do at school is affected by things such as:

- how confident children feel about their abilities
- how effectively they are able to manage their own behaviour
- how well they can concentrate and organise themselves
- how effectively they can solve problems
- how positively they are able to get on with teaching staff and with peers
- how effectively they take into account others' needs
- how well they can understand and accept responsibilities.

4.2.4.6 How social and emotional learning is taught

Learning about local Christian identity will help support children in important social and emotional areas. School-wide classroom teaching of social and emotional learning allows staff and students to share a common understanding of what it is all about. Importantly, the emphasis of this teaching needs to be not just on learning about emotions and relationships, but on practical skills that children can apply across a range of situations at school, at home and in the broader community. Opportunities for learning can be coordinated across the school so that children can continue to develop their skills with age and experience.

Children learn social and emotional skills most effectively when they are also reinforced at home. Many social and emotional learning programmes include components for involving the family and community in promoting the teaching. This gives parents and caregivers the chance to learn about the particular approach schools take and what they can do to support children's social and emotional learning. In this way, school-based social and emotional learning offers gains all round – for students, for schools and for families.

Keys to supporting social and emotional skills development

It's important to recognise that social and emotional skills develop over time, and that they may develop differently for different children. Parents and carers and schools working together to help children develop social and emotional skills can really make a positive difference for children's mental health.

Key points

Talk about feelings – help children explore theirs.

Be a model – use the skills yourself and show children how they work. Parents and carers don't have to be perfect; showing them you can make a mistake and learn from it can be really helpful too.

Be a guide – turn difficulties into learning opportunities. Acknowledge and appreciate – provide explicit feedback and praise.

You can visit these website to read more about this topic:

<https://study.com/academy/lesson/what-is-personal-identity-definition-philosophy-development.html>

<https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning>



SECTION 5

Assessment Approaches

The Pre-primary Year uses the Out-comes Based Education. Learning outcomes are the curriculum standards seek to measure. Formative and summative forms of assessment are used to determine the progress of learners and to report to parents.

Formative assessment is a continuous planned process of gathering, analysing and interpreting information about a learner's knowledge, understanding, skills and attitudes. Assessment helps to identify the learner's individual needs and developmental issues. It helps the teacher to reflect on what is going well and what else needs to happen. It assists teachers making informed decisions on how to improve the learning and teaching process at the classroom level. Summative assessment judges whether outcomes have been achieved and enables learner progress to be reported.

Assessment is the responsibility of individual teachers and of schools. Assessment is a core activity.

Teachers are encouraged to keep accurate records for both individual learners and the whole class. This is very important since recording observations allows teachers to look back and interpret what is recorded and use the information to plan for teaching, followed by evaluation and assessment. It is also useful for teachers to use and show records during meetings with parents and other key stakeholders.

Regular and accurate records help teachers to identify strengths and weaknesses of individual learners in the classroom. In this way teachers can identify whether individual learners have achieved the outcomes for a particular learning activity. Records can help identify learners who need enrichment support and those who need additional time and structure to meet the outcomes.

Within the PPY curriculum, there will be times when a more formal, guided test may be required. However, most times, observations, student discussions and work samples will be sufficient to assess whether specific outcomes have been met. Too much emphasis on testing can reduce the joy of learning, especially at this critical Pre-primary stage. It will be important therefore for teachers to be diligent with collecting evidence and maintaining good records. This is followed by measuring the gathered assessments against the outcomes checklist.



This curriculum does not require the writing of long running records showing all the actions and talk of learners during a time slot, unless it is for a very special purpose like assessing a special need or describing unusual behaviour.

Assessment in the Pre-primary Year classroom can be thought of as a cycle, with the following stages:

1. Observe;
2. Record and Interpret;
3. Plan interventions;
4. Teach next steps;
5. Evaluate and Assess

Teachers should study sections 15.1 – 15.5 of the syllabus to familiarise themselves with the cycle.

5.1 Assessment Tools for Teachers

5.1.1 Active Assessments

When a teacher observes a learner during class time they can record their observations in quick notes and then keep teaching. We call these “active assessments” since the child and the teacher are active in a teaching and learning time.

Quick notes demonstrated in:

- Running records
- Participation notes
- Informal checklist
- Writing on work samples
- Lesson plan assessment boxes



These kinds of active assessments can happen in any class activity time. They might be during drawing or construction, when roleplaying or picture sequencing. They might be during group work or individual work.

Here are some examples of teacher records for Active Assessment:

Quick Notes

Teachers should observe and make any notes on observed behaviours that might help him or her with further teaching of the class or a particular learner.

For example: Today I observed John’s behaviours during our Story Time when I asked learners about the book “A New Friend”. I saw tears in his eyes. Is he okay? What is happening for him?

For example: Today I observed Rose’s behaviours during our Story Time when I asked learners to read a book from the library corner to friends. Rose read two Fitzroy books with confidence and accuracy.

For example: Today the small group called “flowers” did a performance showing a custom dance. I

need to tick off the SS 2.3.1.2 learn about customs, SS.2.3.1.6.participate in ethnic culture and SM 2.3.1.3 confidence in movement outcomes on the individual checklists.

Running Record

The teacher should keep a running record of the learner's explanation of meaning from a short story that includes a picture.

RUNNING RECORD TEMPLATE

Childs Name: _____ Age: _____ Date: _____

Place: _____

Time: _____ Observer: _____

Observation	Interpretation of behaviour
	Individual Plan (if needed)

For example:

Observation	Interpretation of behaviour
John's short story was written down by Miss Florence when John told it to her. <i>John's story was: "I visited Auki. I saw a big cow by the road eating grass". John told the story in Pijin. Miss Florence wrote it down in English and helped John speak it.</i>	It is term 4. I want John to speak more English by now and also to do some writing. Individual Plan (if needed) John will have remedial teacher support in speaking English and writing. Book for two session next week.

Participation Notes

Teachers should note that many learning outcomes are about participation. For example: participate in games, participate in exercises, participate in bible stories, participate in activities, and participate in class discussions.

Teachers should therefore make notes about learner's participation. Loving learning at this young age is about trying to participate, not always about achieving something. We want children to develop the social skills and the desire to join in, to participate. Teachers can make notes about children who need extra encouragement or support to participate in activities. They can also encourage learners to be kind and helpful to each other so that everyone can participate happily.



PARTICIPATION NOTES TEMPLATE

Childs Name: _____ Age: _____ Date: _____

Place: _____

Time: _____ Observer: _____

Date	Notes	Summary

For example:

Date	Notes	Summary
26 Mar	Mary hurt her arm today when she fell in a running game. Her arm was a bit swollen when I told her mum about it. Mum said she would take Mary to the clinic if it didn't get better soon.	Watch Mary to see how her arm is.
29 Mar	Mary has been away the last two days but is back today with a bandage on her arm. The Nurse said she had a sprain and it will take three weeks to heal.	Provide other activities for Mary during games until her arm is better.
15 Aug	Today Tali constructed a small version of a pig shelter with sticks and leaves. I noticed that he enjoyed participating in construction and then talked to me about it.	It is often difficult to get him to participate with group activities around talking but he was willing to talk to me about his construction. Perhaps encourage Tali to talk to the pillow friends and finger puppets to build his oral skills.
17 Aug	Role-play - Today groups of learners acted out things they can do to look after the land and sea. The purple group contained six learners but no one participated.	The outcome has not been met. (S.S.3.3.1.1 care for land and sea) I wonder if they understood the task?
19 Aug	Performance - Today the small group called "flowers" did a performance showing a custom dance. Janice refused to participate again. I wonder why? I need to discuss this with other teachers.	
25 Aug	Group Project - we shredded and soaked paper, moulded shapes. The participation of the learners was 100%. Everyone enjoyed this! With contributions to discussions there are still five children to encourage more.	

Informal Checklist

The teacher could keep a checklist of different skills. The teacher would observe the learners from time to time and check the list when an outcome has been achieved. It is recommended that each entry on the checklist is dated to show progress.

PARTICIPATION NOTES TEMPLATE	
Movement	Summary
For example:	
Movement	Summary
Hop	Everyone March 15
Jump	Everyone March 16
Jump backwards	
Skip	Not Yet: John, Janice, Peter May 1
Show a position requested	Does David hear poorly? Or just not listening? April 1
Balance	Everyone May 2
Homolateral crawl	Introduce next term.
Homolateral flip flops	<i>Teacher writes in these boxes when they are in the lesson plans.</i>
Cross pattern crawl	
Cross pattern flip flops	
Cross pattern walking	

Table 19: Example of assessment tool that teachers can create.

Work Samples



Figure 12 UNICEF SITTSI Manual 2016



The teacher should collect samples of student work that demonstrate an outcome. They can write on the work sample or staple a note onto it.

For Example - Note stapled to a Drawing:

The work sample here shows that Abel has met the general outcome of writing his name (GLO 3.3.1 Accurately write own name, Strand LL 3.3 developing skills of handwriting) and has met an SLO by attempting to write about pictures and his own experiences (LL 3.3.1.6).

John's drawing and my talk with him clearly showed that he has grasped the language of "beginning, middle and last", and that he can identify what those stages and concepts are in the growth of a seed. I can tick on the checklist that he has met SLOs MA .1.3.1.1 use maths language, SC.1.2.1.6 experiment with seed planting and observe changes over time.

Lesson plan assessment boxes

The daily lesson plan has three boxes for assessment. Here are examples of those boxes completed by a teacher.

Example 1

Assessment and evaluation: Learners will

Show Understanding/ Do/ Demonstrate :

(Un) Do learners show understanding of Honesty through what they say?

(Do) Do learners listen and talk using sounds on the cards?

Observations and notes (after the lesson)

John needs support since his English sounds are hard to recognise.

Mary needs to discover that being honest is very important.

Sam has trouble sharing the cards with other learners.

Assessment notes (after the lesson)

The Honesty value theme was introduced today but learners will need definitions and examples presented many times. I want them to know how very important this value is.

Nearly all children can read words by looking at the letter sound cards, and sounding and pushing letters together.

Example 2

Assessment and evaluation: Learners will

Show Understanding/ Do/ Demonstrate:

(Un) Do learners show understanding that light comes from the sun and shadows form when the light can't get through?

(Do) Can learners name the main features in the sky; do they join in class discussions; talk about looking after books and stories?

(Dem) Can learners make features of the sky using balls of paper?

Observations and notes (after the lesson)

Francis needs constant monitoring. He should learn that his big actions and loud voice need to be for outside times.

Assessment notes (after the lesson)

After the rain stopped we had 5 minutes trying out making shadows. Tomorrow I will ask them to tell me again about light not getting through. We could not see the moon today. Children should look tonight and report back. Balls for sun, moon and stars were made but need hanging up.

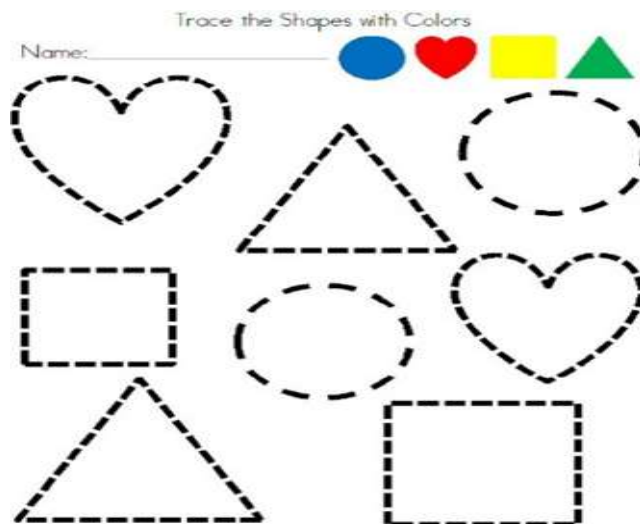
Looking after books – will need to be on Friday.

Small Guided Activity – in addition to active assessments

If a teacher is not able to gather the information about learning outcomes needed through observation and active assessment notes, they may choose to create a Guided Activity to check if learners have understood an idea or concept. Learners at the PPY level do not have the skills yet to be given a test to do by themselves. Any task they are given will need to be guided by the teacher. Look at the example. While the sheet is simple it will still need to be guided. The teacher will need to be careful that they do not tell the answers – just give enough information to do the task.

For example: Look at the shapes that are coloured. Put your finger on the first one. Think about what colour it is. Now see if you can find that shape on your sheet. Now draw so that it is the same colour. Once the whole sheet has been guided, it should be collected. The teacher can then record notes about what the learner did and check off any outcomes demonstrated.





5.1.2 Compulsory Summative Assessment Tools

Three compulsory assessments are described here and templates are provided with examples. These will form the basis of summative assessment and report writing.

Learner Profile

The Learner Profile template provides space for teachers to record information about a learner's needs and any actions required. Every learner must have one written for them each year. Where necessary, with learners that need some interventions, teachers can complete several Learner Profiles during the year.

Example: Pre-primary Year Learner Profile

The Learner Profile is a template providing space for teachers to record information about learner's needs and any actions required, if and when it is needed. A blank template and a completed one is provided here for teachers.

Pre-primary Year Learner Profile

School Name _____

Child's Name: _____

Date of Birth: _____

Gender: _____

Age: _____

Observer: _____

Class Activity

Teacher Observations

Summary of Need

Action Required

Planned Date of Action Required

Outcome of Completed Action Required

Teacher Signature: _____

Date: _____



This is a sample Learner Profile.

Pre-primary Year Learner Profile

School Name: Mystery Creek

Child's Name: ___David___

Date of Birth: ___2012___

Gender: ___F___

Age: ___6___

Observer: ___Mr Kwasi___

Class Activity

Group work Counting and Matching activity

Teacher Observations

David has not been participating well in maths activities. Today he took Peter's shell counters and was throwing them at the leg of a chair. When I gave Peter his shells back and asked David to get back to his activity he told me that he couldn't because he didn't have any shells. I found them in the rubbish bin. These kinds of activities have been happening for the last three weeks.

Summary of Need

I think David is not cooperating in the counting activities because he is having some trouble. He was sick a lot last term so he may have missed some lessons and may not understand. His mum just had a new baby so David is not likely to get much help at home at the moment.

Action Required

I will prepare some individual activities for David and I will work with him myself while others are busy in groups. I will start with numbers up to ten to see if he can manage those and then start adding numbers as he feels he is able.

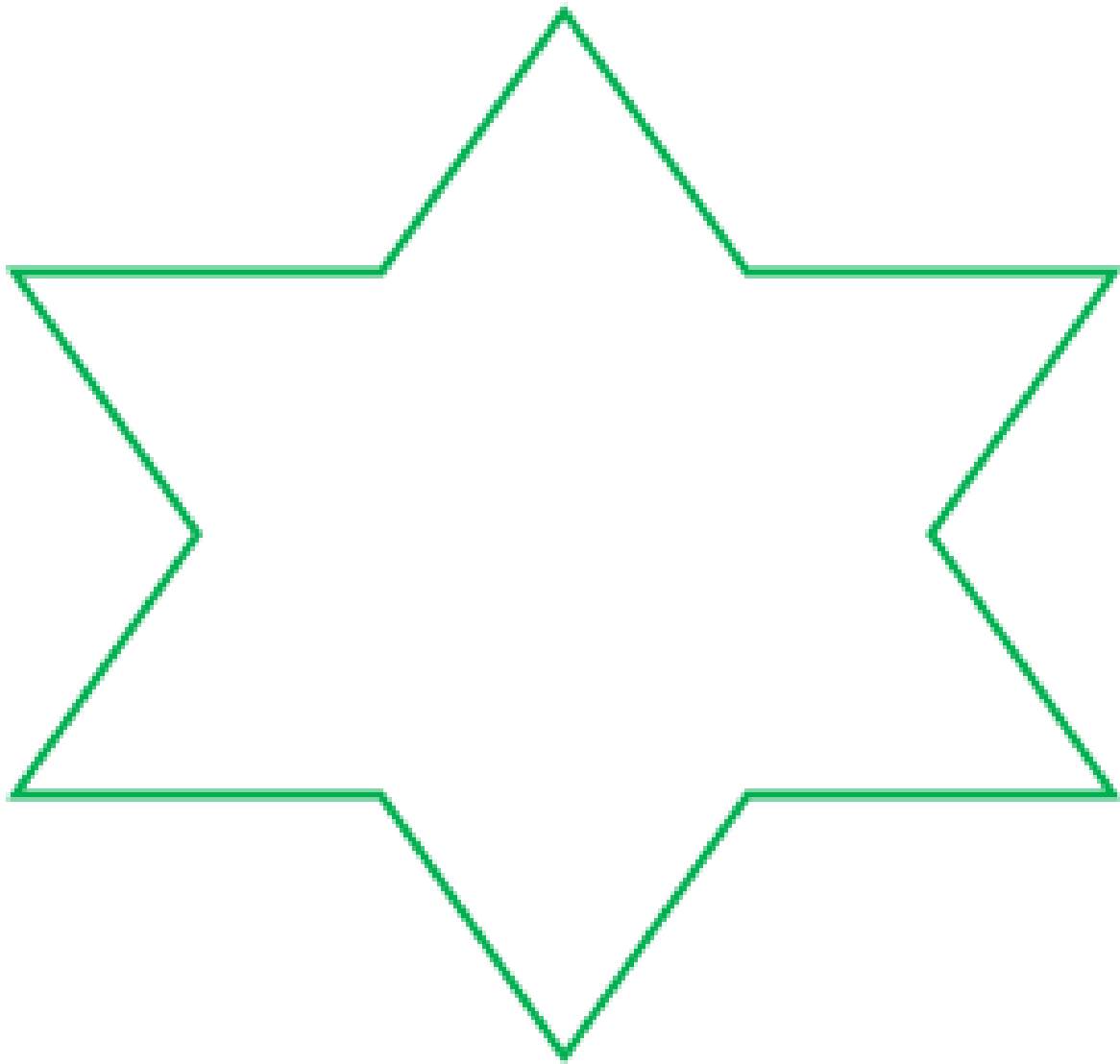
Work Sample Portfolio

This is a way of recording what a learner thinks or can do. It can be done by collecting a small selection of work samples from class activities. Specific tasks can also be set so the teacher gets some needed pieces.

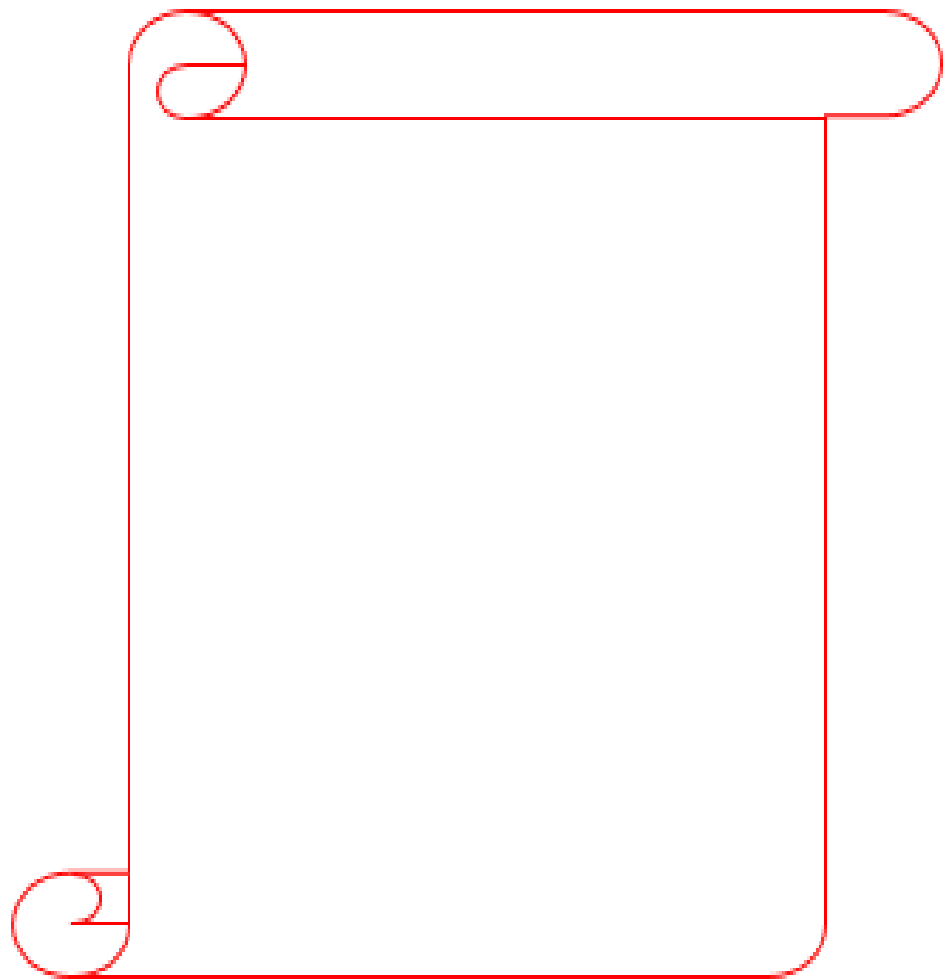
Examples of specific tasks

A space is provided for the learner to show draw something that they can do and the teacher or child writes a brief description near it such as, "I am really good at this". When the Samples are collected over the term or even the year, they tell a story of the learner's progress.

I am really good at this



I can do this



Outcomes Checklist

This important checklist contains the learning outcomes for the Pre-primary Year. A copy should be made for every child and outcomes marked each term as they are reached. The full Checklist Template can be found on the next page.

Example. Outcomes Checklist

School Name: _____

Child's name: _____

Age: _____

Key to Achievement	Y= Yes	WA = With Assistance	NY = Not Yet
--------------------	--------	----------------------	--------------

Learning Area: Language and Literacy

Strand Theme: LL.1 Promote effective communication and learning

General Learning outcome	Term 1	Term 2	Term 3	Term 4
LL.1.1.1 identify and use a range of languages across multiple settings and multiple purposes to build meaning				
Specific Learning Outcomes				
LL.1.1.1.1 follow the actions in a song, play games and respond to stories or instructions presented in the Mother Tongue, Pijin and English	Y			
LL.1.1.1.2 identify ways children communicate with members of their family and village	NY	Y		

Template Outcomes Checklist

School Name: _____

Child's name: _____

Key to Achievement	Y= Yes	WA =With Assistance	NY = Not Yet
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	Term 1	Term 2	Term 3	Term 4
Language and Literacy				
Listening and Speaking LL1 Promote effective communication and learning.				
LL1.1.1 identify and use a range of languages across multiple settings and multiple purposes to build meaning.				
LL.1.1.1.1 follow the actions in a song, play games and respond to stories or instructions presented in the Mother Tongue, Pijin and English				
LL.1.1.1.2 identify ways children communicate with members of their family and village				
LL.1.1.1.3 explain that the words used for one person (e.g. grandma) may be different from the words used for another (e.g. the market)				
LL.1.1.1.4 describe communication methods between the Islands e.g. radio, newspaper, telephone, post, coconut news				
LL.1.1.1.5 use familiar greetings (good morning) across languages				
LL.1.1.1.6 start a conversation using common greetings or simple questions				
LL1.2.1 build vocabulary across languages				
LL.1.2.1.1 explore language through story-telling, songs and poems, discussing pictures, games and drama.				
LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key ideas and words to support meaning in English				
LL.1.2.1.3 use words for favourite objects in English				
LL.1.2.1.4 name common objects in the classroom				
LL.1.2.1.5 recall the names of the days of the week				
LL.1.2.1.6 use pictures (book illustrations, simple picture cards) as clues to talk about the meaning of simple words or phrases				

LL.1.2.1.7 use vocabulary learnt across the curriculum in conversation				
LL.1.3.1 use appropriate skills to communicate with others				
LL.1.3.1.1 listen and respond to stories and factual texts				
LL.1.3.1.2 listen to stories for enjoyment				
LL.1.3.1.3 listen to the ideas of others in conversations and discussions				
LL.1.3.1.4 share personal experiences with others in simple phrases				
LL.1.3.1.5 use conventions for verbal communication e.g. take turns, listen to others				
LL.1.3.1.6 ask questions to learn more about friends				
LL.1.3.1.7 use appropriate tone and volume to communicate meaning (speaking in a polite manner)				
LL.1.3.1.8 use voice levels appropriate to a situation, e.g. inside voices, outside voices.				
LL.1.3.1.9 share personal experiences with others in simple sentences				
LL.1.3.1.10 convey simple messages to teachers, friends and family				
LL.1.4.1 express needs and ideas with clarity and some detail				
LL.1.4.1.1 express needs and wants using minimum one or two word utterances with gestures				
LL.1.4.1.2 talk about personally meaningful experiences				
LL.1.4.1.3 experiment with simple who, what, where, when, why and how questions				
LL.1.4.1.4 participate in and present oral activities, retells and recounts				
LL.1.4.1.5 make up oral sentences about pictures				
LL.1.4.1.6 report, tell experiences, present ideas and explanations with some clarity and focus				



LL.1.5.1 experiment with and compare sounds, words and ideas across a range of languages				
LL.1.5.1.1 enjoy listening to rhyming songs				
LL.1.5.1.2 practise hearing differences in the beginning sounds of words				
LL.1.5.1.3 recognise and identify the rhyming sounds and words in songs and poems				
LL.1.5.1.4 play with initial consonants and rhymes and attempt to produce rhyming words				
LL.1.5.1.5 explore pronunciation of words with a 'sh' sound				
LL.1.5.1.6 explore pronunciation of words with a 'ch' sound				
LL.1.5.1.7 play with words including initial sounds, final sounds, rhyming words, alliteration patterns clapping the beat in words				
LL.1.5.1.8 explore pronunciation of words with a 'th' sound				
Reading LL.2 Basic concepts of print as language and meaning represented by symbols.				
LL.2.1.1 listen to text and seek meaning with shared reading activities				
LL.2.1.1.1 enjoy interesting phrases of songs and rhymes and perform the actions				
LL.2.1.1.2 discuss meaning, find words, join refrains and repeated phrases of songs, poems and stories				
LL.2.1.1.3 match one spoken word to one written word				
LL.2.2.1 understand that meaning is found in a mix of words and pictures and is linked to life experiences				
LL.2.2.1.1 interpret content of a picture				
LL.2.2.1.2 recall important details from a story				
LL.2.2.1.3 recall main characters and events from a story				
LL.2.2.1.4 predict outcomes from a story				
LL.2.2.1.5 act out the events from songs, poems and stories				
LL.2.2.1.6 recall sequence from a story				

LL.2.2.1.7 sequence some events in a story (by drawing or putting pictures in the correct sequence)				
LL.2.2.1.8 respond to simple questions on who, what, where, when, how and why				
LL.2.3.1 build a love of ideas and words and making meaning				
LL.2.3.1.1 link events in a text to learner's own experiences				
LL.2.3.1.2 respond to stories with facial expressions				
LL.2.3.1.3 make inferences about a character's feelings				
LL.2.3.1.4 respond to a simple message, main idea of a conversation, or story through gesturing (nodding or pointing) and appropriate facial expression				
LL.2.4.1 develop an awareness of early conventions of print				
LL.2.4.1.1 match identical objects and shapes				
LL.2.4.1.2 point to the first word on a page of a story to indicate where the teacher should start reading				
LL.2.4.1.3 sort objects according to visual attributes				
LL.2.4.1.4 demonstrate awareness of the starting point, left to right, top to bottom, spacing of letters, words and sentences				
LL.2.4.1.5 sort objects according to beginning sound				
LL.2.4.1.6 choose from a group of objects one that does not belong to the others based on visual attributes or beginning sound				
LL.2.4.1.7 point to words as teacher reads the story				
LL.2.5.1 explore and play with some letter sounds from known texts, and attempt early decoding strategies				
LL.2.5.1.1 identify print in activities and the environment				
LL.2.5.1.2 notice differences between small letter forms				
LL.2.5.1.3 orally play with the sounds of several small letters within words in the following sequence: b, d, k, h, f, l, j, p, m, n, v, w, t, r, x, z, qu				



LL.2.5.1.4 orally play with the sounds of several small letters within words in the following sequence (more than one sound): c, g, s, a, e, i, o, u, y				
LL.2.5.1.5 listen for and orally select first sounds in words and associate sound and symbol				
LL.2.5.1.6 orally push letter sounds together to form CV and VC words: it, in, is, if, on, of, up, us, as, am, an, at)				
LL.2.5.1.7 orally push letter sounds together to form CVC words: mat, pat, sat, has, jam, rag, bag, cap, tap, hen, pen, get, fit, hit, pit, sit, his, sin, god, dog, log, cup, pup, jug				
LL.2.5.1.8 read short, simple stories using only CV, VC and CVC words and retell content to explore meaning				
LL.2.5.1.9 notice differences between capital and small letters, noting that they make the same sound				
LL.2.5.1.10 identify letter names as a second label to the sounds				
LL.2.5.1.11 (extension only) read and play with sound blends in simple 4-6 letter words CCVC, CVCC, CCVCC words– tr, pr, fr, br, cr, dr, sp, sw, sk, st, sl, sm, pl, gl, fl, bl, tw, str				
LL.2.5.1.12 identify, read and sound support sounds: ll, ss, ee, ck – will, bell, mess, loss, see, free, back, crack, truck				
LL.2.5.1.13 (extension only) Read and orally push together different letter sounds, blends and support sounds to form words: acting out to demonstrate meaning				
LL.2.5.1.14 (extension only) read short, simple stories using letter sounds, blends and support sounds and retell content to explore meaning				
LL.2.6.1 explore select high frequency classroom words and compare them across languages used				
LL.2.6.1.1 recognise own name from among other names				
LL.2.6.1.2 demonstrate awareness of features of print and sounds in various languages				

LL.2.6.1.3 recognise familiar words in the classroom and on labels				
LL.2.6.1.4 recognise some basic English sight words frequently seen in shared texts				
Writing LL3 Emerging writing skills to convey meaning through print.				
LL.3.1.1 represent own ideas and feelings through drawing and talking				
LL.3.1.1.1 draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn				
LL.3.1.1.2 experiment with free drawing with a variety of tools				
LL.3.1.1.3 build objects freely and creatively with a variety of manipulatives (e.g. clay, blocks sticks etc)				
LL.3.1.1.4 describe the sequence of events from pictures				
LL.3.1.1.5 imitate and produce a design using a variety of materials				
LL.3.2.1 develop an awareness of early conventions of writing				
LL.3.2.1.1 adopt correct posture and pencil grip for drawing and writing				
LL.3.2.1.2 demonstrate awareness that marks represent ideas and spoken words, words are written left to right, top to bottom, spaces between words				
LL.3.2.1.3 understand that printed letters can form meaningful words and sentences				
LL.3.2.1.4 copy favourite or familiar words				
LL.3.3.1 accurately write own name				
LL.3.3.1.1 produce simple handwriting movements as preparation for writing				
LL.3.3.1.2 use symbols to represent ideas (draw circle for moon, triangle or rectangle for a sandwich)				
LL.3.3.1.3 use a pencil or marker to make scribbles and letter or character like forms				



LL.3.3.1.4 create letter or character like forms by tracing the forms in sand and through finger-painting				
LL.3.3.1.5 desire to write: write a story through drawing and dictating it to the teacher to write, child may choose to copy it				
LL.3.3.1.6 practise creative writing through drawing and attempting to write simple sentences				
Literature LL4 Recognise that text is written to share experiences and information				
LL.4.1.1 respond to text through questions, emotion, interest, humour, art or requests for more				
LL.4.1.1.1 show interest in books through questioning and predicting how a story might continue				
LL.4.1.1.2 request favourite stories and rhymes				
LL.4.1.1.3 seek more information about the local culture such as the festivals, customs, art forms and food				
LL.4.2.1 locate key words used to describe characters, things, time and causes				
LL.4.2.1.1 talk about a favourite character in a story or favourite part of a story				
LL.4.2.1.2 identify and talk about details in a story (objects, time, causes, results)				
LL.4.3.1 appreciate the value of texts and seek to care for them appropriately				
LL.4.3.1.1 identify parts of a book, turning pages, care of pages, and storing books				
LL.4.3.1.2 retell, draw or role-play traditional stories or characters				
LL.4.3.1.3 explain that the purpose of some texts is to entertain				
LL.4.3.1.4 explain that some texts are real and some are imaginary				
LL.4.3.1.5 explain that the purpose of some texts is to give information				

School Name

Child's name:

Key to Achievement	Y= Yes	WA =With Assistance	NY = Not Yet
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	Term 1	Term 2	Term 3	Term 4
Mathematics				
Number and Operations MA.1 The use of simple symbols to represent numbers and emerging concepts				
MA.1.1.1 compare, match, sequence, number and numerals 0-10				
MA.1.1.1.1 count in local languages and across cultures through listening to stories featuring counting in sequence				
MA.1.1.1.2 explore a variety of personally and culturally relevant concrete materials				
MA.1.1.1.3 find, match and name things using concrete materials, sounds, movements or drawings				
MA.1.1.1.4 copy patterns using concrete materials and leading to drawing				
MA.1.1.1.5 identify and extend patterns using concrete materials and leading to drawing				
MA.1.1.1.6 use one-to-one correspondence when counting a range of objects				
MA.1.1.1.7 count in sequence up to ten				
MA.1.1.1.8 recognise that the arrangement of objects does not affect how many there are				
MA.1.1.1.9 arrange sets of objects in order according to their number				
MA.1.1.1.10 observe and copy the written form of numbers				
MA.1.1.1.11 observe natural patterns in the world around us				
MA.1.1.1.12 describe patterns strengthening left to right direction				



MA.1.1.1.13 observe and identify similarities and differences between patterns				
MA.1.1.1.14 understand ordinal numbers to tenth in daily activities				
MA.1.1.1.15 rote count to 30				
MA.1.1.1.16 count backwards ten to zero				
MA.1.1.1.17 connect the numeral to the number idea				
MA.1.1.1.18 change a pattern to a different form using the same objects				
MA.1.1.1.19 create original patterns				
MA.1.1.1.20 connect number names, numerals and quantities, including zero				
MA.1.1.1.21 shows fluency with counting forwards and backwards				
MA.1.1.1.22 recognise a quantity up to five instantly without counting				
MA1.2.1 know how to divide, add and subtract using concrete materials				
MA.1.2.1.1 count on from a given number between one and ten				
MA.1.2.1.2 understand the concepts of addition and subtraction through games, activities and concrete materials				
MA.1.2.1.3 count back from ten to zero				
MA.1.2.1.4 connect the mathematical symbols + and – to the mathematical concepts				
MA.1.2.1.5 show simple division by sharing equally through games and concrete materials				
MA.1.2.1.6 solve word problems using children and concrete materials				
MA1.3.1 know mathematical language to describe number				
MA.1.3.1.1 use language to describe number				

MA.1.3.1.2 compare and order items of like and unlike characteristics				
MA.1.3.1.3 compare and order items of like and unlike characteristics using words and giving reasons for answers				
MA.1.3.1.4 use terms such as 'first' and 'second' to indicate ordinal position in a sequence				
Shape and Measurement MA.2 Simple shapes and forms of measurement				
MA.2.1.1 know two dimensional shapes				
MA.2.1.1.1 experience joy in the discovery of basic mathematical ideas				
MA.2.1.1.2 explore a variety of concrete objects and construction materials				
MA.2.1.1.3 identify and label the colours of various objects				
MA.2.1.1.4 observe and describe properties of objects according to shape, size, weight, pattern, colour, texture				
MA.2.1.1.5 identify similarities and differences in objects and shapes including square, rectangle, triangle, circle				
MA.2.1.1.6 describe the common properties of a group of objects				
MA.2.1.1.7 select objects with a particular property				
MA.2.1.1.8 sort objects by one common attribute eg. colour				
MA.2.1.1.9 compare, sort and draw pictures of simple geometric shapes				
MA.2.2.1 know how to measure using a variety of non standard units of measurement				
MA.2.2.1.1 make comparisons of size, shape, colour and detail				
MA.2.2.1.2 compare length and height using non-standard units				
MA.2.2.1.3 compare and order objects according to length or height				



MA.2.2.1.4 measure and compare body parts and objects using handspan or tools				
MA.2.2.1.5 compare weight using a balance scale				
MA.2.2.1.6 compare volume through use of jugs, cups, bottles, spoons and buckets pouring sand and water				
MA.2.2.1.7 identify conservation of volume e.g. the same volume can look different in different containers				
MA.2.2.1.8 recite and identify the days of the week				
MA.2.2.1.9 link specific days of the week to familiar events				
MA.2.2.1.10 compare intervals of time e.g. a short time until lunch, a long time until bed				
MA.2.2.1.11 sequence familiar routines and events in time				
MA.2.2.1.12 compare objects by placing one object against another				
MA.2.3.1 recognise mathematical language to describe elements of shape and measurement				
MA.2.3.1.1 use language of comparison: longer, short, shorter, shortest, tall, taller, tallest smaller, thin, thick, heavy, light, heavier, heaviest, more, less, same, holds more' and 'holds less'				
MA.2.3.1.2 interpret everyday language of location and direction, e.g. between, near, far				
MA.2.3.1.3 give simple directions to guide a friend eg. around an obstacle path				
Statistics MA.3 Simple statistics				
MA3.1.1 identify and record numbers related to a specific question				
MA.3.1.1.1 count and record height, gender, colour of hair, clothes of members of class				
MA.3.1.1.2 sort members of the class according to their height, gender, colour of hair, clothes etc				

MA.3.1.1.3 answer and pose yes and no questions to collect information about themselves and familiar objects and events				
MA.3.1.1.4 sort objects using two attributes and changing one e.g. boys wearing slippers and boys not wearing slippers				
MA.3.2.1 know how to represent numbers with simple graphs				
MA.3.2.1.1 use simple displays to represent responses to questions				
MA.3.2.1.2 compare two groups of real objects using picture graphs e.g. pictures of slippers				
MA.3.2.1.3 compare three groups of real objects using picture graphs				
MA.3.2.1.4 compare four groups of real objects using picture graphs				
MA.3.2.1.5 compare two groups of real objects using real graphs				
MA.3.2.1.6 compare three groups of real objects using real graphs				
MA.3.2.1.7 observe and record information accumulated over a long period of time eg. growth of a plant, weather				
MA.3.3.1 know how to draw simple graphs and make conclusions				
MA.3.3.1.1 use data displays to answer simple questions e.g. 'how many students had brown hair?'				

Pre-primary Year Outcomes Checklist

School Name

Child's name:

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	Term 1	Term 2	Term 3	Term 4
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Science				
Science Knowledge SC1 recognise, identify and compare living things				
SC.1.1.1 understand that living things have basic needs				
SC.1.1.1.1 recognise that all people are living things				
SC.1.1.1.2 identify the basic needs of all people eg. air, food, shelter, warmth				
SC.1.1.1.3 compare meeting basic needs of people at home and those that live in the bush including traditional lifestyles				
SC.1.1.1.4 recognise that living things make babies				
SC.1.1.1.5 recognise that animals are living things				
SC.1.1.1.6 identify and name animals they know				
SC.1.1.1.7 identify which animals live in the sea, which on land and which fly				
SC.1.1.1.8 compare basic animal groups – reptiles, mammals, insects, birds				
SC.1.1.1.9 identify the basic needs of animals				
SC.1.1.1.10 compare the homes of different animals: ants, bees, snakes, birds, pigs				
SC.1.1.1.11 recognise that animals make babies in different ways				
SC.1.1.1.12 identify main elements of the earth eg. land, rocks, plants, rivers, sea				
SC.1.1.1.13 identify the basic needs of plants eg. air, soil, water, sun				
SC.1.1.1.14 identify different parts of a plant eg. flower, stem, leaves, roots				
SC.1.1.1.15 compare meeting basic needs of plants in a garden or in the bush				
SC.1.1.1.16 explore earth elements as solids and liquids eg. rocks and water				

SC.1.1.1.17 identify the main features of the sky eg. sun, moon, stars, planets				
SC.1.1.1.18 recognise the sun as the source of light and shadows as the absence of light				
SC.1.1.1.19 explore colour as light bent in different ways e.g. prism or water sprays				
SC1.2.1 understand how changes around us affect what we do				
SC.1.2.1.1 listen to and enjoy custom stories explaining concepts of time, weather patterns and how things happen in the world				
SC.1.2.1.2 explain that different cultures, use different clothes and activities to meet their basic needs				
SC.1.2.1.3 explain that animals use different methods to meet their basic needs eg. hibernation and migration				
SC.1.2.1.4 identify different types of weather				
SC.1.2.1.5 record changes in the weather				
SC.1.2.1.6 experiment with seed planting and observe changes over time				
SC.1.2.1.7 explore changing states eg. dissolve sugar or salt in water to become a liquid, freeze water to make it solid, cook an egg to go from liquid to solid				
SC.1.2.1.8 link the movement of planets to the presence of day and night				
SC.1.2.1.9 observe changes in light and its effect on shadows e.g. levels of light, length of shadows				
SC.1.2.1.10 change colours by mixing to make new colours				
SC1.3.1 understand that different materials are needed for different uses				
SC.1.3.1.1 sort and group clothing and building materials e.g. colour, feel, bendable				
SC.1.3.1.2 construct small structures using local materials				



SC.1.3.1.3 compare different materials used for clothing around the world				
SC.1.3.1.4 select and use suitable materials to create shade eg. branches, leaves				
Science Skills SC.2 Personal skills to explore concepts and ideas				
SC.2.1.1 understand the five senses				
SC.2.1.1.1 identify the senses of sight, smell, touch, hearing and taste				
SC.2.1.1.2 identify and describe various objects through sight				
SC.2.1.1.3 identify objects or the source of the smell through sense of smell only				
SC.2.1.1.4 identify and describe objects through touching and feeling				
SC.2.1.1.5 identify familiar sounds and to detect the direction of the sound through sense of hearing only				
SC.2.1.1.6 identify and describe the taste of foods through using such words as sweet, sour, bitter and salty				
SC.2.2.1 observe and identify changes and possible causes				
SC.2.2.1.1 explore cause and effect through activities e.g. combining sand and water				
SC.2.2.1.2 observe and record the evaporation of water				
Science for Others SC3 Patterns and changes that can help others				
SC.3.1.1 know how to ask questions and during investigations				
SC.3.1.1.1 investigate the tools needed for people to meet their basic needs				
SC.3.1.1.2 compare the ways animals or people meet their needs				
SC.3.1.1.3 discuss the responsibilities people have to look after the environment				

SC.3.1.1.4 investigate ways that people harm the sky and why this needs to change e.g. smoke and chemicals				
SC3.2.1 know how to communicate ideas through discussion, role-play and drawing				
SC.3.2.1.1 take turns in class discussions				
SC.3.2.1.2 record information by drawing or constructing with a variety of materials				
SC.3.2.1.3 present information through role-play, song, dance and explanation				

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	Term 1	Term 2	Term 3	Term 4
Social Studies				
Social Studies Knowledge SS.1 Personal community and history				
SS.1.1.1 know that people live in families				
SS.1.1.1.1 talk about place of birth, home and family e.g. the role of different family members and one's role within this unit				
SS.1.1.1.2 identify activities one does as a family				
SS.1.2.1 recognise reasons for home location				
SS.1.2.1.1 identify reasons for the location of a family home e.g. family history, meeting basic needs, features of area, local islands, nationality				
SS.1.3.1 recognise that different people come together to form a family or a community				
SS.1.3.1.1 compare, identify and accept differences in family stories				



SS.1.3.1.2 use language associated with family histories and locations eg. old, new, younger, older, safe, unsafe, different, outside, inside, special, not special				
SS.1.3.1.3 identify the roles and responsibilities of people such as the chief, pastor, doctor, nurse, teacher, in the community				
SS.1.3.1.4 identify and participate in activities people do as a community e.g. building or cleaning up the village				
SS.1.3.1.5 discuss ways one can contribute to the village or community				
Social Studies Skills SS2 People and events can be significant				
SS.1.1 recognise special locations, events and celebrations				
SS.2.1.1.1 order things to show a sequence of significant events and milestones e.g. beginning to walk and talk, at the birth of a sibling				
SS.2.1.1.2 identify special events or occasions celebrated in the family eg. birthday, Christmas, funeral				
SS.2.1.1.3 appreciate one's village and its traditional significance eg. what is special about your village?				
SS.2.1.1.4 talk about special holidays or occasions in one's village or community				
SS.2.1.1.5 talk about certain holidays observed throughout the Solomon Islands				
SS.2.1.1.6 ask questions of how festivals are celebrated or how traditional meals are prepared				
SS.2.1 explain how stories and celebrations can be different from another point of view				
SS.2.2.1.1 listen to recounts from visiting grandparents and elders				
SS.2.2.1.2 compare objects from the past with those of the present and consider how places have changed over time				
SS2.3.1 able to participate in traditional stories and dances as celebration				

SS.2.3.1.1 listen to custom stories about the local area or whole country				
SS.2.3.1.2 learn about the traditional customs regarding the family and local community				
SS.2.3.1.3 appreciate traditional customs regarding celebrations e.g. traditions, local foods, laws or rules, hunting				
SS.2.3.1.4 explore the local culture through traditional art, music and food and visiting local heritage centres				
SS.2.3.1.5 share some details of how customs relevant to the Solomon Islands are carried out				
SS.2.3.1.6 participate in activities organised by the community that promote the local ethnic culture				
Social Studies for Others SS.3 Serve and protect				
SS.3.1.1 represent information, features and locations on a simple map				
SS.3.1.1.1 build awareness of maps, globes and models as representations of places				
SS.3.1.1.2 recognise that other children and people live on different islands and in different countries				
SS.3.1.1.3 name the places near one's community or village				
SS.3.1.1.4 explain features of one's community				
SS.3.1.1.5 learn the name of a few places different from one's own village or community or country				
SS.3.1.1.6 Go to SS.3.3.1.7 actively care for a class selected site				
SS.3.2.1 be able to communicate ideas through discussion, role-play, drawings and photos				
SS.3.2.1.1 use language related to locations and directions e.g. near, far, above, below, beside, opposite, between				
SS.3.2.1.2 appreciate why location and direction information helps us eg. to find a place or people				



SS.3.2.1.3 use language related to the history and present day in a community eg. before, at present, yesterday or today				
SS.3.2.1.4 Go to SS.3.3.1.7 actively care for a class selected site				
SS3.3.1 know how to plan and care for a special site				
SS.3.3.1.1 talk about ways to care for the land and sea				
SS.3.3.1.2 identify some consequences of not caring for the land and sea				
SS.3.3.1.3 use rubbish bins around the home and school				
SS.3.3.1.4 identify and sort types of rubbish eg. things that will rot or can be recycled				
SS.3.3.1.5 name and discuss some resources people use for various reasons eg. trees, sea or river, sand, water, plants, animals				
SS.3.3.1.6 appreciate the benefit of these resources to people and the need to ensure they last for a long time				
SS.3.3.1.7 actively care for a class selected site				

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	Term 1	Term 2	Term 3	Term 4
Sensory, Motor and Health				
Safety SM1 Safe practices for work and play				
SM.1.1.1 recognise and safely handle potentially dangerous substances				
SM.1.1.1.1 build awareness of risks of incorrect use of medicines, chemicals, poisonous plants, handling of food and water at home and school				

SM.1.2.1 know the safety practices in activities				
SM.1.2.1.1 listen to stories about adventures and talk about how characters feel and react when taking risks				
SM.1.2.1.2 explore how to keep the body safe through stories and role play				
SM.1.2.1.3 build water safety awareness skills e.g. not swimming in the rough sea, deep water or flooded rivers				
SM.1.2.1.4 talk about safety practices e.g. not climbing tall trees, not playing with matches, that some animals are harmful				
SM.1.2.1.5 adopt safe community habits e.g. staying away from electric wires				
SM.1.3 recognise people who help and protect us				
SM.1.3.1.1 memorise by practicing disaster songs or rhymes and safety drills				
SM.1.3.1.2 identify people to whom one can go to for help e.g. police, nurse, teacher, parents, grandparents, Sunday School teacher				
Health SM.2 Make healthy choices and habits				
SM.2.1.1 understand the need for regular and healthy food				
SM.2.1.1.1 discuss favourite foods one likes to eat. Identify healthy and fresh foods				
SM.2.1.1.2 talk about good nutrition and a healthy diet				
SM.2.1.1.3 understand that some foods make us sick				
SM.2.1.1.4 observe the transformation of food from one form to another through cooking and rotting				
SM.2.2.1 know healthy hygiene practices				
SM.2.2.1.1 practice healthy habits through hand washing, face washing, nose blowing, safe coughing, teeth care, toilet routine				
SM.2.2.1.2 talk about the basic functions of: eyes, nose, mouth, eye lashes, ear, hands, legs, fingers, hair and teeth				



SM.2.2.1.3 demonstrate habits to take care of one's body daily e.g. washing with soap and water, washing and brushing hair daily, cutting finger nails and toe nails short				
SM.2.2.1.4 build habits to support common disease prevention e.g. malaria, diarrhoea				
SM.2.3.1 know health and well-being through physical activity				
SM.2.3.1.1 experience basic movement skills of running, jumping, body positions and balance				
SM.2.3.1.2 strengthen hand and leg muscles				
SM.2.3.1.3 develop confidence and experience in movement and coordination				
SM.2.3.1.4 obey game rules to ensure enjoyment and participation for all				
SM.2.3.1.5 respect property and social boundaries				
Movement SM.3 Movement for health and cognitive learning ability				
SM.3.1.1 recognise and name parts of the body				
SM.3.1.1.1 identify the parts of the body				
SM.3.1.1.2 move the parts of the body freely eg. sway, twist, bend, reach				
SM.3.1.1.3 explore the space around the body eg. low, high, middle				
SM.3.1.1.4 move parts of the body in response to directions				
SM.3.1.1.5 describe ways the body is growing and changing				
SM.3.1.1.6 identify private body parts, the need to keep them private and people to seek if uncomfortable				
SM.3.1.1.7 move the body in relation to objects				
SM.3.2.1 understand the development of fine and gross motor skills through activities				
SM.3.2.1.1 participate in activities to promote motor skills e.g. walk, run, crawl, roll, hop, skip, jump and climb freely and on command				

SM.3.2.1.2 build hand and eye coordination skills through threading, knotting, cutting and tracing				
SM.3.2.1.3 participate in games from other cultures				
SM.3.2.1.4 hop from one foot to another and jump backwards				
SM.3.2.1.5 throw, catch, strike a ball or object				
SM.3.2.1.6 participate in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes				
SM.3.2.1.7 practise speed and agility				
SM.3.3.1 understand the development of sensory motor and cognitive skills				
SM.3.3.1.1 follow two actions in correct sequence				
SM.3.3.1.2 identify the missing part in a sequence of two actions				
SM.3.3.1.3 participate in exercises to inhibit early reflexes e.g. sausage rolls, homolateral commando crawls				
SM.3.3.1.4 participate in exercises to establish dominance e.g. homolateral flip flops				
SM.3.3.1.5 participate in exercises to cross the midline e.g. cross pattern flip flops, cross pattern walking, cross pattern commando crawl				

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	Term 1	Term 2	Term 3	Term 4
Social and Emotional Skills				
Identity SE1 Awareness of personal identity				
SE1.1.1 develop a sense of identity as a Solomon Islander				
SE.1.1.1.1 share about one's likes or dislikes, abilities, and interests				



SE.1.1.1.2 talk about how they are the same or different from others				
SE.1.1.1.3 play with different friends throughout the week				
SE.1.1.1.4 talk about places of interest and different traditional foods of the Solomon Islands				
SE.1.1.1.5 take part in and celebrate National events eg. Independence Day				
SE.1.1.1.6 listen to recounts from grandparents and elders of local history				
SE.1.1.1.7 talk or draw about what they like about the Solomon Islands				
SE.1.2.1 recognise emotional responses people may experience in different situations				
SE.1.2.1.1 identify and talk about feelings of characters in stories				
SE.1.2.1.2 express feelings through role taking and use of puppets eg. how would you feel if...?				
SE.1.2.1.3 show concern by asking how others are feeling				
SE.1.2.1.4 role-play how to help people in need				
SE.1.2.1.5 talk about connections between feelings, body reactions and body language				
SE.1.2.1.6 explain that others may feel differently about the same situation				
SE.1.2.1.7 talk about connections between feelings, body reactions and body language				
SE.1.2.1.8 explain how someone might think and feel during an emergency				
SE.1.2.1.9 act out affection to and acceptance of others				
SE.1.2.1.10 use appropriate language and actions to communicate feelings in different situations				
SE.1.2.1.11 speak respectfully to others				

SE.1.2.1.12 respect the feelings, rights and belongings of others				
SE1.3.1 understand a willing and positive self-image				
SE.1.3.1.1 perform basic skills eg. dressing, cleaning up, putting things away independently				
SE.1.3.1.2 talk about their work and activities with peers and others				
SE.1.3.1.3 appreciate what they are able to do and their own uniqueness				
SE.1.3.1.4 talk about games and activities that they are good at or prefer				
SE.1.3.1.5 describe personal qualities and strengths				
SE.1.3.1.6 identify personal progress, improvements and the effect of effort				
SE.1.3.1.7 use positive self-talk				
Values SE.2 Values in daily life				
SE.2.1.1 understand the selected values and give examples for personal application				
SE.2.1.1.1 express thoughts or ideas on the moral values that a story or rhyme or song portrays e.g. value				
SE.2.1.1.2 discuss ways we can show unity				
SE.2.1.1.3 discuss ways we can show peace				
SE.2.1.1.4 discuss ways we can show responsibility				
SE.2.1.1.5 discuss ways we can show good manners				
SE.2.1.1.6 discuss ways we can show care				
SE.2.1.1.7 discuss ways we can have purpose				
SE.2.1.1.8 discuss ways we can be fair				
SE.2.1.1.9 discuss ways we can obey				
SE.2.1.1.10 discuss things we can be thankful for				
SE.2.1.1.11 discuss ways to be honest				
SE.2.1.1.12 discuss ways to show respect				



SE.2.1.1.13 discuss times to pray				
SE.2.2.1 understand, value and respect individual differences				
SE.2.2.1.1 recognise different physical features, ethnic background, talents, competencies among peers and known adults				
SE.2.2.1.2 celebrate the variety of gifts that are in the class				
SE.2.2.1.3 talk about the effect of actions on others e.g. thanking someone, sharing food, bullying				
SE.2.2.1.4 talk about actions to solve problems in play and group activity				
SE.2.2.1.5 explore ways of creating unity among people				
SE.2.2.1.6 act out acceptance of multi-ethnic communities				
SE.2.2.1.7 role-play ways people of different cultures, religions and races can become united and live together in peace				
SE.2.3.1 practise the selected values to interact positively with others				
SE.2.3.1.1 demonstrate unity through cooperation, sharing, problem solving, working together, living in harmony				
SE.2.3.1.2 demonstrate peace through gentleness, respect, cooperation, citizenship, connecting with others, reconciling, feeling calm				
SE.2.3.1.3 demonstrate responsibility by keeping promises, being on time, helping the community and environment				
SE.2.3.1.4 demonstrate good manners through positive attitudes and courtesy, consideration for others, following codes of conduct				
SE.2.3.1.5 demonstrate care through concern for others, kindness, forgiveness, compassion, humility, gentleness				
SE.2.3.1.6 demonstrate purpose through seeking reasons, making plans, having a focus for living, having goals to achieve				

SE.2.3.1.7 demonstrate fairness through seeking justice, honesty, lack of bias, admitting a mistake, standing up for what is right				
SE.2.3.1.8 demonstrate obedience through accepting and respecting authority, doing as told, following instructions				
SE.2.3.1.9 demonstrate thankfulness through showing gratitude, gratefulness, appreciation, appreciating beauty				
SE.2.3.1.10 demonstrate honesty through avoiding lies, reporting the whole truth, standing up for what is right, showing integrity				
SE.2.3.1.11 demonstrate respect through thoughtful words, an attitude to treat people with dignity, courtesy, honouring rules, elders, parents, teachers, and chief				
SE.2.3.1.12 demonstrate prayerfulness through learning short prayers and the right way to say them, talking to God, being aware of God, praying in class				
SE.2.4.1 being able to take responsibility for own actions				
SE.2.4.1.1 identify and follow classroom rules and routines and directions given at school				
SE.2.4.1.2 take care of school and public property				
SE.2.4.1.3 discuss the nature of consequences, feelings in others, making it right again				
SE.2.4.1.4 appreciate own mistakes and willing to apologise				
Christian Education SE3 A sense of Christian identity				
SE.3.1.1 know God as the Creator who seeks a relationship with his creation				
SE.3.1.1.1 identify God the Father as eternal, the creator of the world and the source of all knowing				
SE.3.2.1 know Jesus as the way to make a relationship with God possible				
SE.3.2.1.1 talk about how Jesus is the revealed Son of God				
SE.3.2.1.2 talk about the key teachings of Jesus				
SE.3.2.1.3 appreciate the sacrifice of Jesus				



SECTION 6

Health and Hygiene

6.1 WASH – Water Sanitation and Hygiene

WASH is the abbreviation for **W**ater, **S**anitation and **H**ygiene.

WASH refers to the practice of good hygiene practices, in order to reduce the incidence of preventable diseases such as diarrhoea, typhoid fever, trachoma, dengue fever, and others.

The goal is to ensure that children have accessibility to safe drinking water, practice proper sanitation methods (toileting practice), adopt and maintain good personal and environmental hygiene practices.

When children learn good hygiene practices and make it a habit of drinking water during their early childhood years, in an enabling environment, they will continue these practices throughout their lives. Forming a good habit can take place in the classroom through the introduction of routines. It will also prevent the children from spreading and catching many diseases.

Routines are parts of a daily program that take place at around the same time each day. Examples of routines in a pre- primary setting are: Toilet and hand washing time, eating and drinking time. Early in the term, the teacher can introduce to the children proper ways to use the toilet by talking to them during Talk time. Encourage them to use toilet paper and to flush after they use the toilet. Show them where the toilets are and where the sink and soap is. Model to them how to wash their hands properly with soap and water and how to dry their hands using a towel. They can even wash their hands while they sing ‘happy birthday to you’ to make sure that they use soap and rinse properly. Explain to them that by doing this, they are getting rid of germs from their hands that they cannot see but could make them sick. It is very important to ensure that the toilets are kept clean for the children at all times.

Before break time, ensure that all of the children line up to wash their hands, give them enough time to do so and praise them for their efforts at maintaining a good habit. During Talk time, introduce the importance of drinking water every day for their bodies to grow healthy and strong. Explain to them that water is God’s gift to all His creatures, even plants and animals. If we drink clean water,



we are thanking God for His gift to us. Give them time to have a drink of water after their snack and Movement time each day. Get the parents involved in supplying boiled drinking water for the children each day in a water or plastic bottle. It is also opportunity to explain to the children that drinks contain sugar such as soda or fizzy drinks can damage their teeth and cause problems for their bodies later.

Show the children where the rubbish bin is and how to use it. It is better to have one bin in class and one bin with a lid outside the class. The food scraps can go into the 'outside' bin and dry rubbish can go in the 'inside' bin. Explain to them that food scraps will cause a bad smell, that's why they need to go into the 'outside' bin with the lid closed.

Prevention begins at early childhood.

6.2 First Aid for Sickness and Accidents

First aid is emergency care or treatment given to an ill or injured person before a nurse or doctor's medical aid can be obtained at a clinic or hospital. The purpose of a First Aid Guide is to enable teachers to provide quick help in an emergency situation or after an accident. Medical emergencies can occur anytime and anywhere. With proper First Aid, a simple injury can be helped and it will not become severe or fatal. Teachers need to recognise when a child may have a problem, then respond appropriately. When you attend to an injured child, tell other children what you are doing. This will minimise their anxiety and they may learn as they watch.

First Aid Guide for Some Problems

A well-stocked first aid kit containing items such as plasters, bandages, sterile dressings, antiseptic cream should be in your classroom or school if possible. The location of the first aid kit should be known to all. Teachers should be well aware of any allergy or medical condition that a student in his/her classroom might have.

Teachers should have the required knowledge to deal with emergencies that arise in such situations. It is suggested that teachers meet the parents of any children who have a medical condition to decide the steps to be taken in case any emergency arises.

Heat exhaustion

Heat exhaustion is caused by a loss of salt and water from the body and is

usually a result of sweating excessively. If not treated, heat exhaustion can lead to more

serious conditions like; heatstroke. You should treat someone who is suffering from heat exhaustion quickly.

You may see:

sweating, headache, feeling sick, dizziness.

What you should do:

- Help the child to a cool place
- Lay the child down and raise their legs
- Give the child water or a coconut which is a good rehydration drink.

<p>Bites and Stings</p> <p>A teacher should recognise when someone has been bitten or stung and respond appropriately.</p>	<p>What you should do:</p> <ul style="list-style-type: none"> - Remove any sting. - Apply a cold wet cloth. - Apply Aloe Vera plant gel. - Cover from the air. - Or use your local custom way.
<p>Bleeding</p> <p>You may see:</p> <p>a minor bleed such as a graze, or a nose bleed or a serious bleed due to accident.</p>	<p>What you should do:</p> <p>Understand the risk of cross-infection (see glossary) and minimise the risk by getting the injured person to clean their own wound or put a plastic bag over your hand while you touch the blood.</p> <p>Wash your hands afterwards and burn the plastic.</p> <p>For a serious bleed, apply pressure, get the wound higher than the heart and get help.</p> <p>For other bleeding, get the wound higher than heart to slow blood loss</p> <p>Clean the wound by rinsing it under running or poured water and pat dry the wound with clean cloth or clean bandage.</p> <p>Cover with a plaster, bandage or clean calico.</p>
<p>Nose bleed</p> <ul style="list-style-type: none"> - lean child forward, they can squeeze bridge of their nose. - Put a cold wet cloth on back of their neck. - Or use your local custom way, 	<p>Head injury</p> <p>Any bump to the head should be considered serious until it is clear that the child is well.</p>
<p>Head injury</p> <p>Any bump to the head should be considered serious until it is clear that the child is well.</p>	<p>You may see:</p> <p>Lump, dizziness, vomiting, headache, wobbly eyes, sleepiness</p> <p>What you should do;</p> <ul style="list-style-type: none"> - Keep the child still and quiet - Get medical help



Bone, muscle and joint injuries	<p>You may see:</p> <p>a fracture, dislocation, sprain, strain</p> <p>Fracture - a crack or break in the bone may or may not come through the skin,</p> <p>Dislocation - a bone in a joint that has moved out of place.</p>
Sprains and strains - damage to soft tissues	<p>You may see:</p> <p>swelling, bruising</p> <p>difficulty moving the injured limb pain</p> <p>What you should do:</p> <p>Fracture or dislocation:</p> <p>Tell the casualty not to move, support the injured part if possible, arrange for the casualty to be carried to hospital,</p> <p>Strains and sprains:</p> <ul style="list-style-type: none"> - Rest the injury - Cool - apply a cold cloth or soak strained part in cold water or river <p>Then use a comfortable support like a tight bandage around it,</p> <p>Then elevate (lift up) the injured limb,</p>
Low Blood Sugar	<p>You may see:</p> <p>Weakness</p> <p>Sweating with cold, clammy skin</p> <p>Feeling faint</p> <p>Hunger, headache</p> <p>Strange actions or behaviour</p> <p>The child's responses may get worse,</p> <p>What you should do:</p> <ul style="list-style-type: none"> - Assist the child to sit down - Give the child a sugary drink or sweet fruit or other food - Tell the parents in case a visit to the clinic is needed

Unconscious	<p>You may see:</p> <p>A child lying on the ground and unresponsive to your call.</p> <p>What you should do:</p> <p>Check for danger. Talk to them, try to wake them up.</p>
A B C	<p>A – open airway</p> <p>Open airway by lifting chin, clear anything from mouth</p> <p>B – check for breathing</p> <p>Look, listen, then breathe for them if you know how</p> <p>C – check for circulation Is the heart beating?</p> <p>Call for Medial help.</p>
Burns	<p>You may see:</p> <ul style="list-style-type: none"> - Redness - blisters - Pain <p>What you should do:</p> <p>Apply cool running water for up to 20 minutes until the pain eases.</p>
Eye-Injuries	<p>You may see:</p> <p>Redness, watery eye, blinking</p> <p>What you should do:</p> <ul style="list-style-type: none"> - Apply a cold compress over the eye but do not put pressure on the eye. - If there is bruising, bleeding or change in vision go to the clinic.



Toothache	You may see: Bleeding, tooth out of place or missing Swelling, pain What you should do: - If there is bleeding, make sure the airway stays clear for breathing - Control bleeding with a clean cloth and pressure - If bleeding or swelling is severe or continues see a doctor or dentist.
Bruising	You may see: Pain, swelling Loss of power to injured area What you should do: Rest the area Elevate (lift up) the area. Apply a cool compress if available.

Glossary

Affirmation	Something positive that is said or done to support or encourage
Compress	A padded cloth applied to an injury
Cross-infection	Infection can pass from one person to another person
Cross-pattern	Activities that use both sides of the brain at the same time
Circulation	The movement of the blood around the body
Dispositions	A person's inner qualities of their mind and character
Dominant	Having power or influence over others
Elevate	To lift up
Homolateral	Using only one side of the body
Inhibit	To stop
Kinaesthetic	Learning through feeling a sense of body position, muscle movement. An example of kinaesthetic is the movements you see in custom dance
Oracy	The ability to speak fluently and grammatically correctly
Primitive	First or earliest of its kind
Tactile mode	Communicating through a sense of touch



Guidelines for Preparing School Disaster Management Plan Glossary.

Name	Meaning
Hazard	A danger or risk.
Hazard mapping	To identify the possible hazards the community might face across an island or part of an island and mark them on a map
Hazard Reduction	To plan ways to reduce danger.
Disaster	A event that causes serious loss of lives and properties and causes destruction to the environment.
Disaster Plan	A plan showing the actions to take in an emergency or after a disaster.
Disaster Risk Reduction	Reducing disaster risks through being prepared.
Disaster Drill or Disaster Risk Reduction Drill	Actions practiced repeatedly so that people know what to do in an emergency to ensure their safety.
Early Warning Systems	Ways planned to send out warnings of a hazard so that people can act and reduce loss and harm.
Evacuation Centres	A safe space identified to accommodate people from a potentially dangerous place.
Evacuation Plan	Actions planned for if a disaster comes
Evacuation Path	A path that is safe for people to follow to get somewhere safer and everyone knows about it.
Buddy	A friend or partner to be with.
Preparedness	Being ready to respond to a hazard or disaster.
Nearest Critical Resources	Important places and resources close to the school. For example: hospital or clinic, police station, post office, internet access, phone access, evacuation centre, water source, community meeting place.
Emotional support	Support strategies for children affected by the disaster in order to make things seem okay.
Disaster Response	Help during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basics needs of the people affected.
Education Disaster Response.	Deciding if school buildings are safe for the community to gather. Mobilising teachers to supervise activities in the disaster response, setting up child friendly spaces and temporary learning spaces

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