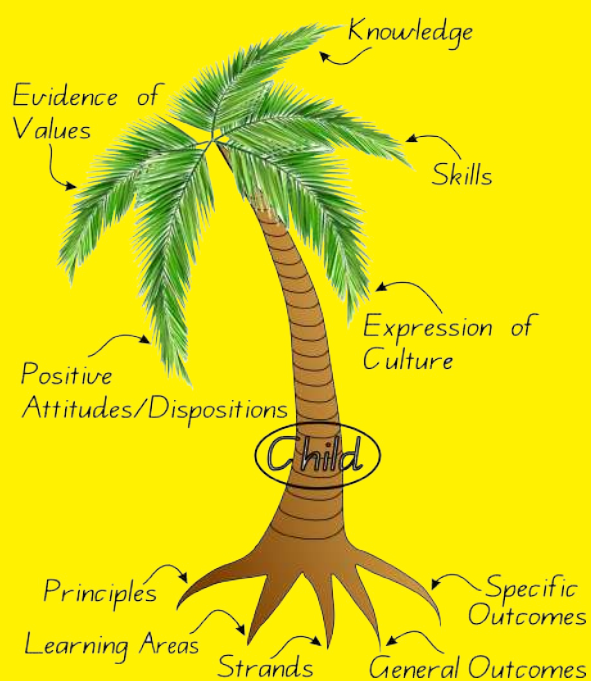




Solomon Islands Government

Pre-Primary Year Syllabus



Ministry of Education and
Human Resource Development



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Curriculum Development Division
MEHRD

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Foreword

The Solomon Island Education system is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education Sector Investment and Reform Program (ESIRP) and Education Strategic Plans (ESP). The Curriculum Review and Reform Programme (CRRP) is developing a comprehensive curriculum that is responsive to the needs of all Solomon Islanders in order to achieve the vision and goals of the education system as advocated in the National Education Action Plan (NEAP: 2016–2020) and Education Strategic Framework (ESF: 2016-30).

Within this process of review, the NEAP 2016-2020 and the Early Childhood Road Map (2017) are key documents that provide an impetus and direction toward the creation of a formal and detailed curriculum to meet the needs of five-year-old learners and their teachers.

The new Pre-primary Year Syllabus is to be used by Pre-primary and early childhood teachers to teach the preparatory year in primary schools in the Solomon Islands. It is based on the Pre-primary Curriculum Framework and contributes significantly towards the holistic development of the learner as an individual and as a contributor to his or her society.

This is a key document in the shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. It follows the outcomes-based curriculum model with a learner centered approach which includes embedded values and a focus on play and discovery.

This syllabus builds on the learner's home environment and links this to the concepts, skills, attitudes and values of the community. It forms a link for further learning in year 1 and beyond as well as preparing individual learners for future life in the Solomon Islands.

The development and implementation of this syllabus is a significant step towards relevant and meaningful learning experiences for young children. It is important that all policy makers, teachers, education authorities and other education stakeholders support the implementation of this syllabus.

As the Minister responsible for the provision of education services in the Solomon Islands, I commend and endorse this syllabus as the official document for the teaching and learning of the Pre-primary Year class throughout the Solomon Islands.



Hon. John Dean Kuku

Honourable Minister of Education, 2018

Ministry of Education and Human Resources Development

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Pre-primary Year Advisory Committee

- Pre-primary Year Advisory committee (2017 - 2018)
- Pre-primary Year Workshop Participants (2017 - 2018)
- Pre-primary Year Subject Working Group (2017 - 2018)
- Pre-primary Year Department SOEH, SINU

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- Staff of the Ministry of Education and Human Resource Development

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- The Solomon Islands Government

Section 1. INTRODUCTION

The Pre-primary Year Syllabus is written to assist teachers of five-year-old children in Solomon Islands. It focuses on providing one year of quality education and equal access to Pre-primary schooling to help small children transition to Primary School. Children turning five on or before 31st December in any year should enter the PPY class the following year.

The Pre-primary Year Syllabus establishes a solid foundation for Years 1 – 6 Primary learning. The teachers should teach all learning areas or strands prescribed in the PPY syllabus to create good social relationships, stability and continuity for the learners. All learning should support the growth and development of each child spiritually, emotionally, physically and socially as an individual and as a member of the school and society.

The syllabus provides a teaching programme for the Pre-primary Year teachers. It is assisted by teacher guides and other teaching and learning resources. It also provides teachers with guidance about the best teaching and learning approaches and explains the integration of learning areas, values and dispositions across the curriculum.

The Outcome-Based Education (OBE) approach has been adopted with the focus on what learners can do, through a learner-centred and teacher-directed approach. This approach relies on the teacher knowing the outcomes or what is to be taught, and structuring the learning experiences to achieve those outcomes for a particular class of learners.

Of note is the inclusion of core values embedded within the PPY curriculum. The Ministry of Education and Human Resource Development recognises that such values need to be nurtured from the earliest stages of learning to encourage the individual traits that are valuable to the nation of Solomon Islands.

The Pre-primary Year Syllabus takes into account educational documents produced by the Ministry of Education and Human Resource Development (MEHRD), in particular *National Curriculum Statement (2013)*, *Policy Statement and Guidelines for the Development and Implementation of the National Curriculum in Solomon Islands (2013)*, *Policy Statement and Guidelines for Learners' Assessment in Schools (2010)* and the *National Education Action Plan 2016 – 2020 (2016)* as well as key language documents, such as the draft *Policy Statement and Guidelines for the Use of Vernacular Language and English Education in Solomon Islands (2010)*.

Section 2. RATIONALE

The purpose of the Pre-primary Year (PPY) Syllabus is to provide a course of study for all five-year-old children in the Solomon Islands.

The Pre-primary Year curriculum is designed and developed to guide the five-year-old child through a learner-centred approach, with embedded values, play based activities, holistic and active learning. It is the preparatory step between Early Childhood Education and the formal learning situation that will be required in their Primary Years 1 - 6. The inclusion of all the learning areas in an integrated manner in the PPY curriculum will contribute towards the acquisition of knowledge and understanding, skills and attitudes necessary for laying the foundation for life-long learning for the children of Solomon Islands.

Section 3. AIMS

The aims of the Pre-primary Curriculum are to:

- develop the personal, social, spiritual and emotional well-being of the learner to support the transition from the home to school
- encourage an inclusive culture that provides opportunities for each child to become a valued member of the community and to build a strong self-esteem
- develop the learner's social skills by providing opportunities that will enable children to learn how to share, cooperate and work in harmony with each other and to listen to each other
- develop attention skills to concentrate on their own play activities and on tasks given
- develop learner's language and communication skills with opportunities for all to talk and communicate in various situations, to listen carefully and to respond to others
- prepare children for reading and writing skills with opportunities for all
- develop understanding of numbers, measurement, patterns, shapes and space by providing a broad range of contexts in which they can explore, enjoy, learn, and practice
- develop learner's knowledge and understanding of the world with opportunities for all to solve problems, make decisions, experiment, predict, plan, explore and find out about the environment, people and places that are important in their lives
- develop and practice fine and gross motor skills and increase understanding of how their bodies work and what they need to do to be healthy and safe
- develop children's creativity with opportunities for all to explore and to share their thoughts, ideas and feelings through various activities using their imaginations.
- develop children's learning dispositions in four areas of creativity, collaboration, communication and critical thinking.
- develop children's values through learning about ways to demonstrate the twelve values embedded in this curriculum.

Section 4. SYLLABUS STRUCTURE

The detail outcomes of the PPY syllabus are presented in section 12. It is a series of sub-strand sheets, each with the same structure. This is an example of the PPY structure.

Learning Area: Language and Literacy		
Strand: Listening and speaking		
Strand Theme: LL.1 Promote effective communication and learning		
Sub-strand: LL.1.1 Communicate through a range of languages		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment
Learners should <i>General Learning Outcomes (GLO) are statements that specify what learners will know or be able to do as a result of a learning activity.</i>	Learners should be able to <i>Specific Learning Outcomes (SLO) are examples of things students can do, demonstrate or understand if they have achieved the general outcome. They are usually observable or measureable. The PPY specific learning outcomes are outlined by term.</i> Term 1 Term 2 Term 3 Term 4	Learners can be assessed on <i>Suggested Assessment Events may be included here. Many elements of the PPY curriculum will be assessed by different methods of observation.</i>

Section 5. STRAND STATEMENTS

The following statements outline the focus and content of each learning area within the curriculum.

Language and Literacy

Listening and Speaking

The skills of listening and speaking are the foundation for developing understanding and proficiency in any language. Developing these skills in local languages precedes developing them in English. In the Pre-primary Year learners will use local languages as a bridge to early English acquisition, while also supporting the continued development of the first language. The Syllabus promotes effective communication and learning through using listening and speaking to interact with others, speak for specific purposes and use rich vocabulary. A focus on peaceful and collaborative communication while fostering a joy of questioning and learning will encourage confidence and enquiry within each learner.

Reading

Reading is an active and thoughtful process that involves making meaning from words, ideas and pictures. This strand equips learners to grasp basic concepts of print as language and meaning represented by symbols. It leads learners in an exploration of meaning from pictures and text, building print awareness and pre-reading skills. Learners will begin to link sounds with symbols and join sounds to small words, discovering the delight that comes from developing early reading skills. Learners will explore and interpret common words across languages and discover the essential building blocks of words, ideas and meaning.

Writing

Writing empowers learners to express their thoughts and make meaning through the creation of texts as pictures or print. Learners draw on their knowledge of language and their experiences in their community to create new and meaningful texts. This strand prepares learners to use emerging writing skills to convey meaning through print. They will record meaning through free drawing and construction, developing hand movements for writing. As they develop fluency in writing movements they will attempt to record meaning through print.

Literature

Pieces of literature are works in print that tell stories and express meaning. In this strand learners will discover the purpose of written text. They will care for and respond to texts, identifying that some texts are for enjoyment, some are imaginary and some provide information.

Mathematics

Numbers and Operation

Mathematics helps us to understand and describe the natural world. It has a vocabulary that describes patterns and relationships. In this strand learners will use simple symbols to represent numbers and emerging concepts. They will explore simple concepts through concrete materials, and sort and count using various languages. Learners will begin their venture into number by exploring a wide range of objects and looking for natural groupings. As they compare and desire to quantify their discoveries numbers will be introduced. These numbers will be explored in a variety of ways to discover their unchanging value and sequence. The concepts of addition and subtraction will be introduced.

Shape and Measurement

In this strand learners will use simple shapes and concrete forms of measurement. They will explore shapes and begin to identify their differing traits, leading on to naming them. Learners will also compare the length, weight and volume of a range of objects and develop the language to describe their findings, using non-standard units for measuring.

Statistics

In this strand learners will explore early ideas about simple statistics. They will discover new ways to record and store information using pictures and numbers. They will learn to record written numerals to answer questions or describe small groups and display that information.

Science

Science Knowledge

Science is a study of the natural world and a way of observing, recording and organising our knowledge. In this strand learners will gather and organise information about living and non-living things such as people, animals, the earth and the sky. Learners will notice change and consider causes which will add to the sense of discovery.

Science Skills

In this strand learners will develop personal skills to explore concepts and ideas. They will discover and use the five senses. Skills in asking questions will prepare learners to make new discoveries of their own.

Science for Others

In this strand learners will observe patterns and changes. They will recognise that the discoveries they make can be used to help others, making sure that needs can be met for a long time through environmental resources and making the world a better place.

Social Studies

Social Studies Knowledge

Social Studies is the study of people and communities and social relationships. It helps us consider culture, values and citizenship. In this strand learners will talk about personal communities and histories, exploring their own identities. Family and community will feature as learners explore what it means to be part of the Solomon Islands.

Social Studies Skills

In this strand learners will develop understanding that people and events can be significant. They will explore years past through the stories of grandparents and elders and learn about past and current traditions and customs. Learners will recognise that the community and country of today were shaped by people and events in the past. They will learn to celebrate the achievements of the past and the contributions made by people.

Social Studies for Others

In this strand learners will appreciate some of the contributions of the past while they begin to recognise that each person holds some responsibility for the future. They will explore the contributions they can make to serve others and protect the good things of the present such as resources and the

environment.

Sensory, Motor and Health

The Sensory, Motor and Health studies are integrated studies that focus on health and safety knowledge and motor skills for health and positive brain development.

Safety

In this strand learners will come to understand and demonstrate safe practices. They will consider risks and hazards. Learners will be introduced to a number of common risks and behaviours and given strategies to keep themselves and others safe.

Health

In this strand learners will 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.

Movement

In this strand learners will use movement to promote 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. Special movements will also be adopted to inhibit infant reflexes, establish a dominant side and teach the two sides of the brain to work together. This means that the learners will develop their bodies and brains for ongoing and advanced learning in the future.

Social and Emotional Skills

In this strand learners will develop an awareness of personal identity, values and christian identity.

Identity

In this strand learners will develop an awareness of personal identity. Since a strong sense of personal identity builds a sense of belonging and self-esteem, learners will explore their likes, dislikes, abilities and talents, as well as those of their peers, and celebrate all that this diversity brings to the class. Acknowledging improvements and achievements gained by trying again will empower learners to persevere in the face of difficulty.

Values

In this strand learners will apply select values to daily life. A collection of 12 values characters will be introduced to the learners as they explore a collection of 12 core values. While they learn to define these values, and identify ways to apply them in their lives, they will get to know these special characters to use as reminders and prompts in daily interactions.

Christian Education

In this strand learners will develop a sense of Christian identity. Stories about God the Father and Jesus, His Son and the Holy Spirit will enable learners to grasp what a Christian identity is about.

Section 6. PROCESSES AND SKILLS

This table presents the range of skills, attitudes, values and behaviours addressed across the Pre-primary Year curriculum.

Physical Development	Cognitive Development	Social Development	Personal Development	Emotional Development	Moral Development	Language Development
<ul style="list-style-type: none"> • Show body awareness and basic movement skills • Show progression of fine and gross motor skills • Participate in active play and cognitive exercises 	<ul style="list-style-type: none"> • Seek information and explore solutions • Identify colours and shapes • Describe relationships with symbols and grouping • Demonstrate early subject-based skills 	<ul style="list-style-type: none"> • Positively identify personal traits and qualities • Identify specific sources to get help • Demonstrate core values in interactions 	<ul style="list-style-type: none"> • Identify and practise healthy and safe behaviours • Show increased independence • Show positive personal hygiene • Show respect for others and their property 	<ul style="list-style-type: none"> • Express feelings verbally • Work cooperatively with others • Show progress in controlling feelings / emotions • Take responsibility for actions 	<ul style="list-style-type: none"> • Identify options and take action • Demonstrate care and concern for others • Show value and respect for individual differences 	<ul style="list-style-type: none"> • Seek meaning from interactions • Present questions and explanations • Enjoy stories and early reading

Section 7. CONTRIBUTION TO KEY LEARNING OUTCOMES

This table presents the contribution of the PPY curriculum to the Key Learning Outcomes.

Key Learning Outcomes	PPY contribution
1. Culture promotion <i>Awareness of the Solomon Islands culture; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness.</i>	Traditional places, people, songs and dances and festivals are integrated into Language and Social Studies learning areas of the curriculum.
2. Lifelong learning <i>Realisation that learning is a lifelong experience; encouragement of innovation, creativity, and a positive view of learning post-school.</i>	The Six C's (Critical Thinker, Communicator, Collaborator, Creator, Good Character, Good Citizen) are incorporated into all learning areas and promote lifelong learning.
3. Ethics and good citizenship <i>Development of positive, moral and ethical values, respect for others, based on personal integrity and social responsibility; focused on: values education; civics and citizenship.</i>	Twelve core values are thoroughly integrated into all learning areas with a particular focus in the Social and Emotional outcomes.
4. Peace and Reconciliation <i>Development of positive attitudes with the mind and heart to create peace, reconciliation and living in harmony in a multi-ethnic, diverse community.</i>	In addition to understanding the values of peace and reconciliation in all areas of the curriculum, emphasis is given to exploring ways in which they can be demonstrated in daily living.
5. Technology <i>Use of appropriate traditional and modern technology to improve livelihoods and community standards of living.</i>	The use of traditional and modern tools to meet personal and community needs is incorporated in the PPY curriculum.
6. Entrepreneurship <i>The development of entrepreneurial skills for job creation through initiative and creativity.</i>	Roles and contributions of various community members are explored in order to demonstrate to learners that entrepreneurial skills are developed in six learning dispositions - Critical Thinker, Communicator, Collaborator, Creator, Good Character and Good Citizen.
7. Financial literacy <i>Development of the skills, competencies and values to become financially competent individuals, contributing to a financially literate community.</i>	Early mathematics skills are taught and practised every day in the PPY classroom establishing a foundation for growing skills towards financially literate community members.

Key Learning Outcomes	PPY contribution
8. Preservation, Conservation of Environment and Climate Change <i>The development of positive attitudes and values towards the preservation and conservation of the environment and adaptation and management of the effects of climate change.</i>	A significant emphasis is placed on understanding the value of the environment and resources and the ways in which they can be preserved. These ideas are directly addressed in Science, Social Studies and Social and Emotional outcomes.
9. Development of the whole person <i>Development of the whole person including social, physical, mental and spiritual life of the individual, environmental and health awareness and good health practices.</i>	Holistic teaching supports the whole framework for the PPY, placing the learner and their well-being at the centre of the curriculum. Working collaboratively, sharing ideas and making healthy choices are skills that are addressed on a daily basis.

Section 8. LEARNING, TEACHING AND ASSESSMENT

The PPY classrooms are play based. The classrooms should be vibrant places where learners are engaged and busy. There may be noise with talking, music or singing. There will be movement with learners on the floor investigating or gathered around a table discussing or trying something out. There will likely be curiosity as learners make connections to various learning areas in the midst of a single activity. There may be joy and delight as learners make discoveries and give names and voice to what they have found.

8.1 Learning and Teaching Approaches

The PPY curriculum programme fosters a teaching approach that engages the whole child in learning. It recognises learners in their Solomon Islands communities and leads them on a journey of discovery as they play with materials and ideas. It reinforces the kind of people they should strive to be as they make connections with their world and their places in it.

This will not happen by accident, but with plans and purpose. For example, a teacher will not leave learners to play with a few blocks in the corner of the classroom and expect them to learn about sequencing a story. The teacher will plan and set up play and discovery experiences based on a story presented in a lesson. He or she could then provide a small selection of objects found in the story and some boxes labelled with numbers 1, 2 and 3. With a few verbal prompts from the teacher, the learner could identify elements in the story, explore ordinal numbers, practise one-to-one correspondence and identify sequence steps in the story. This is an example of the way that this programme will be integrated across subject areas and focused on the process of play and guided discovery.

An integrated and values-driven curriculum is a new initiative for the Solomon Islands and some will have difficulty understanding the change in approach. Learning areas and outcomes are familiar, and it is tempting to try to go back to what is already known. To help teachers with this change, detailed advice to teachers about teaching approaches that include principles and strategies can be found in Teacher Guide 2 in Teaching and Learning Approaches.

8.2 Links with Other learning areas - Integrated Approach

This syllabus includes all learning areas taught across the Pre-primary Curriculum in an integrated way. This integration is applied through:

- Talk Time
- Story Time
- Think Time
- Try Time
- Move Times 1 and 2

Teacher's Guide 1 Lesson Plans contains lessons already integrated and ready to add to formal lesson plans. Each lesson lists the outcomes to be addressed and names needed materials and teaching strategies. This approach allows for integrating, for example, maths with science, and language with movement.

Teacher's Guide 2 Teaching and Learning Approaches outlines the suggested teaching approaches and section 1.2 "Organising the Learning: The Five Activity times" explain the five different activity times named above: Talk, Story, Think, Try and Move Times 1 and 2.

8.3 Sensitive Issues

The contemporary curriculum may sometimes challenge traditional values and beliefs. For example, in the Solomon Islands culture is defined roles for males and females in the homes and in the workplace. These traditional ideas about gender can place limitations on the expectations of student ability and their access and participation in many areas of life. The education programmes of today strive to encourage the learner's interests and ability, regardless of gender, giving rise to greater opportunities. Similarly, when people feel discrimination and stereotyping on the basis of culture, sexual orientation or socio-economic status this can have a negative impact on their health and well-being and sometimes can be a source of conflict and violence.

While most people in the Solomon Islands profess a Christian faith, there are a small number that follow other faith or no faith at all. Teachers need to be sensitive to these people also. It is helpful to remember that each person is on their own journey to discover God or meaning in their life and almost all seek peace and unity. These facts, along with the command to Christians to 'love one another' provide a basis for inclusiveness.

While it is not appropriate to address some of the more serious sensitive issues at the PPY level, learners together with their teachers need to be able to think critically about even the small issues they may confront and make positive, informed decisions in relation to themselves, others and their communities. Continued reference to the twelve core values of the PPY curriculum along with

discussion and reflection will make it possible for learners to develop knowledge and understanding for daily and future living as peaceful and united citizens. For the five-year-old child, this means a focus on developing good manners and kindness to others.

In order to achieve this, the following principles must be adhered to:

- A safe physical and emotional environment where all learners are valued and respected is essential. They learn best when they have a sense of belonging; feel accepted; have positive relationships with their peers and their teachers; where they can express their ideas openly and confidently without fear of bullying, harassment or ridicule.
- Material used in the classroom, including that from visiting speakers and live performances, should be age appropriate and strongly linked to the aims, values and learning outcomes of the PPY curriculum.
- Discussion of controversial issues should be limited to age appropriate concerns, exploring ideas in a thorough, balanced manner. Such discussion should reflect the values at the core of the PPY curriculum.
- Stereotyping, damaging omissions and the existence of discriminatory materials and views in learning resources must be acknowledged and challenged. Material such as hate literature should be avoided.

8.4 Assessment

The assessment programme for this curriculum is explained below in section 15 and includes both formative and summative assessment (see glossary). A cycle, that begins with 'observe' and moves around to 'interpret, plan, teach' and then 'evaluate and assess' is carefully explained in section 15. Lesson plan evaluation sections, followed by eleven kinds of active assessment are explained. This is followed by information about use of guided formal assessments, learner profiles, learner portfolios and an outcomes checklist. This forms the assessment programme.

In Section 12: Detailed Outcomes, column three includes a set of suggested assessment events linked to various term outcomes.

Teachers' Guide 2: Section 5 contains Assessment which explains the assessment in more detail. This is followed by templates for teachers' observations and assessment records. Teachers are encouraged to keep accurate records for both individual learners and the whole class. Within the PPY curriculum, there will be times when a formal, guided test may be required and examples are provided in Teacher's Guide 2, section 5. However, many times, observations, learner discussions and work samples will be sufficient to assess whether specific outcomes have been met.

Section 9. CURRICULUM PROFILE

This table presents a suggestion for covering the curriculum area of the PPY Syllabus. It includes five hours of direct contact and supervision and three hours of non-contact time. Non-contact time is to be used for planning, preparation, clean-up and record keeping.

7:30 - 7:45 am	Teachers' Arrival
7:45 - 8:00 am	Children's Arrival
8:00 - 8:20 am	Devotion/ Roll Call
8:20 - 9:00 am	Talk Time
9:00 - 9:40 am	Story Time
9:40 - 10:15 am	Move Time 1
10:15 - 10:45 am	Washing hands/ Snacks/ Break Time
10:45 - 11:30 am	Think Time
11:30 - 12:15 pm	Try Time
12:15 - 12:45 pm	Move Time 2
12:45 - 1:00 pm	Announcements/Closing prayer/Good bye to children
1:00 - 4:00 pm	Teacher Non-contact Time

PPY Year Curriculum Profile				
Learning area	Periods per week	Minutes/period	Minutes per week	% of total timetable
Talk Time	5	40	200	17%
Story Time	5	40	200	17%
Move Time 1	5	35	175	15%
Think Time	5	45	225	19%
Try Time	5	45	225	19%
Move Time 2	5	30	150	13%
Total	30		1175	100%

It is recognised that school and ECCE timetables vary significantly across the Solomon Islands. The timetable above is provided as a suggestion and may be adjusted according to the need of the class. The main goal is to ensure that enough time is allocated to each area to ensure that the whole PPY curriculum can be covered across the school year.

In year 1 of Primary School the syllabus lays out a breakdown of time allocation that includes minutes per week and the percentage of the total timetable that each subject fills. In the Pre-primary year class learning areas are not time allocated in the same manner. This learning is focused on gaining understanding of concepts and broad skills and attitudes, rather than on the content of each learning area.

An emphasis toward skills in literacy and numeracy does exist in lesson plans in order that good foundations are in place for year 1 learning. However, this emphasis is found integrated across the different teaching and learning approaches and topics. It does not stand alone as independent subject classes.

For example, during Move Time, lessons may include knowledge, skills or attitude development around physical education and health (socio-emotional outcomes). Equally, activities may emphasis literacy or maths or the value of unity. All learning areas are at some time found in the Move activities.

Section 10. SCOPE AND SEQUENCE

This table presents the scope and sequence of the individual learning areas within the integrated programme of the PPY curriculum. Since the programme lasts only one year, it shows the sequence of each term. In term 2 the term 1 skills are repeated and built upon. In term 3 the term 1 and 2 skills are repeated and built upon further, and so on. Therefore, each sub-strand is revisited each term, but is not relisted in each box of the table below. When studying this table, teachers will notice that the sub-strands that occur later in the year, in terms 3 and 4, mainly do not occur in terms 1 and 2. This is because there is a progression of teaching and learning that takes place.

Learning Area	Term 1	Term 2	Term 3	Term 4
Language and Literacy	Sub-strands			
<u>Strand: Listening and Speaking</u> Strand theme: LL.1 Promote effective communication and learning	LL.1.1 Communicate through a range of languages	LL.1.2 Communicate through building vocabulary across a range of languages	LL.1.3 Communicate through listening and responding LL.1.4 Communicate through expressing needs and ideas	LL.1.5 Communicate through hearing and using sounds and rhymes
<u>Strand: Reading</u> Strand theme: LL.2 Basic concepts of print as language and meaning represented by symbols	LL.2.1 Develop awareness and discover meaning through listening to texts	LL.2.2 Develop awareness of concepts in print LL.2.3 Develop awareness that texts can link to personal experiences and stories can be oral or written	LL.2.4 Develop awareness of conventions in print LL.2.5 Develop awareness of print, the sounds that letter symbols make and the meaning gained	LL.2.6 Develop awareness of ones printed name and names of familiar objects in more than one language
<u>Strand: Writing</u> Strand theme: LL.3 Emerging writing skills to convey meaning through print	LL.3.1 Develop skills in drawing to represent meaning	LL.3.2 Develop skills of the early conventions of writing	LL.3.2 Develop skills of the early conventions of writing	LL.3.3 Develop skills of simple handwriting
<u>Strand: Literature</u> Strand theme: LL.4 Recognise that text is written to share experiences and information	LL.4.1 Respond to text	LL.4.2 Respond to text by talking about characters and details in a story	LL.4.2 Respond to text by talking about characters and details in a story	LL.4.3 Recognise the value and purpose of text through appropriate care and oral responses

Learning Area	Term 1	Term 2	Term 3	Term 4
Mathematics	Sub-strands			
<u>Strand: Number and Operations</u> Strand theme: MA.1 The use of symbols to represent numbers and emerging concepts	MA.1.1 Develop emerging mathematics concepts through using concrete materials	MA.1.2 Develop addition and subtraction concepts through using concrete materials and beginning to use symbols	MA.1.2 Develop addition and subtraction concepts through using concrete materials and beginning to use symbols	MA.1.3 Develop mathematics concepts through language of comparison and ordering
<u>Strand: Shape and Measurement</u> Strand theme: MA.2 Simple shapes and concrete forms of measurement	MA.2.1 Identify and draw shapes, construct and describe objects	MA.2.2 Measure concrete materials	MA.2.2 Measure concrete materials	MA.2.3 Explore language of measurement in English with support of other languages
<u>Strand: Statistics</u> Strand theme: MA.3 Simple statistics	MA.3.1 Record numbers that represent meaningful groups	MA.3.2 Record and represent numbers with displays and graphs	MA.3.2 Record and represent numbers with displays and graphs	MA.3.3 Use data from graphic displays to draw conclusions

Learning Area	Term 1	Term 2	Term 3	Term 4
Science	Sub-strands			
<u>Strand: Science Knowledge</u> Strand theme: SC.1 Information to gather and organise	SC.1.1 Recognise, identify and compare living things	SC.1.1 Recognise, identify and compare living things	SC.1.2 Recognise, identify, experiment with and record changes	SC.1.3 Select, compare, sort and construct materials
<u>Strand: Science Skills</u> Strand theme: SC.2 Personal skills to explore concepts and ideas	SC.2.1 Identify and use the five senses	SC.2.1 Identify and use the five senses	SC.2.2 Observe and identify changes through guided activities	SC.2.2 Observe and identify changes through guided activities
<u>Strand: Science for Others</u> Strand theme: SC.3 Patterns and changes that can help others	SC.3.1 Investigate people, animals and the environment	SC.3.1 Investigate people, animals and the environment	SC.3.2 Discuss, record and present information	SC.3.2 Discuss, record and present information

Learning Area	Term 1	Term 2	Term 3	Term 4
Social Studies	Sub-strands			
<u>Strand: Social Studies Knowledge</u> Strand theme: SS.1 Personal community and history	SS.1.1 Discuss the roles of family members	SS.1.2 Discuss environment and history of local community and family	SS.1.2 Discuss environment and history of local community and family	SS.1.3 Extend knowledge of personal community through vocabulary
<u>Strand: Social Studies Skills</u> Strand theme: SS.2 People and events can be significant	SS.2.1 Appreciate the significance of local community and Solomon Islands national locations and events	SS.2.1 Appreciate the significance of local community and Solomon Islands national locations and events	SS.2.2 Listen and compare difference in points of view	SS.2.3 Appreciate the significance of customs
<u>Strand: Social Studies for others</u> Strand theme: SS.3 Serve and protect	SS.3.1 Develop awareness of the existence of wider communities and the world	SS.3.1 Develop awareness of the existence of wider communities and the world	SS.3.2 Communicate ideas about locations	SS.3.3 Serve and care for land, sea, home and school

Learning Area	Term 1	Term 2	Term 3	Term 4
Sensory, Motor and Health	Sub-strands			
<u>Strand: Safety</u> Strand theme: SM.1 Safe practices for work and play	SM.1.1 Demonstrate safe practices	SM.1.2 Consider risks and safety factors in activities	SM.1.3 Identify safety drills and people who help us	SM.1.2 Consider risks and safety factors in activities
<u>Strand: Health</u> Strand theme: SM.2 Make healthy choices and habits	SM.2.1 Discuss, understand and build healthy habits with food	SM.2.2 Discuss, understand and build healthy habits with hygiene	SM.2.2 Discuss, understand and build healthy habits with hygiene	SM.2.3 Build health through physical activity
<u>Strand: Movement</u> Strand theme: SM.3 Movement for health and cognitive learning ability	SM.3.1 Identify parts of the body	SM.3.2 Participate in movement activities to develop motor skills	SM.3.3 Participate in movement activities to develop cognitive learning ability	SM.3.3 Participate in movement activities to develop cognitive learning ability

Learning Area	Term 1	Term 2	Term 3	Term 4
Social and Emotional	Sub-strands			
<u>Strand: Identity</u> Strand theme: SE.1 Awareness of personal identity	SE.1.1 Develop Solomon Islands identity through listening, talking and drawing	SE.1.1 Develop Solomon Islands identity through listening, talking and drawing	SE.1.2 Talk about and show feelings	SE.1.3 Talk about personal skills and qualities positively
<u>Strand: Values</u> Strand theme: SE.2 Values in daily life	SE.2.1 Discuss values and apply personally	SE.2.2 Find ways to celebrate differences while maintaining unity	SE.2.3 Demonstrate values	SE.2.4 Follow rules with understanding
<u>Strand: Christian Education</u> Strand theme: SE.3 A sense of Christian Identity	SE.3.1 Identify God as the creator	SE.3.2 Identify Jesus	SE.3.3 Participate in Bible stories and activities	SE.3.3 Participate in Bible stories and activities

Section 11. LEARNING PROGRAMME PLANNER

The outline of the Learning Programme can be found included within the Detailed Syllabus. This is a little bit different to other syllabi. The Detailed Syllabus lists the outcomes attached to each term, with terms 1- 4 marked within the syllabus outcome boxes. Some school terms will include outcomes that are also presented in other terms. Therefore they will appear in that part of the table more than once. This is because each sub-strand is divided into four terms with specific outcomes allocated to each term. Outcomes that require more time are allocated to more than one term.

To assist with finding and locating outcomes, the Detailed Outcomes tables are colour-coded. The Language and Literacy tables are shaded light blue and the Mathematics tables are shaded light red. The tables for Science, Social Studies, Sensory, Motor and Health and Social and Emotional Skills are shaded light green.

The Learning Programme is further detailed in the Teachers' Guides which provide lessons for eight teaching weeks per term. Two weeks are left for catch-up, revision or to account for extra occasions when school did not function. In making the transition towards Primary schooling, learners will attend school for five hours each day with the teacher allocated a further three hours each day of non-contact time for planning, preparation and evaluation.

Section 12. DETAILED SYLLABUS

12.1 Language and Literacy Syllabus

Learning Area: Language and Literacy																				
Strand: Listening and Speaking																				
Strand Theme: LL.1 Promote effective communication and learning																				
Sub-strand: LL.1.1 Communicate through a range of languages In this sub-strand there is a focus on learners using known languages to build meaning and strengthen their ability to communicate orally, to support a growing transition to English.																				
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events																		
Learners should LL.1.1.1 identify and use a range of languages across multiple settings and multiple purposes to build meaning	Learners should be able to Term 1 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 Term 2 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) Term 3 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 Term 4 LL.1.1.1.6 start a conversation using common greetings or simple questions	Learners can be assessed on 1. Checklist The teacher should observe the learner on several occasions to assess their progress and check achievements on a checklist. It is recommended that each entry is dated by the teacher. <table border="1"> <tbody> <tr> <td>Join in songs and stories</td><td>✓</td><td>✗</td></tr> <tr> <td>Enjoy listening to stories, rhymes and songs</td><td></td><td></td></tr> <tr> <td>Respond to common greetings and instructions</td><td></td><td></td></tr> <tr> <td>Name some objects in classroom</td><td></td><td></td></tr> <tr> <td>Listen to others in class</td><td></td><td></td></tr> <tr> <td>Speak clearly and politely</td><td></td><td></td></tr> </tbody> </table>	Join in songs and stories	✓	✗	Enjoy listening to stories, rhymes and songs			Respond to common greetings and instructions			Name some objects in classroom			Listen to others in class			Speak clearly and politely		
Join in songs and stories	✓	✗																		
Enjoy listening to stories, rhymes and songs																				
Respond to common greetings and instructions																				
Name some objects in classroom																				
Listen to others in class																				
Speak clearly and politely																				

Learning Area: Language and Literacy		
Strand: Listening and Speaking		
Strand Theme: LL.1 Promote effective communication and learning		
Sub-strand: LL.1.2 Communicate through building vocabulary across a range of languages In this sub-strand learners will develop their vocabulary to extend their ability to communicate in Mother Tongue and other languages, including English.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.1.2.1 build vocabulary across languages	<i>Learners should be able to</i> Term 1 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 Term 2 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 Term 3 LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key words and ideas to support meaning 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	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Listening and Speaking		
Strand Theme: LL.1 Promote effective communication and learning		
Sub-strand: LL.1.2 Communicate through building vocabulary across a range of languages In this sub-strand learners will develop their vocabulary to extend their ability to communicate in Mother Tongue and other languages, including English.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.1.2.1 build vocabulary across languages	<i>Learners should be able to</i> Term 4 LL.1.2.1.2 use Mother Tongue and or Pijin to investigate key words and ideas to support meaning in English LL.1.2.1.6 use pictures 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	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Listening and Speaking		
Strand Theme: LL.1 Promote effective communication and learning		
Sub-strand: LL.1.3 Communicate through listening and responding In this sub-strand learners will develop skills in listening to stories and making simple responses.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.1.3.1 use appropriate skills to communicate with others	<i>Learners should be able to</i> Term 1 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 Term 2 LL.1.3.1.1 listen and respond to stories and factual texts LL.1.3.1.2 listen to stories for enjoyment LL.1.3.1.4 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 Term 3 LL.1.3.1.1 listen and respond to stories and factual texts LL.1.3.1.2 listen to stories for enjoyment	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Listening and Speaking		
Strand Theme: LL.1 Promote effective communication and learning		
Sub-strand: LL.1.3 Communicate through listening and responding In this sub-strand learners will develop skills in listening to stories and making simple responses.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.1.3.1 use appropriate skills to communicate with others	<i>Learners should be able to</i> 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 Term 4 LL.1.3.1.1 listen and respond to stories and factual texts LL.1.3.1.2 listen to stories for enjoyment LL.1.3.1.9 share personal experiences with others in simple sentences LL.1.3.1.10 convey simple messages to teachers, friends and family	<i>Learners can be assessed on</i>































Learning Area: Language and Literacy		
Strand: Listening and Speaking		
Strand Theme: LL.1 Promote effective communication and learning		
Sub-strand: LL.1.4 Communicate through expressing needs and ideas In this sub-strand learners are invited to talk about themselves and form oral sentences about pictures. This prepares learners for writing stories in the future.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.1.4.1 express needs and ideas with clarity and some detail	<i>Learners should be able to</i> Term 1 LL.1.4.1.1 express needs and wants using minimum one or two word utterances with gestures Term 2 LL.1.4.1.2 talk about personally meaningful experiences Term 3 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 Term 4 LL.1.4.1.6 report, tell experiences, present ideas and explanations with some clarity and focus	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Listening and Speaking		
Strand Theme: LL.1 Promote effective communication and learning		
Sub-strand: LL.1.5 Communicate through hearing and using sounds and rhymes In this sub-strand learners will experiment with and enjoy the sounds of languages.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.1.5.1 experiment with and compare sounds, words and ideas across a range of languages	<i>Learners should be able to</i> Term 1 LL.1.5.1.1 enjoy listening to rhyming songs LL.1.5.1.2 practise hearing differences in the beginning sounds of words Term 2 LL.1.5.1.1 enjoy listening to rhyming songs and poems LL.1.5.1.3 recognise and identify the rhyming sounds and words in songs and poems Term 3 LL.1.5.1.1 enjoy listening to rhyming 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 Term 4 LL.1.5.1.1 enjoy listening to rhyming songs and poems 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	<i>Learners can be assessed on</i>

























Learning Area: Language and Literacy		
Strand: Reading		
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols		
Sub-strand: LL.2.1 Develop awareness and discover meaning through listening to texts In this sub-strand learners will develop awareness and meaning from listening to texts with rhymes and interesting phrases.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.2.1.1 listen to text and seek meaning with shared reading activities	<i>Learners should be able to</i> Term 1 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 Term 2 LL.2.1.1.1 recite 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 Term 3 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 Term 4 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	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Reading		
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols		
Sub-strand: LL.2.1 Develop awareness and discover meaning through listening to texts In this sub-strand learners will develop awareness and meaning from listening to texts with rhymes and interesting phrases.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.2.1.1 listen to text and seek meaning with shared reading activities	<i>Learners should be able to</i> LL.2.1.1.3 match one spoken word to one written word	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Reading		
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols		
Sub-strand: LL.2.2 Develop awareness of concepts in print In this sub-strand learners will become aware of the pictures, story, sequence and meaning in texts.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.2.2.1 understand that meaning is found in a mix of words and pictures and is linked to life experiences	<i>Learners should be able to</i> Term 1 LL.2.2.1.1 interpret content of a picture LL.2.2.1.2 recall important details from a story Term 2 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 Term 3 LL.2.2.1.5 act out 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) Term 4 LL.2.2.1.8 respond to simple questions on who, what, where, when, how and why	<i>Learners can be assessed on</i> 1. <u>Running Record</u> The teacher should keep a running record of the learner's explanation of meaning from a short story that includes a picture

Learning Area: Language and Literacy												
Strand: Reading												
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols												
Sub-strand: LL.2.3 Develop awareness that texts can link to personal experiences and stories can be oral or written												
In this sub-strand learners will explore how stories include peoples' experiences and their feelings.												
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events										
<p>Learners should</p> <p>LL.2.3.1 build a love of ideas and words and making meaning</p>	<p>Learners should be able to</p> <p>Term 1 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</p> <p>Term 2 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</p> <p>Term 3 LL.2.3.1.1 link events in a text to learner's own experiences 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</p> <p>Term 4 LL.2.3.1.1 link events in a text to learner's own experiences 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</p>	<p>Learners can be assessed on</p> <p>1. Teacher Guided Assessment The teacher should create a small test based on happy or sad faces. The teacher should read a story statement and the learner should circle the face that responds to the story.</p> <table><tr><td>The small boy fell down and cut his hand.</td><td> </td></tr><tr><td>His daddy gave him a present for his birthday.</td><td> </td></tr><tr><td>Uncle made a new ladder for the house.</td><td> </td></tr><tr><td>The big rain made a tree fall down on the kitchen.</td><td> </td></tr><tr><td>There was a big feast in the village.</td><td> </td></tr></table>	The small boy fell down and cut his hand.	 	His daddy gave him a present for his birthday.	 	Uncle made a new ladder for the house.	 	The big rain made a tree fall down on the kitchen.	 	There was a big feast in the village.	 
The small boy fell down and cut his hand.	 											
His daddy gave him a present for his birthday.	 											
Uncle made a new ladder for the house.	 											
The big rain made a tree fall down on the kitchen.	 											
There was a big feast in the village.	 											

Learning Area: Language and Literacy		
Strand: Reading		
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols		
Sub-strand: LL.2.4 Develop awareness of conventions in print In this sub-strand there is a focus on early understandings of conventions in print grasping the way words and pictures are set-up on a page and represent meaning.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.2.4.1 develop an awareness of early conventions of print	<i>Learners should be able to</i> Term 1 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 Term 2 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 Term 3 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 Term 4 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	<i>Learners can be assessed on</i> 1. <u>Work Samples</u> Teachers should collect samples of student work that demonstrate the following: Does the learner visually sort and discriminate between pictures of shapes and objects? Does the learner identify and sort pictures of shapes and objects according beginning sound?

Learning Area: Language and Literacy																		
Strand: Reading																		
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols																		
Sub-strand: LL.2.5 Develop awareness of print, the sounds that letter symbols make and the meaning gained																		
In this sub-strand learners will focus on seeing and hearing similarities and differences in parts of print.																		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events																
<p>Learners should</p> <p>LL.2.5.1 explore and play with some letter sounds from known texts, and attempt early decoding strategies</p>	<p>Learners should be able to</p> <p>Term 1 LL.2.5.1.1 identify print in activities and the environment</p> <p>Term 2 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</p> <p>Term 3 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)</p>	<p>Learners can be assessed on</p> <p>1. Teacher Guided Assessment The teacher should create a small test requiring the learner to match the beginning sound to the picture.</p> <table><tr><td></td><td>S</td></tr><tr><td></td><td>b</td></tr><tr><td></td><td>d</td></tr><tr><td></td><td>l</td></tr><tr><td></td><td>m</td></tr><tr><td></td><td>z</td></tr><tr><td></td><td>f</td></tr><tr><td></td><td>h</td></tr></table>		S		b		d		l		m		z		f		h
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Learning Area: Language and Literacy		
Strand: Reading		
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols		
Sub-strand: LL.2.5 Develop awareness of print, the sounds that letter symbols make and the meaning gained In this sub-strand learners will focus on seeing and hearing similarities and differences in parts of print.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.2.5.1 explore and play with some letter sounds from known texts, and attempt early decoding strategies	<i>Learners should be able to</i> Term 4 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	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Reading		
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols		
Sub-strand: LL.2.5 Develop awareness of print, the sounds that letter symbols make and the meaning gained In this sub-strand learners will focus on seeing and hearing similarities and differences in parts of print.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.2.5.1 explore and play with some letter sounds from known texts, and attempt early decoding strategies	<i>Learners should be able to</i> Term 4 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	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Reading		
Strand Theme: LL.2 Basic concepts of print as language and meaning represented by symbols		
Sub-strand: LL.2.6 Develop awareness of ones printed name and names of familiar objects in more than one language In this sub-strand learners will develop recognition of the printed form of names of classroom objects, across more than one language.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.2.6.1 explore select high frequency classroom words and compare them across languages used	<i>Learners should be able to</i> Term 1 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 Term 2 LL.2.6.1.2 demonstrate awareness of features of print and sounds in various languages Term 3 LL.2.6.1.3 recognise familiar words in the classroom and on labels Term 4 LL.2.6.1.4 recognise some basic English sight words frequently seen in shared texts	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Writing		
Strand Theme: LL.3 Emerging writing skills to convey meaning through print		
Sub-strand: LL.3.1 Developing skills in drawing to represent meaning In this sub-strand learners will experiment with drawing and constructing to convey their own message or response.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.3.1.1 represent own ideas and feelings through drawing and talking	<i>Learners should be able to</i> Term 1 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 Term 2 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 LL.3.1.1.4 describe the sequence of events from pictures Term 3 LL.3.1.1.1 draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn LL.3.1.1.4 describe the sequence of events from pictures	<i>Learners can be assessed on</i> 1. <u>Work Samples</u> Teachers should collect samples of student work that demonstrate the following: Does the learner attempt to convey meaning through drawing and telling the story? Does the learner produce a range of lines and shapes (pre-writing activities) as preparation for writing? Does the learner attempt to convey meaning through attempts at writing? (Writing may not represent recognisable forms but indicates a step beyond pictures alone.)

Learning Area: Language and Literacy		
Strand: Writing		
Strand Theme: LL.3 Emerging writing skills to convey meaning through print		
Sub-strand: LL.3.1 Developing skills in drawing to represent meaning In this sub-strand learners will experiment with drawing and constructing to convey their own message or response.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.3.1.1 represent own ideas and feelings through drawing and talking	<i>Learners should be able to</i> LL.3.1.1.5 imitate and produce a design using a variety of materials Term 4 LL.3.1.1.1 draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn LL.3.1.1.4 describe the sequence of events from pictures	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Writing		
Strand Theme: LL.3 Emerging writing skills to convey meaning through print		
Sub-strand: LL.3.2 Develop skills of the early conventions of writing In this sub-strand learners will adopt a correct pencil grip and demonstrate awareness that marks represent ideas.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.3.2.1 develop an awareness of early conventions of writing	<i>Learners should be able to</i> Term 1 LL.3.2.1.1 adopt correct posture and pencil grip for drawing and writing Term 2 LL.3.2.1.1 adopt correct position for 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 Term 3 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 Term 4 LL.3.2.1.4 copy favourite or familiar words	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Writing		
Strand Theme: LL.3 Emerging writing skills to convey meaning through print		
Sub-strand: LL.3.3 Develop skills of simple handwriting In this strand learners will practise and produce simple handwriting movements.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.3.3.1 accurately write own name	<i>Learners should be able to</i> Term 1 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) Term 2 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 Term 3 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 Term 4 LL.3.3.1.6 practise creative writing through drawing and attempting to write simple sentences	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Literature		
Strand Theme: LL.4 Recognise that text is written to share experiences and information		
Sub-strand: LL.4.1 Respond to text In this sub-strand learners will focus on their responses to texts through talking, questioning or requesting stories.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.4.1.1 respond to text through questions, emotion, interest, humour, art or requests for more	<i>Learners should be able to</i> Term 1 LL.4.1.1.1 show interest in books through questioning and predicting how a story might continue Term 2 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 Term 3 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 Term 4 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	<i>Learners can be assessed on</i> 1. Anecdotal records Teachers should observe and make written notes on the following: Does the learner respond to key elements of texts and indicate likes and dislikes? Does the learner demonstrate a care for books and what they contain?

Learning Area: Language and Literacy		
Strand: Literature		
Strand Theme: LL.4 Recognise that text is written to share experiences and information		
Sub-strand: LL.4.2 Respond to text by talking about characters and details in a story In this sub-strand learners will focus on their responses to texts through talking about details.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.4.2.1 locate key words used to describe characters, things, time and causes	<i>Learners should be able to</i> Term 1 LL.4.2.1.1 talk about a favourite character in a story or favourite part of a story Term 2 LL.4.2.1.1 talk about a favourite character in a story or favourite part of a story Term 3 LL.4.2.1.2 identify and talk about details in a story (objects, time, causes, results) Term 4 LL.4.2.1.2 identify and talk about details in a story (objects, time, causes, results)	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Literature		
Strand Theme: LL.4 Recognise that text is written to share experiences and information		
Sub-strand: LL.4.3 Recognise the value and purpose of text through appropriate care and oral responses In this sub-strand learners will develop skills in handling books and in retelling or explaining stories.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.4.3.1 appreciate the value of texts and seek to care for them appropriately	<i>Learners should be able to</i> Term 1 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 Term 2 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.4.3.1.4 explain that some texts are real and some are imaginary Term 3 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.4.3.1.4 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 Term 4 LL.4.3.1.1 identify parts of a book, turning pages, care of pages, and storing books	<i>Learners can be assessed on</i>

Learning Area: Language and Literacy		
Strand: Literature		
Strand Theme: LL.4 Recognise that text is written to share experiences and information		
Sub-strand: LL.4.3 Recognise the value and purpose of text through appropriate care and oral responses In this sub-strand learners will develop skills in handling books and in retelling or explaining stories.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> LL.4.3.1 appreciate the value of texts and seek to care for them appropriately	<i>Learners should be able to</i> LL.4.3.1.2 retell, draw or role-play traditional stories or characters LL.4.3.1.5 explain that the purpose of some texts is to give information	<i>Learners can be assessed on</i>

12.2 Mathematics Syllabus

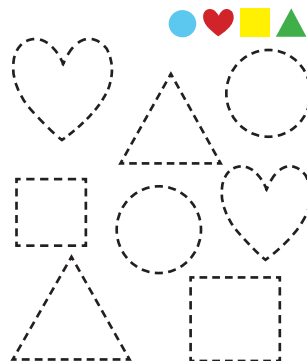
Learning Area: Mathematics		
Strand: Number and Operations		
Strand Theme: MA.1 The use of symbols to represent numbers and emerging concepts		
Sub-strand: MA.1.1 Develop emerging mathematics concepts through using concrete materials In this sub-strand learners will use concrete materials to explore pattern, matching and counting.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>MA.1.1.1 compare, match, sequence number and numerals 0-10</p>	<p>Learners should be able to</p> <p>Term 1</p> <p>MA.1.1.1.1 count in local languages and across cultures through listening to stories featuring counting in sequence</p> <p>MA.1.1.1.2 explore a variety of personally and culturally relevant concrete materials</p> <p>MA.1.1.1.3 find, match and name things using concrete materials</p> <p>MA.1.1.1.4 copy patterns using concrete materials and leading to drawing</p> <p>MA.1.1.1.5 identify and extend patterns using concrete materials and leading to drawing</p> <p>MA.1.1.1.6 use one-to-one correspondence when counting a range of objects</p> <p>MA.1.1.1.7 count in sequence up to ten</p> <p>MA.1.1.1.8 recognise that the arrangement of objects does not affect how many there are</p> <p>MA.1.1.1.9 arrange sets of objects in order according to their number</p> <p>MA.1.1.1.10 observe and copy the written form of numbers</p>	<p>Learners can be assessed on</p> <p>1. Teacher Guided Assessment The teacher should prepare materials on a sheet as outlined. The learners should cut out the dots and glue them in the boxes in order. They should cut out the numerals and glue them in the circles in order to match the dots.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●</div> </div> <div style="display: flex; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●●</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●●</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●●●</div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">●●</div> </div> <div style="display: flex; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">2</div> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">5</div> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">3</div> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">4</div> </div> </div>

Learning Area: Mathematics		
Strand: Number and Operations		
Strand Theme: MA.1 The use of symbols to represent numbers and emerging concepts		
Sub-strand: MA.1.1 Develop emerging mathematics concepts through using concrete materials In this sub-strand learners will use concrete materials to explore pattern, matching and counting.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> MA.1.1.1 compare, match, sequence number and numerals 0-10	<i>Learners should be able to</i> Term 2 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.1.1.1.10 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	<i>Learners can be assessed on</i>

Learning Area: Mathematics		
Strand: Number and Operations		
Strand Theme: MA.1 The use of symbols to represent numbers and emerging concepts		
Sub-strand: MA.1.1 Develop emerging mathematics concepts through using concrete materials In this sub-strand learners will use concrete materials to explore pattern, matching and counting.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> MA.1.1.1 compare, match, sequence number and numerals 0-10	<i>Learners should be able to</i> Term 3 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.1.1.1.18 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 Term 4 MA.1.1.1.2 explore a variety of personally and culturally relevant concrete materials 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	<i>Learners can be assessed on</i>

Learning Area: Mathematics																							
Strand: Number and Operations																							
Strand Theme: MA.1 The use of symbols to represent numbers and emerging concepts																							
Sub-strand: MA.1.2 Develop addition and subtraction concepts through using concrete materials and beginning to use symbols In this sub-strand learners develop mathematics concepts in counting, addition and subtraction through using concrete materials.																							
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events																					
Learners should MA.1.2.1 know how to divide, add and subtract using concrete materials	Learners should be able to Term 1 MA.1.2.1.1 count on from a given number between one and ten Term 2 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 Term 3 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 Term 4 MA.1.2.1.4 connect the mathematical symbols + and – to the mathematical concepts MA.1.2.1.6 solve word problems using children and concrete materials	Learners can be assessed on 1. Checklist The teacher should mark on a checklist as the learner demonstrates a new skill. It is recommended that each entry is dated <table border="1"> <thead> <tr> <th></th><th>✓</th><th>✗</th></tr> </thead> <tbody> <tr> <td>Put objects together to add</td><td></td><td></td></tr> <tr> <td>Take away objects to subtract</td><td></td><td></td></tr> <tr> <td>Share objects evenly</td><td></td><td></td></tr> <tr> <td>Use + and - symbols</td><td></td><td></td></tr> <tr> <td>Use language to compare</td><td></td><td></td></tr> <tr> <td>Use ordinal numbers</td><td></td><td></td></tr> </tbody> </table>		✓	✗	Put objects together to add			Take away objects to subtract			Share objects evenly			Use + and - symbols			Use language to compare			Use ordinal numbers		
	✓	✗																					
Put objects together to add																							
Take away objects to subtract																							
Share objects evenly																							
Use + and - symbols																							
Use language to compare																							
Use ordinal numbers																							































Learning Area: Mathematics		
Strand: Number and Operations		
Strand Theme: MA.1 The use of symbols to represent numbers and emerging concepts		
Sub-strand: MA.1.3 Develop mathematics concepts through language of comparison and ordering In this sub-strand learners will use English language (with support of other languages) to compare and order concrete materials.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> MA.1.3.1 know mathematical language to describe number	<i>Learners should be able to</i> Term 1 MA.1.3.1.1 use language to describe number Term 2 MA.1.3.1.2 compare and order items of like and unlike characteristics Term 3 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 Term 4 MA.1.3.1.4 use terms such as 'first' and 'second' to indicate ordinal position in a sequence	<i>Learners can be assessed on</i>

Learning Area: Mathematics		
Strand: Shape and Measurement		
Strand Theme: MA.2 Simple shapes and forms of measurement		
Sub-strand: MA.2.1 Identify and draw shapes, construct and describe objects In this sub-strand learners will experiment with drawing, constructing and then describing shapes and objects.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should MA.2.1.1 know simple two-dimensional shapes	Learners should be able to Term 1 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 Term 2 MA.2.1.1.2 explore a variety of concrete objects and construction materials MA.2.1.1.5 identify similarities and differences in objects and shapes including square, rectangle, triangle, circle Term 3 MA.2.1.1.1 explore a variety of concrete objects and construction materials 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	Learners can be assessed on 1. Teacher Guided Assessment The teacher should construct an activity to require the learner to identify simple shapes and colours. Name:..... Trace the shapes with colors. 

Learning Area: Mathematics		
Strand: Shape and Measurement		
Strand Theme: MA.2 Simple shapes and forms of measurement		
Sub-strand: MA.2.1 Identify and draw shapes, construct and describe objects In this sub-strand learners will experiment with drawing, constructing and then describing shapes and objects.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> MA.2.1.1 know simple two-dimensional shapes	<i>Learners should be able to</i> Term 4 MA.2.1.1.1 explore a variety of concrete objects and construction materials 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	<i>Learners can be assessed on</i>

Learning Area: Mathematics		
Strand: Shape and Measurement		
Strand Theme: MA.2 Simple shapes and forms of measurement		
Sub-strand: MA.2.2 Measure concrete materials This sub-strand will involve learners in active investigation of measurement of concrete items using non-standard units of measurement.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should MA.2.2.1 know how to measure using a variety of non-standard units of measurement	Learners should be able to Term 1 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 Term 2 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 Term 3 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	Learners can be assessed on

Learning Area: Mathematics		
Strand: Shape and Measurement		
Strand Theme: MA.2 Simple shapes and forms of measurement		
Sub-strand: MA.2.2 Measure concrete materials This sub-strand will involve learners in active investigation of measurement of concrete items using non-standard units of measurement.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> MA.2.2.1 know how to measure using a variety of non-standard units of measurement	<i>Learners should be able to</i> MA.2.2.1.11 sequence familiar routines and events in time Term 4 MA.2.2.1.12 compare objects by placing one object against another	<i>Learners can be assessed on</i>

Learning Area: Mathematics																	
Strand: Shape and Measurement																	
Strand Theme: MA.2 Simple shapes and forms of measurement																	
Sub-strand: MA.2.3 Explore language of measurement in English with support of other languages In this sub-strand learners will develop vocabulary to describe shape and measurement.																	
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events															
<p>Learners should</p> <p>MA.2.3.1 recognise mathematical language to describe elements of shape and measurement</p>	<p>Learners should be able to</p> <p>Term 1 MA.2.3.1.1 use language of comparison e.g. longer, shorter, thin, thick</p> <p>Term 2 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'</p> <p>Term 3 MA.2.3.1.2 interpret everyday language of location and direction, e.g. between, near, far</p> <p>Term 4 MA.2.3.1.3 give simple directions to guide a friend eg. around an obstacle path</p>	<p>Learners can be assessed on</p> <p>1. Teacher Guided Assessment The teacher should construct an activity where the learner has choices. The teacher should ask the learner to look at the pictures and words and circle the correct picture</p> <table border="1"> <tbody> <tr> <td>short</td><td></td><td></td></tr> <tr> <td>heavy</td><td></td><td></td></tr> <tr> <td>holds more</td><td></td><td></td></tr> <tr> <td>thick</td><td></td><td></td></tr> <tr> <td>between</td><td></td><td></td></tr> </tbody> </table>	short			heavy			holds more			thick			between		
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Learning Area: Mathematics		
Strand: Statistics		
Strand Theme: MA.3 Simple statistics		
Sub-strand: MA.3.1 Record numbers that represent meaningful groups In this sub-strand learners will count, compare and record people and objects.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> MA.3.1.1 identify and record numbers related to a specific question	<i>Learners should be able to</i> Term 1 MA.3.1.1.1 count and record height, gender, colour of hair, clothes of members of class Term 2 MA.3.1.1.2 sort members of the class according to their height, gender, colour of hair, clothes etc Term 3 MA.3.1.1.3 answer and pose yes and no questions to collect information about themselves and familiar objects and events Term 4 MA.3.1.1.4 sort objects using two attributes and changing one e.g. boys wearing slippers and boys not wearing slippers	<i>Learners can be assessed on</i>

Learning Area: Mathematics		
Strand: Statistics		
Strand Theme: MA.3 Simple statistics		
Sub-strand: MA.3.3 Use data from graphic displays to draw conclusions In this sub-strand learners will use data display information to answer simple questions.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> MA.3.3.1 know how to draw simple graphs and make conclusions	<i>Learners should be able to</i> Term 1 MA.3.3.1.1 use data displays to answer simple questions e.g. 'how many students had brown hair?' Term 2 MA.3.3.1.1 use data displays to answer simple questions e.g. 'how many students had brown hair?' Term 3 MA.3.3.1.1 use data displays to answer simple questions e.g. 'how many students had brown hair?' Term 4 MA.3.3.1.1 use data displays to answer simple questions e.g. 'how many students had brown hair?'	<i>Learners can be assessed on</i>

12.3 Science Syllabus

Learning Area: Science		
Strand: Science knowledge		
Strand Theme: SC.1 Information to gather and organise		
Sub-strand: SC.1.1 Recognise, identify and compare living things In this sub-strand learners will develop knowledge and understanding about living things.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>SC.1.1.1 understand that living things have basic needs</p>	<p>Learners should be able to</p> <p>Term 1 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</p> <p>Term 2 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</p>	<p>Learners can be assessed on</p> <p>1. <u>Identify Basic Needs</u> The teacher should draw or bring in cuttings of pictures that show the basic needs that people need to live, and other pictures. Learners should identify and cut out the right pictures and glue them onto their own page. <i>(This can be tied to fine motor skill development)</i></p> <p>2. <u>Matching Animal Homes</u> The teacher should provide drawings of a number of different animals and their homes mixed on a page. The learner should draw lines to match the animal to their home. <i>(This can be tied to a pre-writing assessment.)</i></p>

Learning Area: Science		
Strand: Science knowledge		
Strand Theme: SC.1 Information to gather and organise		
Sub-strand: SC.1.1 Recognise, identify and compare living things In this sub-strand learners will develop knowledge and understanding about living things.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.1.1.1 understand that living things have basic needs	<i>Learners should be able to</i> Term 3 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 Term 4 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 eg. prism or water sprays	<i>Learners can be assessed on</i>

Learning Area: Science		
Strand: Science knowledge		
Strand Theme: SC.1 Information to gather and organise		
Sub-strand: SC.1.2 Recognise, identify, experiment with and record changes In this sub-strand learners will develop knowledge, understanding and recording skills to explain changes around us.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.1.2.1 understand how changes around us affect what we do	<i>Learners should be able to</i> Term 1 SC.1.2.1.1 listen to and enjoy custom stories explaining concepts of time, weather patterns and how things happen in the world Term 2 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 Term 3 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 egg to go from liquid to solid	<i>Learners can be assessed on</i> 1. <u>Drawing</u> The teacher should provide paper and drawing materials and instruct the learner to draw the beginning, middle and last stages observed in a growing seed

Learning Area: Science		
Strand: Science knowledge		
Strand Theme: SC.1 Information to gather and organise		
Sub-strand: SC.1.2 Recognise, identify, experiment with and record changes In this sub-strand learners will develop knowledge, understanding and recording skills to explain changes around us.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.1.2.1 understand how changes around us affect what we do	<i>Learners should be able to</i> Term 4 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	<i>Learners can be assessed on</i>

Learning Area: Science		
Strand: Science knowledge		
Strand Theme: SC.1 Information to gather and organise		
Sub-strand: SC.1.3 Select, compare, sort and construct materials In this sub-strand learners will choose different materials to compare, sort and construct with.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.1.3.1 understand that different materials are needed for different uses	<i>Learners should be able to</i> Term 1 SC.1.3.1.1 sort and group clothing and building materials e.g. colour, feel, bendable Term 2 SC.1.3.1.2 construct small structures using local materials Term 3 SC.1.3.1.3 compare different materials used for clothing around the world Term 4 SC.1.3.1.4 select and use suitable materials to create shade eg. branches, leaves	<i>Learners can be assessed on</i> 1. <u>Construction</u> The teacher should provide a range of materials and ask the learner to choose the most suitable materials and build something to give shade for a pig. The teacher should also note the learners' explanation for what has been constructed

Learning Area: Science		
Strand: Science skills		
Strand Theme: SC.2 Personal skills to explore concepts and ideas		
Sub-strand: SC.2.1 Identify and use the five senses In this sub-strand learners will explore the use of their own five senses.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.2.1.1 understand the five senses	<i>Learners should be able to</i> Term 1 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 Term 2 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 Term 3 Go to SC.2.2.1.1 Term 4 Go to SC.2.2.1.2	<i>Learners can be assessed on</i>

Learning Area: Science		
Strand: Science skills		
Strand Theme: SC.2 Personal skills to explore concepts and ideas		
Sub-strand: SC.2.2 Observe and identify changes through guided activities In this sub-strand learners will experiment, observe and identify changes with sand and water.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.2.2.1 observe and identify changes and possible causes	<i>Learners should be able to</i> Term 1 Go to SC.2.1.1.1; SC.2.1.1.2; SC.2.1.1.3 Term 2 Go to SC.2.1.1.4; SC.2.1.1.5; SC.2.1.1.6 Term 3 SC.2.2.1.1 explore cause and effect through activities e.g. combining sand and water Term 4 SC.2.2.1.2 observe and record the evaporation of water	<i>Learners can be assessed on</i>

Learning Area: Science		
Strand: Science for others		
Strand Theme: SC.3 Patterns and changes that can help others		
Sub-strand: SC.3.1 Investigate people, animals and the environment In this sub-strand learners will consider ask and answer questions about people, animals and the environment.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.3.1.1 know how to ask questions during investigations	<i>Learners should be able to</i> Term 1 SC.3.1.1.1 investigate the tools needed for people to meet their basic needs Term 2 SC.3.1.1.2 compare the ways animals or people meet their needs Term 3 SC.3.1.1.3 discuss the responsibilities people have to look after the environment Term 4 SC.3.1.1.4 investigate ways that people harm the sky and why this needs to change e.g. smoke and chemicals	<i>Learners can be assessed on</i> 1. <u>Role-play</u> The teacher should provide opportunities for the students to act out things they can do to look after the land and sky. The teacher should note the appropriateness of the response, to assess if the outcome has been met

Learning Area: Science		
Strand: Science for others		
Strand Theme: SC.3 Patterns and changes that can help others		
Sub-strand: SC.3.2 Discuss, record and present information In this sub-strand learners discuss science information then present it through role-play and drawings.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.3.2.1 know how to communicate ideas through discussion, drawing and role-play	<i>Learners should be able to</i> Term 1 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 Term 2 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 Term 3 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	<i>Learners can be assessed on</i>

Learning Area: Science		
Strand: Science for others		
Strand Theme: SC.3 Patterns and changes that can help others		
Sub-strand: SC.3.2 Discuss, record and present information In this sub-strand learners discuss science information then present it through role-play and drawings.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SC.3.2.1 know how to communicate ideas through discussion, drawing and role-play	<i>Learners should be able to</i> Term 4 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	<i>Learners can be assessed on</i>

12.4 Social Studies Syllabus

Learning Area: Social Studies		
Strand: Social Studies Knowledge		
Strand Theme: SS.1 Personal community and history		
Sub-strand: SS.1.1 Discuss the roles of family members In this sub-strand learners will talk about their families.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SS.1.1.1 know that people live in families	<i>Learners should be able to</i> Term 1 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 Term 2 Go to SS.1.2.1.1 Term 3 Go to SS.1.3.1.1; SS.1.3.1.2; SS.1.3.1.3 Term 4 Go to SS.1.3.1.4; SS.1.3.1.5	<i>Learners can be assessed on</i> 1. Anecdotal Notes The teacher should make note as to whether the learner participates in discussions about family and community activities

Learning Area: Social Studies		
Strand: Social Studies Knowledge		
Strand Theme: SS.1 Personal community and history		
Sub-strand: SS.1.2 Discuss environment and history of local community and family In this sub-strand learners will identify the reasons their families are located where they are.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SS.1.2.1 recognise reasons for home location	<i>Learners should be able to</i> Term 1 Go to SS.1.1.1.1; SS.1.1.1.2 Term 2 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 Term 3 Go to SS.1.3.1.1; SS.1.3.1.2; SS.1.3.1.3 Term 4 Go to SS.1.3.1.4; SS.1.3.1.5	<i>Learners can be assessed on</i> 1. Picture Assessment The learner should be directed to make a picture of their house with any particular feature nearby (perhaps it is by a river or near some banana trees). The teacher should make note of any explanation given by the learner as to why the house is there

Learning Area: Social Studies		
Strand: Social Studies Knowledge		
Strand Theme: SS.1 Personal community and history		
Sub-strand: SS.1.3 Extend knowledge of personal community through vocabulary In this sub-strand learners will develop vocabulary across languages to compare families and describe community roles.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SS.1.3.1 recognise that different people come together to form a family or a community	<i>Learners should be able to</i> Term 1 Go to SS.1.1.1.1; SS.1.1.1.2 Term 2 Go to SS.1.2.1.1 Term 3 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 Term 4 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	<i>Learners can be assessed on</i>

Learning Area: Social Studies		
Strand: Social Studies Skills		
Strand Theme: SS.2 People and events can be significant		
Sub-strand: SS.2.1 Appreciate the significance of local community and Solomon Islands national locations and events In this sub-strand learners will identify significant locations and events for celebration.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should SS.2.1.1 recognise special locations, events and celebrations	Learners should be able to Term 1 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 Term 2 SS.2.1.1.2 identify special events or occasions celebrated in the family eg. birthday, Christmas, funeral Term 3 SS.2.1.1.3 appreciate one's village and its traditional significance eg.s 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 Term 4 Go to SS.2.3.1.4	Learners can be assessed on 1. Sequence Pictures The teacher should provide a small series of pictures showing early development (baby, tooth, walking, school). The learner should be asked to place the pictures in order and tell what happens at each step

Learning Area: Social Studies		
Strand: Social Studies Skills		
Strand Theme: SS.2 People and events can be significant		
Sub-strand: SS.2.2 Listen and compare difference in points of view In this sub-strand learners will listen, compare and explain about different points of view about people, places and events.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SS.2.2.1 know that stories and celebrations can be different from another	<i>Learners should be able to</i> Term 1 Go to SS.2.3.1.1 Term 2 Go to SS.2.3.1.2 Term 3 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 Term 4 Go to SS.2.3.1.4	<i>Learners can be assessed on</i>

Learning Area: Social Studies		
Strand: Social Studies Skills		
Strand Theme: SS.2 People and events can be significant		
Sub-strand: SS.2.3 Appreciate the significance of customs In this sub-strand learners will learn about and participate in customs.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SS.2.3.1 able to participate in traditional stories and dances as celebration	<i>Learners should be able to</i> Term 1 SS.2.3.1.1 listen to custom stories about the local area or whole country Term 2 SS.2.3.1.2 learn about the traditional customs regarding the family and local community Term 3 SS.2.3.1.3 appreciate traditional customs regarding celebrations e.g. traditions, local foods, laws or rules, hunting Term 4 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	<i>Learners can be assessed on</i> 1. <u>Performance</u> The learner should participate in preparing a traditional dish of food and performing in a custom dance



Learning Area: Social Studies		
Strand: Social Studies for Others		
Strand Theme: SS.3 Serve and protect		
Sub-strand: SS.3.1 Develop awareness of the existence of wider communities and the world In this sub-strand learners will build awareness of communities beyond their own and recognise that this can be represented in a simple map.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SS.3.1.1 represent information, features and locations on a simple map	<i>Learners should be able to</i> Term 1 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 Term 2 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 Term 3 SS.3.1.1.5 learn the name of a few places different from one's own village or community or country Term 4 Go to SS.3.3.1.7 actively care for a class selected site	<i>Learners can be assessed on</i> 1. Group Project The teacher should guide the students in shredding and soaking paper to use for moulding shapes. The students should then use the moulding paper to make a model of their local area. It can be painted and labelled once dry. The teacher should note the participation of the learner and contributions to discussion

Learning Area: Social Studies		
Strand: Social Studies for Others		
Strand Theme: SS.3 Serve and protect		
Sub-strand: SS.3.2 Communicate ideas about locations In his sub-strand learners use language, roleplay and art to communicate ideas about locations.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SS.3.2.1 be able to communicate ideas through discussion, role-play, drawings and photos	<i>Learners should be able to</i> Term 1 SS.3.2.1.1 use language related to locations and directions e.g. near, far, above, below, beside, opposite, between Term 2 SS.3.2.1.2 appreciate why location and direction information helps us eg. to find a place or people Term 3 SS.3.2.1.3 use language related to the history and present day in a community eg. before, at present, yesterday or today Term 4 Go to SS.3.3.1.7 actively care for a class selected site	<i>Learners can be assessed on</i>

Learning Area: Social Studies		
Strand: Social Studies for Others		
Strand Theme: SS.3 Serve and protect		
Sub-strand: SS.3.3 Serve and care for land, sea, home and school In this sub-strand learners will identify how and actively care for a specially selected site.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SS.3.3.1 know how to plan and care for a special site	<i>Learners should be able to</i> Term 1 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 Term 2 SS.3.3.1.4 identify and sort types of rubbish eg. things that will rot or can be recycled Term 3 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 Term 4 SS.3.3.1.7 actively care for a class selected site	<i>Learners can be assessed on</i> 1. Anecdotal Records The teacher should observe the learner's participation in composting, recycling and binning habits

12.5 Sensory, Motor and Health Syllabus

Learning Area: Sensory, Motor and Health		
Strand: Safety		
Strand Theme: SM.1 Safe practices for work and play		
Sub-strand: SM.1.1 Demonstrate safe practices In this sub-strand learners will build awareness of recognising and handling dangerous substances.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.1.1.1 recognise and safely handle potentially harmful substances	<i>Learners should be able to</i> Term 1 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 Term 2 Go to SM.1.3.1.1 Term 3 Go to SM.1.3.1.2 Term 4 Go to SM.1.2.1.5	<i>Learners can be assessed on</i>

Learning Area: Sensory, Motor and Health		
Strand: Safety		
Strand Theme: SM.1 Safe practices for work and play		
Sub-strand: SM.1.2 Consider risks and safety factors in activities In this sub-strand learners will build awareness of risks with swimming and play activities.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should SM.1.2.1 know the safety practices in activities	Learners should be able to Term 1 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 Term 2 SM.1.2.1.3 build water safety awareness skills e.g. not swimming in the rough sea, deep water or flooded rivers Term 3 SM.1.2.1.4 talk about safety practices e.g. not climbing tall trees, not playing with matches, that some animals are harmful Term 4 SM.1.2.1.5 adopt safe community habits e.g. staying away from electric wires	Learners can be assessed on 1. Guided Teacher Assessment The teacher should prepare a page divided into halves. One half should have a happy face and the other should have a sad face. The teacher should also have a range of pictures showing healthy and safe and unhealthy and unsafe activities, e.g. eating sweets, touching wires, jumping in a flooded river, playing with a knife, putting medicine on a shelf, washing hands, brushing teeth. The learner should cut out the pictures and glue them with the happy face or with the sad face as appropriate <div style="text-align: center;">   </div>

Learning Area: Sensory, Motor and Health		
Strand: Safety		
Strand Theme: SM.1 Safe practices for work and play		
Sub-strand: SM.1.3 Identify safety drills and people who help us In this sub-strand learners will memorise disaster songs and drills and identify people who can help them.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.1.3.1 recognise people who help and protect us	<i>Learners should be able to</i> Term 1 Go to SM.1.3.1.1 Term 2 SM.1.3.1.1 memorise by practicing disaster songs or rhymes and safety drills Term 3 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 Term 4 Go to SM.1.2.1.5	<i>Learners can be assessed on</i>

Learning Area: Sensory, Motor and Health		
Strand: Health		
Strand Theme: SM.2 Make healthy choices and habits		
Sub-strand: SM.2.1 Discuss, understand and build healthy habits with food In this sub-strand learners will learn about healthy nutritious food.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.2.1.1 understand the need for regular and healthy food	<i>Learners should be able to</i> Term 1 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 Term 2 SM.2.1.1.3 understand that some foods make us sick Term 3 SM.2.1.1.4 observe the transformation of food from one form to another through cooking and rotting Term 4 Go to SM.2.2.1.4	<i>Learners can be assessed on</i>

Learning Area: Sensory, Motor and Health		
Strand: Health		
Strand Theme: SM.2 Make healthy choices and habits		
Sub-strand: SM.2.2 Discuss, understand and build healthy habits with hygiene In this sub-strand learners will practise caring for their bodies and preventing disease.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.2.2.1 know healthy hygiene practices	<i>Learners should be able to</i> Term 1 SM.2.2.1.1 practice healthy habits through hand washing, face washing, nose blowing, safe coughing, teeth care, toilet routine Term 2 SM.2.2.1.2 talk about the basic functions of: eyes, nose, mouth, eye lashes, ear, hands, legs, fingers, hair and teeth Term 3 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 Term 4 SM.2.2.1.4 build habits to support common disease prevention e.g. malaria, diarrhoea	<i>Learners can be assessed on</i>

Learning Area: Sensory, Motor and Health		
Strand: Health		
Strand Theme: SM.2 Make healthy choices and habits		
Sub-strand: SM.2.3 Build health through physical activity In this sub-strand learners will play games, play sports and dance for health.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.2.3.1 know health and well being conventions through physical activity	<i>Learners should be able to</i> Term 1 SM.2.3.1.1 experience basic movement skills of running, jumping, body positions and balance Term 2 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 Term 3 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 Term 4 SM.2.3.1.2 strengthen hand and leg muscles	<i>Learners can be assessed on</i>

Learning Area: Sensory, Motor and Health		
Strand: Health		
Strand Theme: SM.2 Make healthy choices and habits		
Sub-strand: SM.2.3 Build health through physical activity In this sub-strand learners will play games, play sports and dance for health.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.2.3.1 know health and well being promote conventions through physical activity	<i>Learners should be able to</i> 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	<i>Learners can be assessed on</i>

Learning Area: Sensory, Motor and Health		
Strand: Movement		
Strand Theme: SM.3 Movement for health and cognitive learning ability		
Sub-strand: SM.3.1 Identify parts of the body In this sub-strand learners will identify and name parts of the body while exploring movement.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.3.1.1 recognise and name parts of the body	<i>Learners should be able to</i> Term 1 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 Term 2 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 Term 3 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 Term 4 SM.3.1.1.7 move the body in relation to objects	<i>Learners can be assessed on</i>
















Learning Area: Sensory, Motor and Health		
Strand: Movement		
Strand Theme: SM.3 Movement for health and cognitive learning ability		
Sub-strand: SM.3.2 Participate in movement activities to develop motor skills In this sub-strand there is a focus on learners developing fine and gross motor skills.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.3.2.1 understand the development of fine and gross motor skills through activities	<i>Learners should be able to</i> Term 1 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 Term 2 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 Term 3 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	<i>Learners can be assessed on</i> 1. <u>Work Samples</u> The teacher should collect samples of fine-motor activities to monitor development. Samples should be dated to show progress

Learning Area: Sensory, Motor and Health		
Strand: Movement		
Strand Theme: SM.3 Movement for health and cognitive learning ability		
Sub-strand: SM.3.2 Participate in movement activities to develop motor skills In this sub-strand there is a focus on learners developing fine and gross motor skills.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SM.3.2.1 understand the development of fine and gross motor skills through activities	<i>Learners should be able to</i> SM.3.2.1.5 throw, catch, strike a ball or an object SM.3.2.1.6 participate in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes Term 4 SM.3.2.1.3 participate in games from other cultures 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	<i>Learners can be assessed on</i>

Learning Area: Sensory, Motor and Health																																
Strand: Movement																																
Strand Theme: SM.3 Movement for health and cognitive learning ability																																
Sub-strand: SM.3.3 Participate in movement activities to develop cognitive learning ability In this sub-strand there is a focus on movement for cognitive learning ability.																																
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events																														
Learners should SM.3.3.1 understand the development of sensory motor and cognitive skills	Learners should be able to Term 1 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 Term 2 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 Term 3 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 Term 4 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	Learners can be assessed on 1. Teacher Checklist The teacher should keep a checklist of the different movement skills. The teacher should observe the learner 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 <table border="1"> <thead> <tr> <th></th><th>✓</th><th>×</th></tr> </thead> <tbody> <tr> <td>Hop on one foot</td><td></td><td></td></tr> <tr> <td>Jump</td><td></td><td></td></tr> <tr> <td>Jump backwards</td><td></td><td></td></tr> <tr> <td>Sausage rolls</td><td></td><td></td></tr> <tr> <td>Homolateral crawl</td><td></td><td></td></tr> <tr> <td>Homolateral flip flops</td><td></td><td></td></tr> <tr> <td>Cross pattern crawl</td><td></td><td></td></tr> <tr> <td>Cross pattern flip flops</td><td></td><td></td></tr> <tr> <td>Cross pattern walking</td><td></td><td></td></tr> </tbody> </table>		✓	×	Hop on one foot			Jump			Jump backwards			Sausage rolls			Homolateral crawl			Homolateral flip flops			Cross pattern crawl			Cross pattern flip flops			Cross pattern walking		
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12.6 Social and Emotional Skills Syllabus

Learning Area: Social and Emotional		
Strand: Identify		
Strand Theme: SE.1 Awareness of personal identity		
Sub-strand: SE.1.1 Develop Solomon Islands identity through listening, talking and drawing In this sub-strand learners will explore how they are the same or different from others and focus on unity.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should SE.1.1.1 develop a sense of identity as a Solomon Islander	Learners should be able to Term 1 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 Term 2 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 Term 3 SE.1.1.1.6 listen to recounts from grandparents and elders of local history Term 4 SE.1.1.1.7 talk or draw about what they like about the Solomon Islands	Learners can be assessed on 1. Picture Assessment The teacher should ask the learner to draw themselves with two things that make them part of the Solomon Islands or a part of their island and language group. The teacher should then record notes as the learner describes the picture, noting outcomes that have been demonstrated

Learning Area: Social and Emotional												
Strand: Identify												
Strand Theme: SE.1 Awareness of personal identity												
Sub-strand: SE.1.2 Talk about and show feelings												
In this sub-strand learners consider feelings and responses in themselves and others.												
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events										
Learners should SE.1.2.1 recognise emotional responses people may experience in different situations	Learners should be able to Term 1 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 Term 2 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 Term 3 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	Learners can be assessed on 1. Teacher Guided Assessment The teacher should prepare some circles on a page for the learner. When the teacher reads about the first person, the learner should draw the face showing how the person feels. Continue this for a range of different feelings <table><tr><td>Mummy is sick with malaria.</td><td></td></tr><tr><td>My brother gave me a lolly.</td><td></td></tr><tr><td>The girl would not let the boy play with them.</td><td></td></tr><tr><td>We have a new baby in our house.</td><td></td></tr><tr><td>A big fire is near the house.</td><td></td></tr></table>	Mummy is sick with malaria.		My brother gave me a lolly.		The girl would not let the boy play with them.		We have a new baby in our house.		A big fire is near the house.	
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Learning Area: Social and Emotional		
Strand: Identify		
Strand Theme: SE.1 Awareness of personal identity		
Sub-strand: SE.1.2 Talk about and show feelings In this sub-strand learners consider feelings and responses in themselves and others.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SE.1.2.1 recognise emotional responses people may experience in different situations	<i>Learners should be able to</i> Term 4 SE.1.2.1.10 use appropriate language and actions to communicate feelings in different situations SE.1.2.1.12 respect the feelings, rights and belongings of others	<i>Learners can be assessed on</i>

Learning Area: Social and Emotional		
Strand: Identify		
Strand Theme: SE.1 Awareness of personal identity		
Sub-strand: SE.1.3 Talk about personal skills and qualities positively In this sub-strand learners talk about themselves positively acknowledging their effort and progress.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SE.1.3.1 understand a willing and positive self-image	<i>Learners should be able to</i> Term 1 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 Term 2 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 Term 3 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 Term 4 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	<i>Learners can be assessed on</i> 1. Anecdotal Notes The teacher should observe the learner's willingness to talk, participate and persevere across a variety of activities and make brief notes on the observations. Each note should be dated to show developmental progress

Learning Area: Social and Emotional		
Strand: Values		
Strand Theme: SE.2 Values in daily life		
Sub-strand: SE.2.1 Discuss values and apply personally In this sub-strand learners define the 12 core values through discussion and story examples.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SE.2.1.1 understand the selected values and give examples for personal application	<i>Learners should be able to</i> Term 1 SE.2.1.1.1 express thoughts or ideas on the moral values that a story or rhyme or song that portrayse 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 Term 2 SE.2.1.1.1 express thoughts or ideas on the moral values that a story or rhyme or song portrays 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 Term 3 SE.2.1.1.1 express thoughts or ideas on the moral values that a story or rhyme or song portrays SE.2.1.1.8 discuss ways we can be fair SE.2.1.1.9 discuss ways we can obey	<i>Learners can be assessed on</i>

Learning Area: Social and Emotional		
Strand: Values		
Strand Theme: SE.2 Values in daily life		
Sub-strand: SE.2.1 Discuss values and apply personally In this sub-strand learners define the 12 core values through discussion and story examples.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SE.2.1.1 understand the selected values and give examples for personal application	<i>Learners should be able to</i> SE.2.1.1.10 discuss things we can be thankful for Term 4 SE.2.1.1.1 express thoughts or ideas on the moral values that a story or rhyme or song portrays 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	<i>Learners can be assessed on</i>

Learning Area: Social and Emotional		
Strand: Values		
Strand Theme: SE.2 Values in daily life		
Sub-strand: SE.2.2 Find ways to celebrate differences while maintaining unity In this sub-strand learners identify and talk about traits in one another and consider how they contribute to the good of the class.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should SE.2.2.1 understand, value and respect individual differences	Learners should be able to Term 1 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 Term 2 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 some one, sharing food, bullying SE.2.2.1.4 talk about actions to solve problems in play and group activity Term 3 SE.2.2.1.2 celebrate the variety of gifts that are in the class SE.2.2.5 explore ways of creating unity among people Term 4 SE.2.2.1.2 celebrate the variety of gifts that are in the class 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	Learners can be assessed on

Learning Area: Social and Emotional																										
Strand: Values																										
Strand Theme: SE.2 Values in daily life																										
Sub-strand: SE.2.3 Demonstrate values																										
In this sub-strand learners attempt to demonstrate practically the values they have been studying.																										
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events																								
Learners should SE.2.3.1 practise the selected values to interact positively with others	Learners should be able to Term 1 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 Term 2 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	Learners can be assessed on 1. Teacher Checklist The teacher should prepare a checklist with the values descriptions. During each term the teacher should observe the learner in a range of settings and record the date and any notes regarding the demonstration of the values outcomes <table><tr><td>united</td><td></td></tr><tr><td>peaceful</td><td></td></tr><tr><td>responsible</td><td></td></tr><tr><td>well-mannered</td><td></td></tr><tr><td>caring</td><td></td></tr><tr><td>purposeful</td><td></td></tr><tr><td>fair</td><td></td></tr><tr><td>obedient</td><td></td></tr><tr><td>thankful</td><td></td></tr><tr><td>honest</td><td></td></tr><tr><td>respectful</td><td></td></tr><tr><td>prayerful</td><td></td></tr></table>	united		peaceful		responsible		well-mannered		caring		purposeful		fair		obedient		thankful		honest		respectful		prayerful	
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purposeful																										
fair																										
obedient																										
thankful																										
honest																										
respectful																										
prayerful																										

Learning Area: Social and Emotional Skills		
Strand: Values		
Strand Theme: SE.2 Values in daily life		
Sub-strand: SE.2.3 Demonstrate values In this sub-strand learners attempt to demonstrate practically the values they have been studying.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should SE.2.3.1 practise the selected values to interact positively with others	Learners should be able to Term 3 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 Term 4 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	Learners can be assessed on

Learning Area: Social and Emotional Skills		
Strand: Values		
Strand Theme: SE.2 Values in daily life		
Sub-strand: SE.2.4 Follow rules with understanding In this sub-strand learners come to understand the purpose of following rules around taking care of ourselves and our environment.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SE.2.4.1 being able to take responsibility for own actions	<i>Learners should be able to</i> Term 1 SE.2.4.1.1 identify and follow classroom rules and routines and directions given at school Term 2 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 Term 3 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 Term 4 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	<i>Learners can be assessed on</i>

Learning Area: Social and Emotional Skills		
Strand: Christian Education		
Strand Theme: SE.3 A sense of Christian Identity		
Sub-strand: SE.3.1 Identify God as the creator In this sub-strand learners will identify who Father God is.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SE.3.1.1 know God as the Creator who seeks a relationship with his creation	<i>Learners should be able to</i> Term 1 SE.3.1.1.1 identify God the Father as eternal, the creator of the world and the source of all knowing Term 2 Go to SE.3.2.1.1 Term 3 Go to SE.3.2.1.2 Term 4 Go to SE.3.2.1.3	<i>Learners can be assessed on</i> 1. <u>Teacher Observation</u> Teachers should observe the learners and make anecdotal notes as needed as opportunities unfold for spiritual understanding and relationship

Learning Area: Social and Emotional Skills		
Strand: Christian Education		
Strand Theme: SE.3 A sense of Christian Identity		
Sub-strand: SE.3.2 Identify Jesus In this sub-strand learners will develop understanding of Jesus as Son of God.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SE.3.2.1 know Jesus as the way to make a relationship with God possible	<i>Learners should be able to</i> Term 1 Go to SE.3.1.1.1 Term 2 SE.3.2.1.1 talk about how Jesus is the revealed Son of God Term 3 SE.3.2.1.2 talk about the key teachings of Jesus Term 4 SE.3.2.1.3 appreciate the sacrifice of Jesus	<i>Learners can be assessed on</i>

Learning Area: Social and Emotional Skills		
Strand: Christian Education		
Strand Theme: SE.3 A sense of Christian Identity		
Sub-strand: SE.3.3 Participate in Bible stories and activities In this sub-strand learners explore what it means to follow a Christian way of life.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> SE.3.3.1 understand how to follow a Christian way of life	<i>Learners should be able to</i> Term 1 SE.3.3.1.1 participate in Bible stories and activities Term 2 SE.3.3.1.2 interact with biblical concepts Term 3 SE.3.3.1.3 verbalise some ideas about Jesus Term 4 SE.3.3.1.4 seek to apply Christian practices such as grace, prayer and worship	<i>Learners can be assessed on</i>

Section 13. LEARNING AND TEACHING RESOURCES

The PPY curriculum has three resource books. Included inside these books are some special resources that support the values basis to the curriculum. The curriculum contains *12 Values Characters*. They are cartoon characters of Pacific children who represent the 12 values. Each character has a name that links to the value e.g. Peter brings Peace. Each character has an A4 picture, an A4 scene where something is happening, a finger puppet and the potential for a pillow friend. Each one also has a values story about them. These can all be found in the resource books.

A set of small and big story books to share with children will also be provided for each class.

Resource Book 1 contains mainly stories and are items that the teacher may use directly from the book. Resource Book 2 is a copy and trace book to be used for charts, pictures and activities that need big copies or many copies of activities. Resource Book 3 is a laminated cut-out book containing items for the teacher to remove and use. Across these three books, stories and pictures are provided and teachers can choose to make them into small books or big books for modelled and shared reading experiences. Stimulus pictures, sequence pictures, pre-reading and pre-writing activities are provided but it is up to the teacher to determine how they are reproduced and used in the classroom. Lists, pictures and instructions for the construction of materials made from natural resources and for collecting reusable items are also provided. Teachers should use afternoons, holiday time or parent volunteers to create these resources.

Essential stationary tools to help in the construction of resources should be purchased by your school from its grants allocation. Things found in the environment should be collected by teachers e.g. stones as counters, coconut shells for memory game and cut timber pieces for blocks. Teachers should make time to create items from paper and other materials to support lessons e.g. story pages, balance scales, traced activities.

It is recognised that throughout the Solomon Islands, a number of factors can hinder the availability of resources. Such as delays in grant allocation, printing and shipping. Teachers must remember that good teaching does not depend on these things but on the will and the positive attitude of the teacher.

Section 14. TOOLS AND EQUIPMENT

This section contains a list of suggested tools and equipment for effective teaching and learning within the PPY syllabus. Many items can be collected by the learners and teachers. Please remember to store things safely.

plastic cups	paper plates
screws	measuring jugs
coloured pencils	crayons
jars and bottles	torches
lids	batteries
empty containers and cans	egg cartons
buckets	chalk
sticky tape	funnels
glue	candles
scissors	pipe cleaners
drawing paper	blue tac
paper clips	paint brushes
food colouring	clothes pegs
play dough	gravel
food colouring	stones
straws	seeds
corks	shells
wooden blocks	sand
cardboard	water
sieve	pieces of weed
coloured card	coconut shells
cotton wool	bamboo pieces
elastic bands	masking tape
string	lava lavas
rice sacks	mats
flour sacks	

Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT

The Pre-primary Year syllabus uses the out-comes based approach to education. Learning outcomes are the curriculum standards that assessments 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 of the learner as well as improving the 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 for the Pre-primary Year teacher. At this level it does not include a lot of formal testing, but rather has a focus on observation and collecting anecdotal notes and work samples. This is followed by measuring the gathered assessments against the outcomes checklist.

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

15.1 Observe

When a teacher observes a learner they are looking, noticing and paying attention with the purpose of finding out important things about the child's learning progress. Teachers can learn about a child's progress through observing them in a variety of settings.

For example, learners may be observed:

- during outdoor play,
- during indoor play,
- while playing alone
- or playing in groups,
- during interactions with other others
- during activities,
- at talk time, try time or any other activity,
- in drawn or written work.

It is important to learn about a child to be able to best plan for their overall development. A teacher must observe children both while the child is involved in a practical activity and when the child is quiet and still. Whether the teacher is quietly watching or they are busy teaching they should still notice and pay attention to learners' actions and words.

The teacher must practise the skill of "the monitoring eye". That means glancing around every one of the learners often, keeping attention on all that is happening. The teacher thinks about what he or she sees and may decide to make an anecdotal note about the observation. There are a variety of

ways teachers can record their observations, which are listed in section 15.6.

15.2 Record and Interpret

Teachers may record their observations in quick notes, small tables and checklists (see examples in Teachers Guide 2) or on a child's piece of written or drawn work. The variety of ways teachers can record their observations, which are listed in section 15.6., includes all these methods.

Teachers must build a picture of each learner discovering their interests, strengths, and where they need help. This is called interpretation. After Teachers write about their observations, they can go back, read them and make sense of what has been observed. They can look for patterns in behaviour and identify possible causes.

To help them to interpret, teachers need to ask themselves questions like these:

- What can this learner do?
- What do my notes about this child mean?
- What is the learner finding difficult?
- What does this learner enjoy?
- What learning needs do I see in this child?
- Is there evidence here of learning outcomes that are met?
- Is there any specific intervention I need to plan?
- Does this learner need extending?
- Does this learner need extra time and support?

15.3 Plan Interventions

The interpretations of observations form the basis of the teacher making a plan for a learner. The learner may need extra support on their own or in a group. They might need extension activities to do as well as the usual class activity or they might just need a bit of attention and encouragement within some lessons.

Once teachers have observed learners, recorded observations and interpreted their observations, they will have been able to identify strengths and needs of learners. It is important for teachers to plan for the on-going progress and development of all learners.

When planning, teachers should ask themselves questions such as:

- What should I plan to teach this child?
- Can I teach that with the whole class, in a small group or one-on-one?
- Do I need any help from another teacher, a parent or community member?

15.4 Teach next steps

Carry out the interventions you have planned to support children with strengths and weaknesses.

15.5 Evaluate and Assess

Evaluate the teaching and assess whether learners needs are met. Then carry on to observe again.

15.6 Assessment Tools for Teachers

In the Pre-primary Year teachers are assisted with how to use the assessment tools, in order to collect information about learners.

Teachers Daily Tools

The daily lesson plan has three boxes for assessment. Detailed instructions for use are provided to teachers in Teachers Guide 2.

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.

Detailed examples of active assessments can be found in Teachers Guide 2.

Kinds of anecdotal assessment notes include:

- Any quick notes
- Running records
- Participation notes
- Informal checklists or tables
- 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.

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 Small Guided Activity to test the learners capability. This ‘test’ will not be completely independently by the learner, but with step by step guidance from the teacher. Suggestions for such activities are found in Teachers Guide 2.

Compulsory Summative Assessment Tools

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.

Work Sample Portfolio

This is a folder that contains a learner's work samples to demonstrate their growing competencies over the year.

Outcomes Checklist

This important checklist names 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 Checklist Template can be found in the back of Teachers Guide 1.

Achievement Levels

Particular levels in the development of a learner towards a learning outcome.

Aims

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.

Alliteration patterns

Sounds in words like “Sam sings slowly”.

Assessment

Judging and describing the learning outcomes that learners have achieved.

Assessment Event

An opportunity for a learner to demonstrate achievement on a specific learning outcome, usually recorded to give a record of learner’s progress.

Attitude

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

Attributes

A quality or characteristic of someone or something.

Basic Education

Education from Pre-primary year to Year 9. It is the policy of the government that all children should attend these years of schooling as a minimum requirement.

Conventions

The agreed-upon ways we use language when speaking or writing.

Cross-pattern

Using opposite sides of the body.

Curriculum

All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.

Curriculum Standards

Established and agreed requirements of the national school curriculum. It consists of knowledge, understanding, skills, values and attitudes.

Discrimination

Unfair treatment of different kinds of people based on differences such as race, age, gender or religion.

Early Childhood Education

The umbrella term that refers to a variety of programmes (e.g. nursery, playschool, kindergarten, day care and preparatory class.) that provide educational, social, emotional, moral and physical support for children between birth and 8 years of age.

Entrepreneurial thinking

Considering and planning to start or organize a commercial enterprise involving financial risk.

Gender

Being male or female.

General Learning Outcome (GLO)

A statement which specifies what the learner is expected to know, understand or be able to do, and appreciate. These are open ended and general statements.

Hibernation

A type of deep sleep some animals (e.g. bears) go into during winter.

Homolateral

All on the same side of the body.

Key Learning Outcomes (KLO)

The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All subjects will make some contribution to the achievement of each of these Key Learning Outcomes.

Learner – centred

An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.

Learning outcome

A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values learners are expected to have developed as a result of a learning process.

Migration

To move from one place or country to another.

Outcomes-based Education (OBE)

A curriculum or syllabus based on the setting and achievement of learning outcomes. This is the approved curriculum model and approach.

Rationale

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

Scope

The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade or year level.

Sequence

The order of the introduction or teaching of concepts and skills within a subject, which reflect the progression of understanding or competence over a period of time.

Specific Learning Outcome (SLO)

A statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome. These are specific statements and are measurable, observable and doable.

Stereotyping

A thought that certain kinds of people behave in a certain way that represents the whole group.

Strand

The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.

Strand statement

Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.

Subject

One of the traditional categories into which the content of a school curriculum is sub-divided; subjects derive strongly from the range of disciplines of knowledge.

Sub-strand

A sub-division of strand dealing with a particular units and topics within that sub-strand.

Syllabus

A document which prescribes the course of the study for learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, assessment events and other guidance for teachers.

Transformation

A complete change.

Value

Moral standard of behaviour; principles which govern a person's actions.

Vernacular Language

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue.

This now includes Pijin.

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